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CURRENT AND FUTURE NEEDS FOR THE EDUCATION OF DEPENDENTS OF EMPLOYEES OF INTERNATIONAL ORGANISATIONS

Report on Survey Results

Prepared by the Secretariat of the International Organisations'
Staff Associations in The Netherlands (IOSA-NL)

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IOSA-NL

International Organisations' Staff Associations in the Netherlands

Members

European Patent Office (EPO), European Space Agency (ESA/ESTEC), NATO C3 Agency (NC3A), International Criminal Tribunal for the Former Yugoslavia (UN/ICTY), European Police Office (Europol), European Organisation for the Safety of Air Navigation (EUROCONTROL), International Court of Justice (ICJ), Organisation for the Prohibition of Chemical Weapons (OPCW), International Criminal Court (ICC), European Union Judicial Cooperation Unit (EUROJUST), The Institute for Energy, Directorate-General Joint Research Center of the European Commission (JRC)



FINAL REPORT

1 Introduction

The purpose of this report is to furnish the Netherlands Foreign Ministry with relevant and substantive information that will help them to assess the current education infrastructure provided for the international organisations (IOs) that are permanently based in, and hosted by, the Netherlands. In particular, demographic material was collected and is being made available with the express intention of facilitating the timely identification of current and future needs for education infrastructure—an infrastructure that, in light of both the active policy of the Netherlands government to attract and retain IOs and, the discernible trend of growth in demand for international education in The Hague area¹, will necessitate a well-timed deployment of educational resources.

The Netherlands Foreign Ministry is also provided with this report in response to their encouragement of IOSA-NL's initiative to conduct a survey as to whether sufficient interest exists in relation to the possible creation of a European School in The Hague area. The pertinent survey results, as well as recommendations—the outcome of IOSA-NL's consultation of users of various international and European education facilities in the Netherlands are provided herein.

The survey questions that correspond to this report may be found in Annex I.

In this survey *householder* refers to an international civil servant stationed in the Netherlands. *Household* denotes the householder and dependent members of the householder's family. A dependent under 19 years of age who resides outside of the Netherlands for educational purposes is considered a member of the householder's household.

Official estimates and demographic data that specifically relate to the Netherlands IO population (e.g., number of family households, entrants and leavers), are not available to IOSA-NL and thus are not included in the analyses.

The assessment or comparison of quality of education content, teaching or learning—whether in individual schools, between schools or between school systems—is *not* the object or subject of the survey or of this report.

2 Executive Summary

All staff members of international organisations whose households include children consider the provision of adequate education to be a crucial factor when they are considering whether or not to relocate to a particular destination. It was in that context that the members of IOSA-NL requested that the Secretariat draft a questionnaire and carry out a survey that would assess just how effectively the educational needs of children of IO staff were being met in the Netherlands. Before

¹ Please refer to the Dutch Government position paper on the Interministerial Policy Review (IBO) of the Policy Framework for Attracting and Hosting International Organisations, dated June 2005.



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the survey was carried out, IOSA was already aware that certain groups were poorly catered for (for example, children with special needs that require tuition and support in English), and that many IO staff members felt that limitations existed as to the provision of education for non-Dutch-speaking children in the Netherlands. The questionnaire that was drawn up reflected the varied interests and requirements of staff members of the 10 organisations that are members of IOSA. As the results show, it is IOSA's assessment that the Netherlands Government will need to address the provision of education as a matter of urgency if it wishes to continue to attract other international organisations to this country and to maintain the high numbers of expatriates working here.

An assessment of education infrastructure with particular reference to the practical human resources issues of the IO involves the considerations of: educational facilities and supply of education, schooling capacity, price structure, location, mobility-associated foreign/mother tongue language coverage, and transportability of education. It is the variety and availability of school choice embodying the education landscape in the Netherlands that IOs and IO employees draw upon to meet the education needs of dependents—no single type of school exists that can meet the totality of all the demands that can be made.

The results of the survey indicate that several needs can not be met and are not being met by the current state of education infrastructure in place in The Netherlands. Eight crucial areas require the urgent attention of the Netherlands authorities; specifically:

- **The lack of schooling capacity and anticipated growth (29.5%) in schooling population**
- **The number of dependents (296 children) that reside outside of the Netherlands for the purpose of education**
- **Serious interest in a Schola Europaea in The Hague area (1296 children)**
- **The lack of information regarding subsidies, and the length of waiting lists for childcare facilities (crèche/preschool, after-school childcare)**
- **The lack of information and the length of waiting lists in relation to Dutch curriculum education**
- **The urgent need to reform the governance structure of international stream schools**
- **The lack of mobility-associated foreign/mother-tongue language facilities, including language facilities for children with special needs**
- **Market failure in the provision of affordable international education to the segment of IO employees not in receipt of IO subsidy of education**

Each point is discussed in greater detail in the body of the report and in Section 5, **Analysis**.

Recommendations (provided in Section 6) can be summarised thus:

- **Establish an information point for the IO community regarding childcare and Dutch curriculum schools**



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- **Undertake a review of the governance structure of semi-private international schools currently functioning as international streams of local schools**
- **Alongside upgrading the existing education infrastructure, initiate the establishment of a Brussels-model Schola Europaea**
- **Provide an international department facility within the existing Dutch Special Needs school(s)**

3 Survey Parameters

IOSA-NL invited one response per household to a “Survey Regarding Current and Future Needs for the Education of Dependents of Employees of International Organisations” among its membership who:

- Situation 1: Have one or more dependents 0 to 18 years of age living in the Netherlands.
- Situation 2: Have one or more dependents 0 to 18 years of age living or schooling outside the Netherlands in order to meet their educational needs.
- Situation 3: Do not have dependents but do have an interest in dependents’ education due to future plans.

Households with dependent(s) 0 to 18 years residing outside of the Netherlands due to a principal reason other than education were excluded from the survey. The survey was made available in May 2006 to the staff and selected contractors² that constitute ten IOSA-NL member organisations³.

² Contractors comprise 2% of all responses. Not all IOs and Staff Association bodies authorised or facilitated the distribution of the survey to contractual employees.

³ For internal security protocol reasons (staff at that Organisation do not have access to the internet on their desktop computers), the OPCW did not participate in the on-line survey but provided data collated in an internal poll. OPCW results are included in the report as a separate entry whenever possible.



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	A	B	A/B
	Number of Survey Respondents	Approximate Number of Staff per IO ⁴	A as a percentage of B
European Patent Office (EPO)	603	2500	24%
European Space Agency (ESA-ESTEC)	230	1070	21%
NATO C3 Agency (NC3A)	88	400	22%
International Criminal Tribunal for the former Yugoslavia (ICTY)	94	1200	8%
European Police Office (EUROPOL)	69	450	15%
The European Union's Judicial Cooperation Unit (EUROJUST)	19	85	22%
European Organisation for the Safety of Air Navigation (EUROCONTROL)	32	500	6%
International Court of Justice (ICJ)	11	200	6%
International Criminal Court (ICC)	55	200	28%
Total number of responses	1201		

Table 1. Survey Participation

	A	B	A/B
	Number of Survey Respondents	Approximate Number of Staff per IO	A as a percentage of B
Organisation for the Prohibition of Chemical Weapons (OPCW)	42	500	10%

Table 2. OPCW Data

⁴ These figures ("B") represent a total number of staff—which includes staff with no children, and staff with children whose ages do not belong in the 0 to 18 range. Only the European Patent Office provided an official count of the number of households with dependents in the 0 to 18 range (1074 households). Survey participation for the EPO can therefore be calculated to be 50%. Survey participation=(A - n)/1074; n=number of survey households with no dependent children (EPO, 70 households).



4 Survey Results⁵

4.1 Survey population

- **2135 children form a part of 1029 family households⁶**

Out of a total of 1201 responses 1029 represent family households and 172 are respondents who plan having on a family in the future; 1029 respondents (the former category) answered the questionnaire on behalf of a total of the 2135 children that figure in this report.

- **1839 children (0-18 years) live in the Netherlands**
- **At least 282 children (0-18 years) live outside the Netherlands⁷**

These children live apart from at least one parent who is an IO employee posted in the Netherlands. Education is the primary reason for their current living arrangement.

	Households	Percentage
Total number of survey respondents	1201	100%
With dependent(s) under 19 years of age	1029	85.7%
With no dependent children	172	14.3%

Table 3. Number of households

⁵ Survey findings are summarised in bullet format.

⁶ Only the European Patent Office provided an official count of the number of dependents in the 0 to 18 range (1921 children). The survey results for the EPO can therefore be compared to official data provided:

EPO Data

Total number of households with dependents 0 to 18 years of age	1074	100%
Survey households with dependents 0 to 18 years of age	533	49.6%

EPO Data

Total number of dependents 0 to 18 years of age	1921	100%
Survey population of dependents 0 to 18 years of age	1071	56%

⁷ 296 children represented in the survey live outside the Netherlands. When the number of dependents connected with EuroControl (located near the French and German borders of the Netherlands) is not considered, 282 children live and/or study outside the Netherlands.



	Dependent Children	Percentage
Total number of children under 19 years of age	2135	100%
0 to 5 years of age	818	38.3%
6 to 10 years of age	617	28.9%
11 to 18 years of age	700	32.8%

Table 4. Dependent children by age group

	A	B	C	A+B+C	Percentage
	0 to 5 years of age	6 to 10 years of age	11 to 18 years of age		
Total number of dependent children	818	617	700	2135	100%
Who live or study inside the Netherlands	715	552	572	1839	86.1%
Who live or study outside the Netherlands	103	65	128	296	13.9%

Table 5. Dependent children by location (inside, outside the Netherlands), and by age bracket

4.2 Population growth

- **29.5% = Projected growth in schooling population for the period 2006 – 2011⁸**

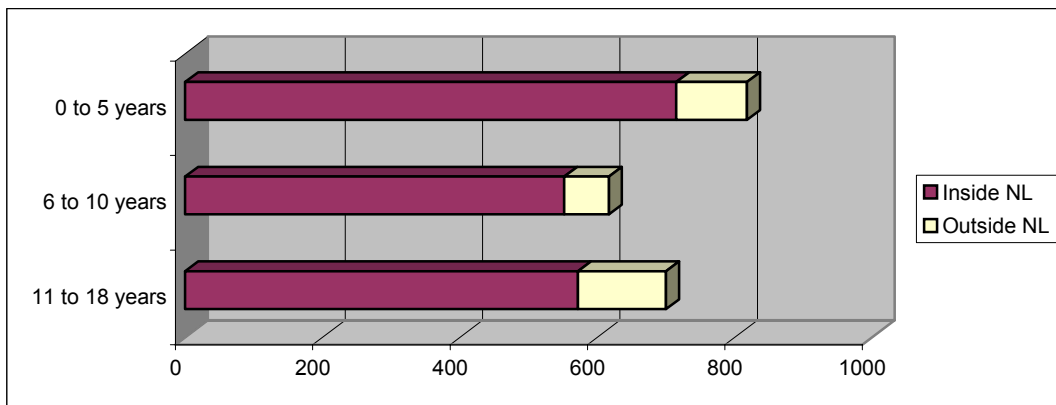


Figure 1. Dependent child population by age bracket, 2005

⁸ A preliminary estimate of population growth was derived from Table 5: children who live and study inside the Netherlands. Rate of change=(A - B)/B



4.3 Dependents schooling inside the Netherlands

Total number of dependent children who live in the Netherlands enrolled in education	100%
Attending:	
Pre-school	23.1%
Netherlands curriculum, State-funded	28.8%
Non-NL national curriculum, Private ⁹	21.0%
Non-NL national curriculum, Semi-private ¹⁰	13.1%
International private ¹¹	0.2%
International semi-private ¹²	12.9%
Schola Europaea	0.1%
Special Needs	0.8%

Table 6. Dependent children inside the Netherlands by school category

⁹ Includes: the AISR (the American International School of Rotterdam), the ASH (the American School of The Hague), and the British School.

¹⁰ Includes: Deutsche Internationale Schule, Lycée Français, the Indonesian School, and the Japanese School.

¹¹ Includes: the ISA (the International School of Amsterdam), and the AFNORTH International School.

¹² Includes: the AICS (the Amsterdam International Community School), De Blijberg International Primary School, Elckerlyc (Leiden International Primary School), the HSV (The Hague International Primary School), the ISH (the International School of The Hague), the ISM (the International School of Maastricht), JID (Joppenhof International Department), Rijnlands (Het Rijnlands Lyceum International School), and the RISS (the Rotterdam International Secondary School).



4.3.1 Pre-school/Crèche

- **59% of dependent children in the 0 to 5 age bracket are currently enrolled in a pre-school or crèche**

A large number of comments were posted by survey respondents with dependent(s) in the 0-5 age bracket regarding their exclusion from the new government legislation on child day-care, *Wet Kinderopvang*. A large number of staff—those whose IOs have not made arrangements to comply with Dutch regulations and/or have not properly informed them about the entitlement that they may have to Dutch government subsidy¹³—do not receive any support for childcare.

Excerpts¹⁴:

“Pre school is too expensive in The Netherlands (comparing to my home country), and the organisation where I work does not support any cost under 4 years old. In my particular situation I have two children under 4 years, what makes very difficult to pay kindergarten and have a satisfactory level of life in The Netherlands.”

“There are huge waiting lists and it is quite expensive! There is also a great need for affordable International/European crèches/pre-school facilities. In January 2005 I was quoted € 2,500 per month for my two children for 5 days a week at a local (Den Haag) council run crèche.”

“Nobody is interested in children (0-2 years old). There is no help for their parents.”

“The needs for pre-school education...should also be taken into account. My IO does not subsidize pre-school education. In that respect, my current situation does not meet the standards I would have expected in my origin country.”

“I'm paying up to 1000€ per month for a 3 day per week playgroup, not a single penny is subsidized by my employer.”

“It doesn't attract younger families to go abroad when the [IO] doesn't provide any financial support for using the Dutch Childcare system (kinderopvang) or e.g. the various English pre-schools available....For a family with small kids (like mine) it is almost impossible to afford to attend any pre-school activities that can support your child's educational needs.”

“There has been a definite lack of any (verifiable) interaction by the appropriate personnel in my organisation towards securing a suitable education establishment for our children. How can our organisation [address] the importance of educating our children when the fundamental educational mechanisms are not even in place? What could, and should, be supported is an international/European teaching environment (in a neutral location) and one that would support our, assumed, state of preparation for job mobility. Unfortunately as with many other issues our children will have outgrown the need by the time a new location could be identified, built and inaugurated. Case in point is the Creche facilities. Fundamentally there is no willingness on either [IO] or the Dutch government to rectify this situation as both view it as expensive and unnecessary. Has there ever been pressure exerted by [IO] on the Dutch government to resolve this? If so when and to what extent and what were the blocking points? Will we ever see some rapid movement by [IO] on this or is the preferred Dutch choice of no-action being adopted by our employer?”

“I would very much like if the Dutch Government would encourage the International Organisations itself to set up their own child care centers for the younger children/ babies.”

4.3.2 Primary and Secondary Schools

- **37.9% of dependents schooling in the Netherlands attend a local Dutch school**
- **62.1% of dependents schooling in the Netherlands attend a foreign or international curriculum school**

¹³ DKP/DIO-2004/1086, Conditions of eligibility of parents employed at an IO to an income-related state contribution towards the cost of childcare

¹⁴ All comments have been quoted verbatim, with the occasional deletion of IO name or other identifiers. The most representative of some 330 comments received have been reproduced here.



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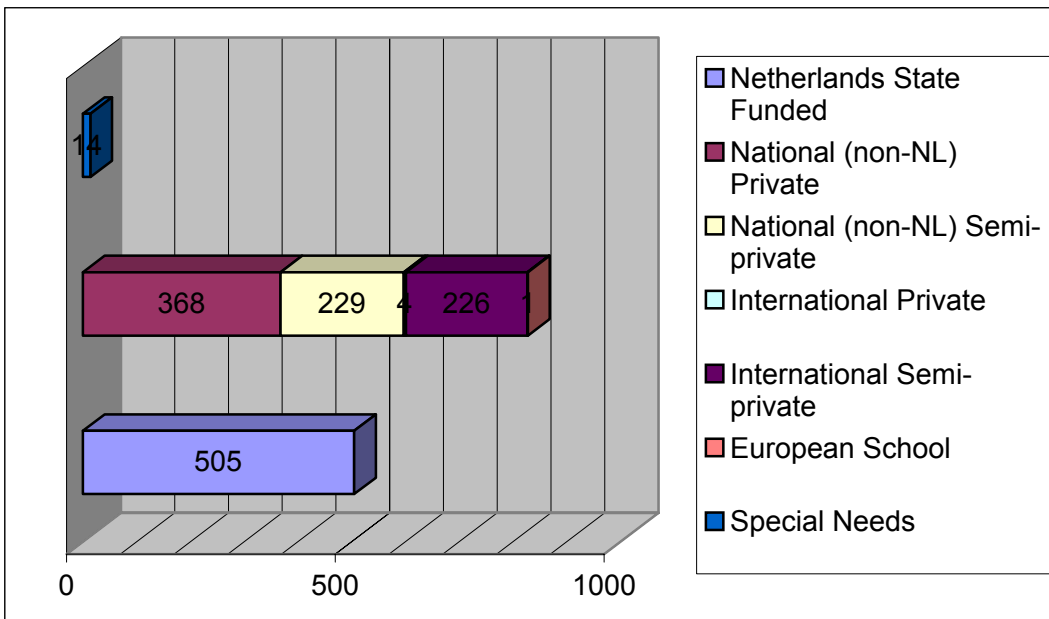


Figure 2. Schooling inside the Netherlands (primary and secondary education)

4.3.2.1 Netherlands Curriculum (local school)

	Dependent Children	Percentage
Total number of children attending a Local School	505	100%
Dutch nationals	150	29.7%
Non-Dutch nationals	355	70.3%

Table 7. Dependent children inside the Netherlands attending a local school

Excerpts:

"I want to emphasize that my children followed the Dutch school system with good results and even as foreigners had never a problem with it."

"Dutch schools are better than those in most other European countries. Certainly much better than [national] schools in [country]. What we are missing is some education in mother tongue. For that I DO NOT need a complete new school but additional lessons would do the job. Weekly lessons at existing locations or privately, offered by qualified teachers would be already good. If I want complete mobility there are enough National or international schools, but they all tear the children out of their social surroundings and make them 'alien'."

"In the close neighbourhood of our home, there is an excellent Dutch evangelical primary school that we are very very pleased with."

"The main problem in my view is to leave open both options of integration in the Netherlands and command of the mother tongue. The choice of the normal Dutch system may compromise the second aspect, but all other possible choices available at the moment enclose the children in a bubble remote from their Dutch neighbourhood."

"My daughter is in a basic Dutch school. I made the choice, because I know that we are going to stay here (The Hague) for a long time, because of my permanent job. I wanted her to be able to fit in the Dutch society in order her to feel 'insider' instead of 'outsider', like we parents do. So, living in a foreign country and learning the language, is very important, in the sense of fitting in. But, at the same time I would like to have better possibilities for her to maintain her mother tongue and at the moment there is nothing much to do."

"I am provided with no financial help via my Employer. Therefore, I am financially forced to educate my child through the Dutch system."

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"[Class size] in local NL school is too large (36 pupils in group 3!) for expat children to get special attention they need for the language build-up. Sooner or later we are forced to look for private arrangements for our children education because of the lack of these basic resources."

"[Our] children are less than 4 years old. Our favourite school option is a Dutch school. There are NO AVAILABLE PLACES where we are moving...Ever heard of WACHTLIJSTEN?"

"...at the moment they only help with information regarding International Schools, but if parents try to enrol their children in a Dutch elementary school, they are left alone with a lot of questions (addresses, information about the quality of Dutch schools, how to get on time on a waiting list for a good Dutch school!)"

"...I think that the very process of enrolling a child in a primary school is rather poorly organized. For a number of schools, one would have to register a child in the first few months of the child's life, otherwise there would not be a place in the school. I know that many foreigners are simply not aware of that. However, even if you know that you need to register your child for primary education as soon as the child is born, it is still a problem to do all the research about schools while already making a number of adjustments to provide a good care for a newborn. What I also understood while visiting schools, is that children are placed on the long waiting lists, and that it could happen that only a week or two before the school actually starts, parents hear that the child has a place in the school which was their first choice (while the child has already started the adjustment period in another school). That could be quite disruptive for 4-year olds. I have learned that some schools require children to immediately (as soon as children turn four) start attending both morning and afternoon classes. Furthermore, I think that the expats thinking about enrolling their children in Dutch schools would really appreciate if the Inspectorate for Education would also publish its reports about schools in English."

"My experience with the Dutch school system has been mixed. The quality of service is quite unstable, especially in the last years due to financial problems. Furthermore, while it is certainly positive for the children to be at ease in the Dutch environment, there has been very little attention (spontaneously) paid by the teachers to the cultural specificity of the children, creating in fact some psychological difficulties for them and requiring our direct intervention to help solving the problem. School performance did not suffer, but this is not the only thing one should expect from an educational institution. Such repeated events are quite surprising in an area where many children are not of Dutch origin."

"There are no sufficient means in the Netherlands to assist with extra education for gifted children...In the Netherlands we feel that it is a problem to have a gifted child. We have to pay a lot of money for extra lessons. Although the school our son is at, does some extra things, they don't have the money nor teachers who could do extra things with the group of clever kids and they often are seen as a nuisance. They are up to the level, so why challenge them more whilst other kids need the attention who don't meet the levels, they say. It will become more of a problem in the future. Extra tests have to be paid by the parents and they are very expensive. These young kids are what we are counting on to keep the World evolving in the right direction but are still seen as a difficult luxury. The Netherlands should really address this issue."

"I would like to see more help in Dutch schools for second language kids, as well as help with his first language. Many Dutch teachers would benefit from some knowledge of the issues affecting bilingual kids (it is not uncommon for them to recommend that the foreign parents should speak only Dutch at home, which is ridiculous). Bilingual speech/language therapists would be very helpful. I was 'locally recruited' and hence receive no education allowance. This is reason enough for me not to consider a private school such as the [School], which is prohibitively expensive."

4.3.2.2 Foreign-National and International Curricula

- **72.2% of dependents schooling in a non-local school attend a foreign national curriculum school**
- **27.8% of dependents schooling in a non-local school attend an international curriculum school**

Excerpts:

"If am right I think the rightful thing to do will be to implore the Netherlands government to subsidize more of the International Schools since they pride themselves to be the headquarters of International Organizations. This will be a good gesture that will suggest to the whole world that the Netherlands is not only interested in just having the building housing the International Organizations but that it also warmly receives the staff of the Organizations."

"The Dutch government seems to ignore the existence of thousands of children and their parents who are forced to pay the ridiculous high fees to the private and semiprivate schools in the area of The Hague. Every year a percentage increase of school fee bill is received, which is several times higher the official inflation in this country or the equivalent annual salary adjustments the parents receive."

"The number of international schools and high school fees leave much to be desired for a city with so many international residents."

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“The [semi-]private International schools of The Haag are led by Dutch boards that have neither transparency nor professionalism to lead international schools. There is no other choice in Den Haag for other International Schools than these ones. The Dutch Foreign Office knows about it but nobody takes any measures to change this situation. Only the International Organisations could make pressure to get a proper professional and non Dutch-only structure to provide International Education in Den Haag.”

“In fact the 'international education' provided by the Dutch schools has several problems and limitations (do you know the so called 'flexitime')? In short no real alternative to the expensive private schools for an international education.”

“The only problem with the [School] is that it is co-located with a Dutch school. This should not be a problem but the Dutch school does not allow the International school sufficient access to equipment e.g. computers, laboratories & computers.”

“[Our] main problems are language (Dutch) and secondly prohibitive school fees for International schools, since not every one working in International Organisations is entitled to an education subsidy, grant or earns the [type of] salary required to be able to pay the fees [privately]. I would like my child to go to a school which at least uses English as a medium of instruction but unfortunately most are too expensive at least for me. Even those subsidised are still expensive to some income brackets (like mine!). What happens is total confusion for a child to start learning in a completely foreign language when brought to a local school.”

4.3.3 Special Needs Schools

- **14 dependent children with special needs are enrolled in an educational establishment**

Excerpts:

“The requirements for the education of expat special needs children are seriously deficient in The Hague area. Any new [school] should cater and pledge an inclusion program for special needs children with all the specialized educational support services that this involves.”

“Special needs expat children in The Hague are discriminated against, not being offered a proper school environment or equal opportunities according to their needs. Neither The Hague city council nor the [IO] are working towards a solution to ensure proper international school facilities for special needs students. In spite of persistent requests from parents the gemeente does not even (want to) recognise that the problem exists.”

“When my son's special needs were first identified (around 1995/1996), there was no school for special primary education (in English) in The Hague. The Lighthouse Project was being discussed but there was no actual school and it was not clear when it would be set up or what kind of children would be enrolled at the school. (In any case, The Hague still has NO school for secondary special education in English.) The decision was made to put my son into a Dutch school for special primary education....The same thing occurred with my daughter in 1996/1997. She had to leave [School] and went to the same Dutch school for special primary education as her brother. My son is now in a special secondary education 'praktijk' school and is doing well considering his disabilities. My daughter is still at a special primary school. Her future does not look very good....I do not want to send my children away to a special school in England (even if I could find a suitable one)...both the children's first language is now Dutch. I cannot be the only employee of an International Organization in The Hague with special needs children and no (or limited) access to a suitable special needs school.”

4.3.4 Specific indicators

The following basic concerns were polled in the survey: 1) safety at school; 2) feeling welcome and accepted in the school; 3) access to measurements of school performance; and 4) adequate physical infrastructure. The response, “satisfactory” or “not satisfactory”, represents the survey respondent's feedback with regards to their (and/or their child's) individual experience at school. An assessment or comparison of quality of education content, teaching or learning available in or between the school systems has *not* been undertaken here. The “rating” is not intended to rank school systems in any way, but to impart an indication of what basic concerns may need to be addressed.

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		Netherlands Curriculum, State funded	Non-NL National Curriculum, Private	Non-NL National Curriculum, Semi-private	International Semi-private	Special Needs
Safety	Satisfactory	94.6%	97.3%	93.8%	87.5%	84.6%
	Unsatisfactory	5.4%	2.7%	6.2%	12.5%	15.4%
Welcomeness	Satisfactory	94.6%	98.4%	96.9%	92%	100%
	Unsatisfactory	5.4%	1.6%	3.1%	8%	0%
Access to School Performance Measurements	Satisfactory	79.8%	83.6%	85.1%	72.9%	76.9%
	Unsatisfactory	20.2%	16.4%	14.9%	27.1%	23.1%
Physical Infrastructure	Satisfactory	72%	92.6%	77.6%	54.7%	53.8%
	Unsatisfactory	28%	7.4%	22.4%	45.3%	46.2%

Table 8. Specific indicators, dependents schooling inside the Netherlands

4.3.4.1 Transportation to school

Dependent children in the Netherlands	100%
On foot or by bicycle	33%
By public transportation: train, bus or tram	9%
By private vehicle	39%
By private bus or taxi service	8%
By IO subsidized transport or bus service	11%

Table 9. Transportation to school inside the Netherlands

Transportation arrangements	Satisfactory	Not Satisfactory
On foot or by bicycle	93.7%	6.3%
By public transportation: train, bus or tram	71.1%	28.9%
By private vehicle	30.2%	69.8%
By private bus or taxi service	92.1%	7.9%
By IO subsidized transport or bus service	91.8%	8.2%

Table 10. Assessment of transportation arrangement

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Excerpts:

"It would be great to arrange school buses or transport from the school to the organisation where the parents are working and the other way around! It can help people to be more productive and have less hectic days! I really don't understand that it doesn't exist in The NL, when it's a very useful and practical solution in other countries!"

4.3.4.2 After-school care

The need for after-school care facilities for children of IO staff was specifically articulated as a result of the survey. Supervision of children after school hours and/or the provision of school-based extra-curricular activities are important for parents to be able to responsibly combine work and care for their children.

Excerpts:

"The Dutch government together with the IOs in the NL must also look into the question of the after-school care. Due to the fact that the 'opening hours' of all/most Dutch schools, private and international schools in the NL are from 8:30 am to 3:00pm the issue of finding a qualitative and affordable after-school care is a very important issue which has remained eluded so far. The after-school care is an issue of utmost concern especially for female staff who are, still today, the one who struggle every day with bringing their children to the day-care centers and schools and make sure that someone picks them up at 3 at the day-care center and schools to bring them to an after-school center. At the same time female staff are expected to perform well their daily work and make it to be on time at the closing time of the after-school center. An alternative to the after-school care could be hiring a nanny, a baby-sitter, or an au pair but...there is also a shortage of qualified help...This struggle is trying and worrying because there is always an unexpected hurdle that jeopardizes the most well-organized plans. An ideal solution would be all-in-one structures: reliable structures that would take care of children the whole day, i.e. from 8:30 am to 6 pm...On top of all this, there is also the problem of the price of day-care centers and after-school care which are simply shocking. For your information, for the same quality of service, day-care and after-school care are three times cheaper in France and there are much more structures there than in the NL, why???"

"The official working hours do not suit opening and closing time of schools. There is not a big understanding in international organisations of the obligations of parents to bring and pick up their children to school (closing at 3.30pm every day and Wednesday at 12.30), to child care (closing at 6.00pm) and also the fact that it is more difficult to find someone to take care of your child when he/she is ill because you have no relatives in the country."

4.4 Dependents' education and the demands arising as a result of mobility and repatriation

Mobility is often a job requirement that is specified in the employment contract of an international civil servant—this includes Dutch nationals serving in an IO inside their country of origin.

Maintaining children's mother tongue/multiple language skills is usually a basic concern for most expatriate families. Mandatory "native" language assessment, when the application is made for or to acquire/maintain citizenship, is one example of a very real practical need to acquire/maintain mother-tongue skills. The completion of the current or next education cycle in the country of repatriation (mother tongue) or next duty station post (other language) is another. The family situation of: two nationalities, children born outside both parents' countries, previously posted in a third country (4, 5, 6 languages) was frequently reflected in the survey data.

- **72% of respondents for whom mobility is a job requirement assess their dependents' schooling to be compatible with their job's mobility demands; 28% of IO employees for**

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whom mobility is a job requirement do not assess their dependents' schooling to be compatible with their job's mobility demands¹⁵

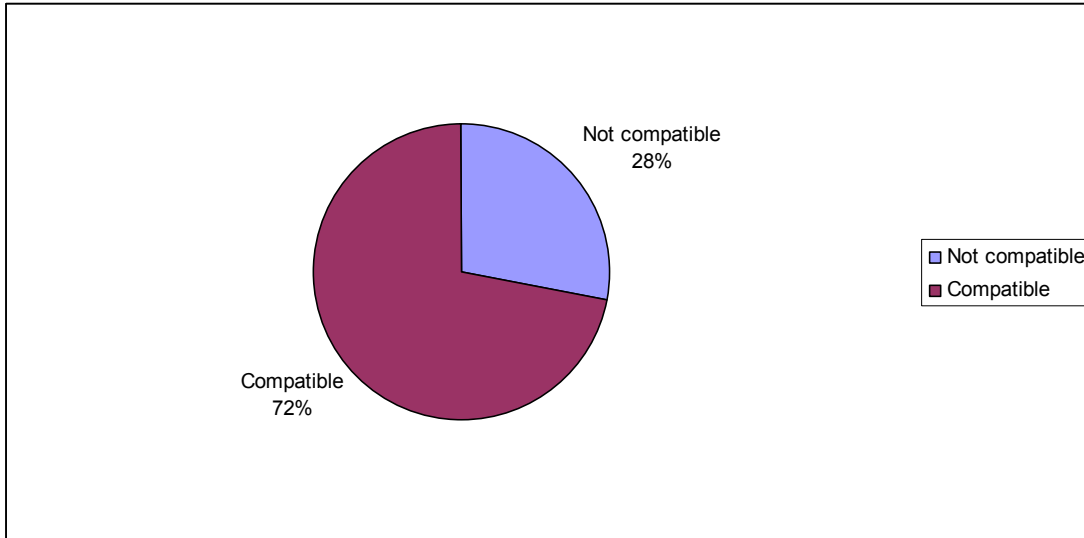


Figure 3. Mobility and dependents' education

- **50.2% of schooling children receive instruction in their mother tongue as a part of their academic curriculum; 49.8% do not receive any mother-tongue teaching as a part of their academic curriculum¹⁶**
- **59.6% of respondents assess their child's level of mother-tongue language skills to be comparable to the academic norm in the mother tongue country; 40.4% of respondents assess their child's level of mother tongue language skills to be below the academic norm in the mother tongue country¹⁷**

4.5 Mother-tongue languages

In the survey, respondents were given the opportunity to enter one language as the respondent's main language, and one language as their child(ren)'s main language. The choice of one language per child and one per parent does not reflect the reality of multiple languages in multiple-nationality families. The data obtained, however, is useful in portraying (a part of) the linguistic issues an IO family encounters, in a two-dimensional matrix.

¹⁵ Nota Bene: Dependents schooling, inside or outside the Netherlands, is not differentiated in this survey result.

¹⁶ Survey results for children schooling inside the Netherlands

¹⁷ Survey results for children schooling inside the Netherlands

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- **Households strongly endeavour to maintain the mother tongue**

The entries on the matrix diagonal depict children who maintain the same main language of at least one parent. This strong relationship (congruence of parent-child main language) prevails, in spite of the lack of educational facilities providing support in these languages, which include minority languages.

- **Households whose mother tongue is also the language of instruction at school, are more successful at maintaining it**

Strong clustering on the matrix diagonal is evident for (in descending order): French, English, Dutch, and German. These languages represent language of instruction in the national curriculum schools available in the Netherlands.

- **The language of instruction at school strongly influences the child's ability to maintain the mother tongue**

Off-diagonal matrix entries reflect the multi-lingual exposure and culture of several IO households. To reflect the “randomness” of this multi-cultural exposure, the distribution of off-diagonal entries should also be random. However, they are not. There is a strong bias towards English and Dutch. The bias demonstrates that the unavailability of mother-tongue teaching support results in the loss of the child's mother tongue in a large number of cases. As many as 22% of children may have already lost their parent's language as their mother tongue, and therefore, have had their ability to repatriate severely compromised.

Parent \ Child	Czech	Danish	Dutch	English	Estonian	Finnish	French	German	Greek	Hungarian	Italian	Lithuanian	NA	Other EU	Other non-EU	Polish	Portuguese	Slovak	Slovenian	Spanish	Swedish	Grand Total
Czech	4																					4
Danish		14	1	3																		18
Dutch			257	3			3	2					1		1		0			2		269
English			77	281			4				2		3	0	10		1	1		3		382
Estonian					2																	2
Finnish			3			9	2						0									14
French			84	27			323	7	1				1		0				2	4		449
German			41	17			9	146					4		2		1			4		224
Greek			3	10					22				0									35
Hungarian			0							14			0									14
Italian			26	30				2			73		1									132
Lithuanian												5										5
Other EU				5										8								13
Other non-EU	0		6	18							1		1		55							81
Polish				1									0			15						16
Portuguese			4	7			3						0				20					34
Slovak																		1				1
Slovenian			2																			2
Spanish			7	14			3	2					0	1	1		2			81		111
Swedish			8	6			1						1								17	33
Grand Total	4	14	519	422	2	9	348	159	23	14	76	5	12	9	69	15	24	2	2	94	17	1839

Table 11. Parent-child main language distribution matrix

Data: Dependent children inside the Netherlands



4.6 Financing of school fees

4.6.1 IO Dependents' Education Subsidy

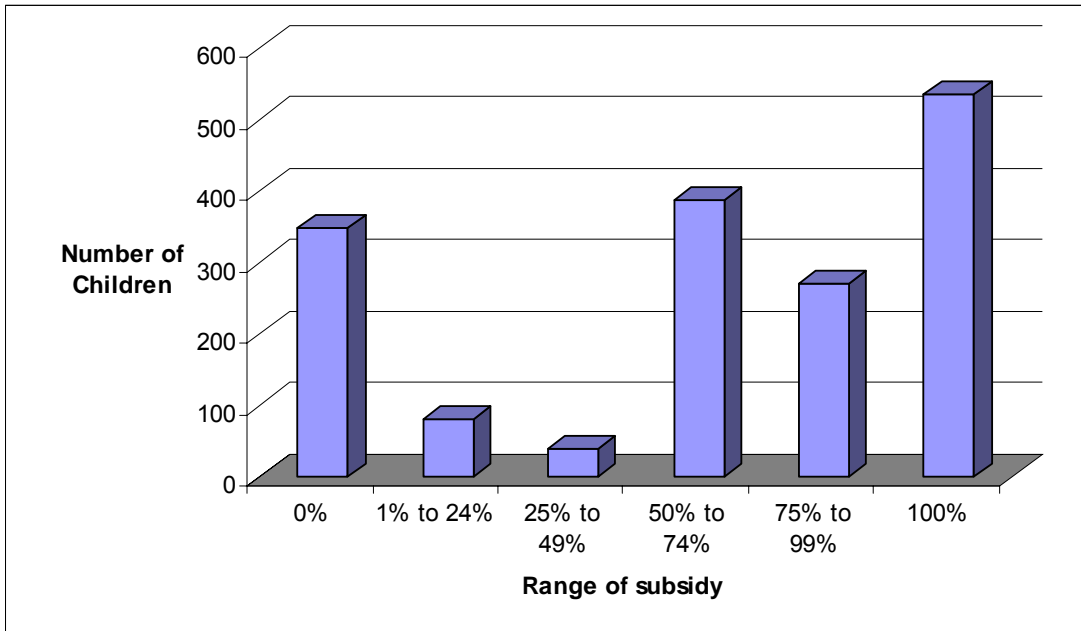


Figure 4. Range of entitlement to IO subsidy of primary and secondary education, children inside the Netherlands

Nota Bene: Education subsidies are subject to IO regulated absolute thresholds

Excerpts:

"I don't know about other International Organisations, but [IO] does not give education allowance to non-national staff recruited locally which makes it impossible financially for my son to attend any other school than the Dutch school, although he is of dual nationality French/British (none of the family is Dutch). In case of change of function in another country my son would then be penalised because he would need to continue his education in a different language. This is not logical with the mobility factor evoked whilst working in International Organisations (at least for [IO])."

"[IO] is discriminating Dutch employees as there is a mobility requirement for all employees but no financial arrangement for Dutch employees."

"The situation of the so-called locally hired expatriates is untenable also with respect to educational needs. We have the same need of an international education for our children with respect to job mobility and eventual repatriation to the home country as the staff who receive expatriation and education allowances, yet we receive zero financial support for it. Staff in our situation have time and time again asked for support to both our staff committee and administration but to no avail. To be precise, staff in our situation are systematically discriminated against and harassed into silence by both our administration and staff representation. Neither foreign staff with an expatriation/education allowance nor Dutch staff must pay as much as we do for education to the point of financial difficulty. PLEASE, MAKE OUR DEPENDENTS' EDUCATION MATTER."

"Our main problem is the fact that [IO] is not providing an education allowance or any other expat benefits due to the fact that I was hired locally after having worked three years in an international company here in the Netherlands. Note that during these three years we had our children in English speaking education. Our children do not have Dutch as a main language and nor do we. We do also not intend to stay in the Netherlands forever but belong to the international community as much as all the other expatriates. We currently live in The Hague and have no other options as the only school we can afford are [School], barely making it financially with three children in school. We are not satisfied with the schools and would like to move the children but we can not afford any other English



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speaking schools. This condition is unacceptable as it does not allow the children a good education. It also limits their contact with the home culture as I am not entitled to home leave nor an expat allowance.”

“[Category] Staff recruited locally should also have access to education grant and not only an insufficient dependent allowance because being recruited locally does not mean that we are Dutch. And we also would like to have a chance to give a good education to our children. It is not fair when it comes to education that only [Grade] Staff have access to an Education Grant. Fair access to education grant should be granted to all Staff.”

“We have three children. One in a Dutch high school which we have to contribute to. One in the crèche which we pay 1,400 a month for and one in after school care which costs 600. We receive no subsidy for any of this but [Grade Staff] do. Why should my children’s education be different from theirs?? As we also have a mortgage but are not able to have any benefits our monthly outgoings are very high for two persons on a [Level] salary.”

“I would appreciate it if the [IO] would also meet the needs of Dutch employees of the office who have no financial or other support whatsoever. There obviously is a different treatment between non-Dutch staff and the rest. No equal treatment and Dutch staff have expensive costs for schooling too.”

“In my opinion it is not fair that only expats have the right to education allowance as we all work for an international organisation. I am also of the opinion that all children of staff must have the same rights.”

“The French School price is unaffordable to French contractors in [IO]. There is no help from contractor companies.”

“I believe it is a real scandal that [IO] does not fully finance the school allowance in international schools. It should be the absolute minimum offered to expatriates.”

“So long as the Organisation is generous in its funding of school places, we have a good choice of schools. If this were to change it would mean reconsidering our future here.”

Total number of responses ¹⁸	1658	100%
Percentage of education costs covered by IO subsidy:		
0	348	21%
1 to 24%	79	4.8%
25 to 49%	38	2.3%
50 to 74%	387	23.3%
75 to 99%	270	16.3%
100%	536	32.3%

Table 12. Dependents’ entitlement to IO subsidy of primary and secondary education, children inside the Netherlands

Nota Bene: Education subsidies are subject to IO regulated absolute thresholds

¹⁸ Respondents that answered “I do not know” have been excluded from the tabulation.



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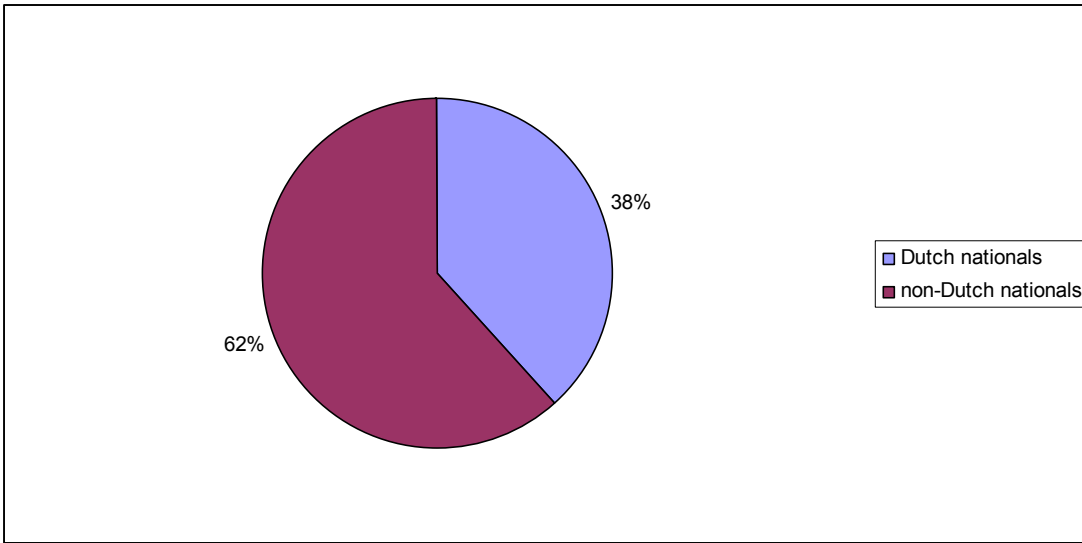


Figure 5. Non-entitlement to IO subsidy of primary and secondary education, children inside the Netherlands

4.7 Assessment of current schooling arrangement inside the Netherlands

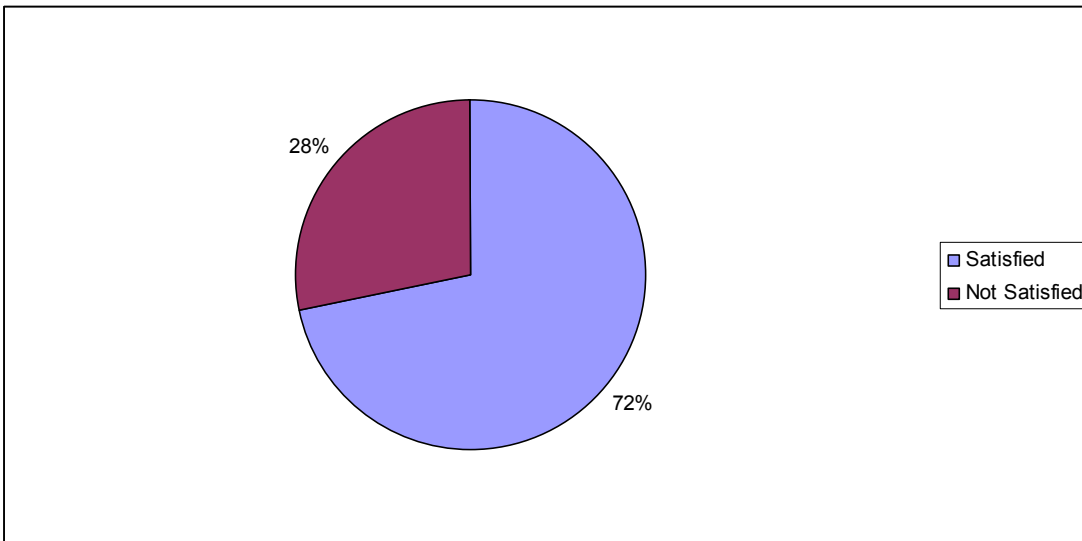


Figure 6. Current schooling arrangement for dependent children inside the Netherlands

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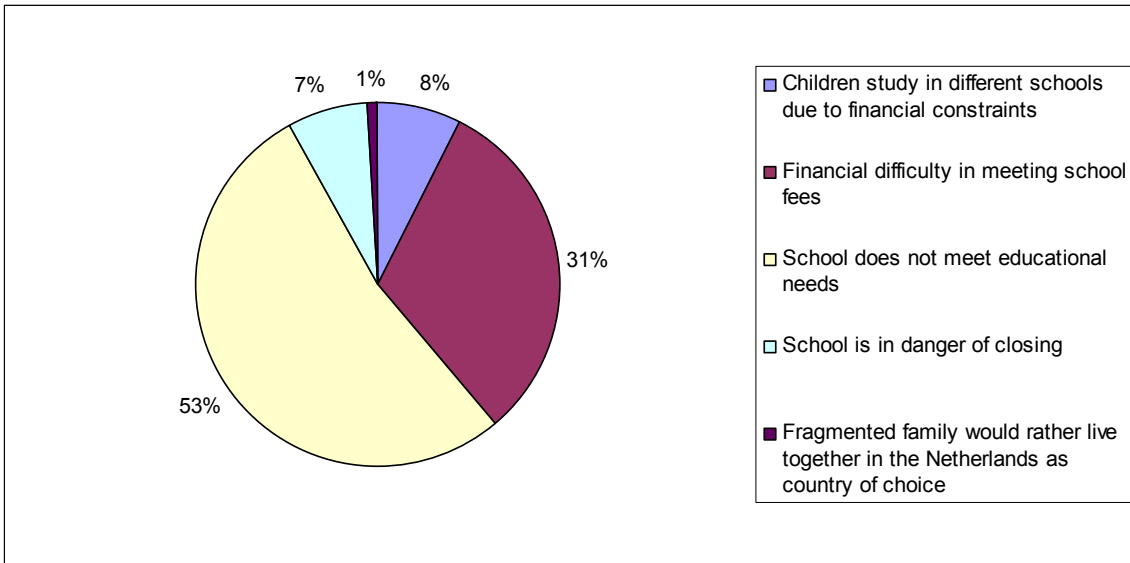


Figure 7. Itemization of 'Not satisfied' response, current schooling arrangement for dependent children inside the Netherlands

4.8 Assessment of the Netherlands Authorities' support of Dependents' Education

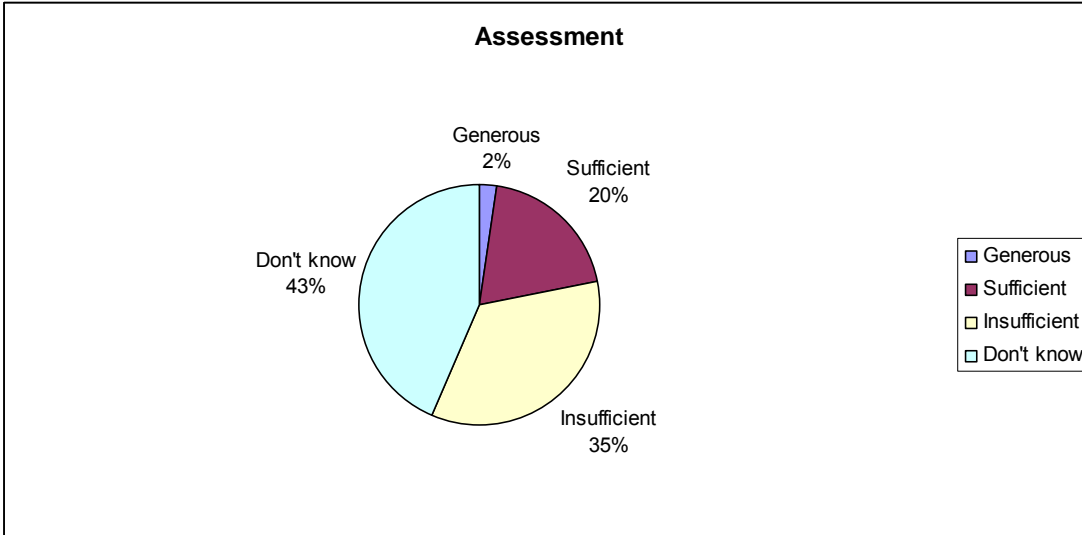


Figure 8. Netherlands authorities' support towards IO staff's dependents' education needs



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4.9 Schola Europaea

- **Potentially 1296 dependent children would enrol in a Schola Europaea in The Hague if the school were to be created**

Excerpts:

"I find the variety of International schools an enriching situation and [competition] between the schools make them grow and become better. We profit from it. I would not put my children in a European school if the other schools disappear. It is not good to put all the children in the same place. The choice makes it fantastic."

"...a European School in the vicinity of The Hague would be the only alternative we would consider, to bring our children to the Netherlands for their education."

"For myself and most of my colleagues there [are] plenty of offers for school education in the Region Den Haag. It would be a waste of investment and tax-payer money to introduce another school. In my view there is NO NEED for a European School (Schola Europaea) in this region."

"This is the third time in 15 years that I fill a questionnaire on the European school. Every 5 years we get more or less the same questionnaire, we give more or less the same answers and....nothing happens! Another 10 years and all my kids will be too old for it! Good luck!"

"I filled in a similar questionnaire 5 or 6 years ago. Results: none. Despite the large number of International Organizations, no European school is available in the The Hague area. We are 'almost blackmailed' by the private schools which apply very high tuition fees. This can happen because the private schools operate in a sort of monopoly."

"A European School would suit our needs if and only if it were a 'real' European School, i.e. ...not if based on the so called Parma model"

We would very definitely have our children enrol at a European School in The Hague if there were one like in Brussels or Amsterdam or Munich."

"The European Baccalaureat seems to be another certificate, although the IB (International Baccalaureat) is established and recognized at government-level across Europe and beyond. (One of my children qualified for university with IB.) Additional/ parallel schools and certificates on top of existing structures does not seem to be a good idea. Existing schools should be supported by the Dutch state in a fair way, and their offer of international curriculums should be extended."

"A EUROPEAN SCHOOL IS URGENTLY NEEDED IN THE HAGUE!!! WE ARE EVEN THINKING TO MOVE TO LIVE IN BRUSSELS AND COMMUTE EVERY DAY FOR OUR JOBS, IN ORDER FOR OUR CHILDREN TO BE ABLE TO ATTEND THE EUROPEAN SCHOOL IN BRUSSELS!!! AND HAVE A BETTER MEDICAL SYSTEM TOO! IS IT WORTH FOR THE HAGUE AREA TO LOSE HIGHLY PAID AND EDUCATED PEOPLE WHO OTHERWISE WOULD BE WILLING TO SPEND THEIR MONEY IN THE HAGUE?!"

"PROVIDE US WITH A EUROPEAN SCHOOL BECAUSE OUR CHILDREN NEED IT. WE ARE FRENCH AND SPANISH COUPLE AND OUR CHILDREN SPEAK BOTH LANGUAGE + DUTCH TO BE A BIT INTEGRATED.....A SCHOOL WITH ENGLISH SPEAKING (INTERNATIONAL SCHOOL, ENGLISH SCHOOL) IS NOT A GOOD SOLUTION"

"It is about time that a European School in The Hague is created, considering all the problems expats' children have in making a compromise between keeping their mother tongue and culture and integrating in The Netherlands, and opening towards other European languages/cultures. I nevertheless hope that if it would see the light, the location would be subject to a questionnaire, as this one."

"The fact that a place like The Hague hosting a very large number of international organizations lacks a European School is completely unfair and is seriously affecting the lives of many employees. The creation of a European School is the single most important issue that could improve the quality of life of staff members that with the present situation are not able to provide an education to their children in their mother tongue. Why is there still no European School in The Hague?"

"Although my (and my child's) nationality is Dutch, I would prefer my son to attend the European School, since it's important to, on an relative early age, be taught in different languages. However since I'm Dutch, he will probably not be considered as a target group and no financial arrangements will be provided by my company!?"

"As a Dutch national I'm not entitled to education allowance, however only for European schools an exception is made. I would definitely consider enrolling my son to any new European school in the The Hague area."

"My situation is complicated in the current system as my children are brought up in the mother/father tongues Spanish and German and they are learning Dutch in the creche. For the future schooling system the options are: * a complete Dutch education, which is quite intransparent from my view point as a parent. * a German education as there is a German school, but the time the children spend at school and the difficulty of transportation would mean that the schooling system would most probably be incompatible with both parents

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working, which is hardly an option for us. * an international / British school, which would mean my children would be confronted by four languages in their first 3 years of living (Spanish, German, Dutch and English), I perceive it a very difficult option. * sending the kids to live with their grand-parents in the schooling, which would be very difficult for both parents although my perception is that a number of colleagues are choosing for this option. I would very much support the creation of a European school, were my children would be address in both of their mother/father tongues (Spanish and German), which would allow both parents to work."

"I myself attended a European school and am very pleased with the educational level; my language skills helped me to get a position at an international institution and I would wish to offer my children the same. Furthermore, a city such as The Hague with such a large amount of international organizations in my opinion should have a European school"

"I went to a European School (Mol) myself and would very much like my children to attend one, because of the international environment. [School] is by far the best solution at the moment, but this means a third language for them, since they are bilingual Dutch and Spanish (I am Belgian and my husband is Spanish). I hope a European School will be installed in The Hague in the near future, before it is too difficult for my children to change (they are 4 and 3 now)."

"- in our situation, my wife being a non-Dutch European citizen and me being Dutch, it would be very helpful if a true European school (not a very limited approximation as suggested by the The Hague) would cater for the language/culture education for our kids - it is a shame that (probably due to conflicting interests of the already present [School] and [School]) there is still no European School in The Hague area."

"I have 7 children and all of them went to the European School in Bergen. Unfortunately I was a commuter for 7 years and this was not a good experience for me but my children were very glad to attend the European School, especially in the French Section where the classes were quite small in terms of pupils; this was a great advantage in the Secondary School and even the less brilliant children had a chance to prepare for the European Baccalaureate in very good conditions."

"If a European School were built, it could adversely affect my family....as we are [nationality] and the fees are paid by the EPO as part of my salary package. This remains true as long as there is no European school available. According to our Codex (Terms & Conditions of Employment) Article 120a, the EPO will pay the fees for the [School] as long as the child(ren) of the employee are unable to be educated at the European School. So if a new European School were built, it is possible I would be adversely affected, in that the EPO could claim that the child(ren) could be educated the European School and that therefore the EPO cannot be compelled to pay fees relating to education at the [School]. I am in favour of the freedom of choice for parents and therefore in favour of the building of a European School. I would, however, resist (by any means possible) any attempts to oblige me to send my children to it, be they by the reduction of the level of subsidy by the EPO or regulatory measures. If this means resisting the building of the European school itself, then so be it. In my opinion, the 'entitlement' to send my children to the [School], paid for by the Office, was the single largest contributory factor for the decision to accept the position here."

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	A	B	C	D	E	F	G	H
	0 to 5 years of age		6 to 10 years of age		11 to 18 years of age		ΣA:F	Percentage
	Inside Netherlands	Outside Netherlands	Inside Netherlands	Outside Netherlands	Inside Netherlands	Outside Netherlands		
ES is available	24	3	15	3	16	4	65	3.0%
ES would not suit educational needs	100	17	89	14	153	39	412	19.3%
ES would suit educational needs and enrolment would be seriously considered	521	77	347	40	256	55	1296	60.7%
ES would suit educational needs but to transfer would be disruptive	70	6	101	8	147	30	362	17.0%
Total number of dependent children							2135	100%

Table 13. Interest in Schola Europaea

OPCW Data		Percentage
Total number of households	42	100%
ES is available	1	2%
ES would not suit educational needs	11	26%
ES would suit educational needs and enrolment would be seriously considered	14	33%
ES would suit educational needs and enrolment would be seriously considered but The Hague location is not practical	3	7%
ES would suit educational needs but to transfer would be disruptive	13	31%

Table 14. OPCW Data



5 Analysis

5.1 Overview of education needs

Education is a good. For most children of international civil servants, a suitable education in their home country is a *public good* that is available at little or no cost. Abroad, the cost and complexity of obtaining a suitable education changes dramatically. An expensive private education may be the only suitable option in the host country. Separation is the price some families pay in order to pursue their dependents' education. Local education is generally considered to be the best solution for families staying long-term. However, local education may be incompatible with eventual repatriation or an unexpected or planned change of duty posting. When mobility is a demand of their jobs, Dutch international civil servants and their families encounter the same disadvantages associated with transportability of their children's education.

Dependents' education is a major factor that influences the quality of life that IO families experience in the Netherlands. The practical considerations of schooling—together with child care—form the hub of a successful work/life balance that enables the IO employee to effectively fulfil the assignment of their duty posting in the Netherlands. The Netherlands Government, together with the relevant international organisation, bears the basic social responsibility of guaranteeing a suitable, affordable and accessible education for the dependents of international civil servants stationed here. The social responsibility of the Netherlands Government is concomitant with a political responsibility that derives from its stated aim of attracting and retaining IOs.

5.2 Market failure

The results (Figure 4) summarising what education subsidy IO staff members within the same organisation and amongst different organisations are entitled to show a serious disparity in the following: 1) access to international/foreign curriculum education at the duty station; and 2) the level of costs that are borne privately.

Whether a suitable school is available is immaterial to children of those IO staff who lack sufficient funds to send their child to these schools. The fact that children of some IO staff do not benefit from subsidised education does not mean that there is a lesser need for these children of an international/foreign curriculum education at the duty station concerned. Access to relevant education is, for these children, a basic need that often cannot be met because the circumstances of their parents' employment means that such schooling is often beyond their reach.

The survey indicates that, although a majority of IO employees can find a best-fit solution to their education needs in the Netherlands—a significant number do not. These international civil servants do not have the financial means to achieve a best-fit compromise and must therefore educate their children, including children with special needs, who are foreign and not bound for national integration, in a Dutch curriculum school. Or, they are currently experiencing financial difficulties maintaining their children in a non-local school. Or, they are forced to break up their households, thus fragmenting their families. They represent a significant sector of the IO community whose



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needs are not met by any of the educational institutions that comprise the education infrastructure in place in the Netherlands: a market failure situation. Any consideration of the creation of new schools, any consideration of changing the education infrastructure in response to defined needs, must also include a school choice for the sector of IO employees caught in a market failure situation.

5.3 Fragmented families

The results depicting the number of fragmented families due to children pursuing education outside the duty station country (Table 5) is unexpectedly large. The duration of child-parent separation is not known. However, no matter how long or short, or how tenable the break-up is, separation always exacts a huge toll on the family. Not enough is known about this segment of IO families, but the survey results make it clear that this situation requires urgent action on the part of the relevant Dutch authorities and the employers of the affected IO staff members.

5.4 Schooling capacity and education infrastructure

The data collected regarding IO dependents living in the Netherlands confirms the findings of the *Internationaal Onderwijs in de regio Den Haag* Report and Update regarding an upward trend in demand for international education. Growth in the population requiring schooling (29.5%) is a conservative estimate. Not considered in this estimate are: households planning on a family situation (202 households), and, dependents residing/schooling outside the Netherlands for a temporary period of time (possibly 282 children).

The impending surge in the population requiring education and the corresponding effect that this will have in terms of overwhelming current capacity are potentially alarming. Failure to address the potential crisis in the education infrastructure may result in: waiting lists, an increase in the number of fragmented families, an upward pressure on tuition fees, and the displacement of children. Such effects have serious implications for the human resources requirements of IOs in terms of recruiting and retaining expert international staff. Staff with accompanying dependents need a place in school for their child(ren); affordability of education is an important consideration family households take into account when they decide whether or not to stay or go. It is important to note that income elasticity of demand for international education is at least relatively elastic for households whose spending on education is a large proportion of household income, which includes households who receive a low education subsidy (or none) from their organisations. That is to say, these households (possibly 25% of all survey households) are sensitive to external pressures, in particular, to increases in tuition fees. It is clear that the situation is best *not* left to market forces alone.

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5.5 International Stream Schools

An informal forum was sponsored by the IOSA Education Working Group with IO-connected parent representatives¹⁹ to discuss issues of common concern that are reflected in the survey results and comments. The consensus is summarised below.

An international stream school is the international curriculum department of a Dutch primary or secondary school. Like its parent school, the international school receives an education subsidy (per child allocation) from the Dutch government, and is subject to the inspection of the Dutch Education Ministry. Public funds account for less than half of the budget of an international stream school; the remainder is paid by parents in the form of compulsory tuition fees, in many cases subsidised by their international employers.

The level of annual tuition fees charged by an international school is determined by its parent school's *stichting*²⁰. The public and private monies of the international school enter a common fund—through which the *Stichting* funds and operates all of the schools within its jurisdiction. The annual budget of an international school is determined by the *Stichting*. International School representation to the *Stichting* is held to the same number of persons as for any local school within the *Stichting* despite the fact that none of the local schools charge compulsory school fees. Therefore, an international school's budget—or any decision made by the *Stichting* for that matter,—is determined without any input that can be considered proportional to the financial contribution of parent fee-payers. In terms of resource allocation, the international school does not receive a level of funding for its operation that is proportional to its financial contribution to the *Stichting*'s total budget. The result is that private fees, intended to meet the specific curriculum and staffing needs of an international curriculum school, instead, compensate for the often deficient budget imposed by the *Stichting*.

The current structure—operation of international schools under the umbrella of local school *stichting*'s—is detrimental to the functioning and development of the semi-private international schools. The international stream schools currently operate in a legislative and administrative vacuum that results in the disregard or misunderstanding of the specific curriculum and staffing needs. The interests of the expatriate community also are not taken into account, in particular, financial clarity with respect to the level of tuition fees paid and a culture of decision-making based on participation.

The cost to the Dutch Government of subsidising international education for each child in a semi-private school is identical to the cost of education to the Government were that child to enrol in a local curriculum school. In principle, therefore, semi-private schooling represents the convergence of interests between the Dutch Government and the expatriate school community. The Dutch

¹⁹ Three international stream schools in The Hague and surroundings were represented by IO-connected school community leaders.

²⁰ A *Stichting* is a private foundation that governs the schools within its jurisdiction, similar to a school district board. An international stream school, by virtue of its parent school's membership, is affiliated to a *Stichting*.



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Government is able to provide international education at a minimum opportunity cost; the expatriate community benefits from a wider school choice (local or international curriculum). The governance/resource allocation mechanism currently in place fails to optimise this convergence of interests.

The reliance that the IO community places on the Dutch Government for the continued provision of affordable international education is high. If the Dutch Government were to withdraw its support of semi-private international schools, the consequences to the IO community—in particular, to the children and parents that rely on these schools for an affordable, suitable education in order to keep their family intact inside the Netherlands—are insurmountable. It is vital to immediately establish a direct dialogue between the international school communities and the Dutch authorities, to find an alternative governance structure that will serve to advance Dutch international education and that is responsive to its users' needs, especially in terms of the requirements that an international curriculum entails.

5.6 Schola Europaea

The topic of actively pursuing the establishment of a Schola Europaea within The Hague IO belt has long been a widely discussed and debated issue.

Schola Europaea represents accredited, transportable mother-tongue education in several European languages specifically designed around civil servants' mobility and repatriation needs within the European Community. A large proportion of children arriving in the Netherlands do not possess language skills belonging to English or Dutch or the languages of instruction in the non-local schools located in the Netherlands. Families whose mother tongue(s) is (are) not among those catered for by the existing schools and, families sustaining two, three or more (European) mother-tongue languages—are two significantly large sectors that would directly benefit from access to Schola Europaea education.

Mother-tongue teaching is currently available in the Netherlands in Dutch, English, French and German—in the national curriculum schools. A pilot programme for mother-tongue language support is being undertaken by the International School of The Hague (ISH), for which it is estimated that an additional Dutch government subsidy of 200 euros per child per year will fund an enhanced mother-tongue programme (English, Dutch, French, Spanish, Italian, German and Russian) as a sustainable feature in the school curriculum.²¹

Two arguments are being put forward against the creation of a Schola Europaea in The Hague area. One concerns rivalry and competition that might be disadvantageous to the foreign national curriculum schools already established in The Hague area. The main objection concerns the Staff Rules of the European Patent Office. At the moment, the internal legislation of the EPO precludes reimbursement of educational costs other than those incurred in education at a Schola Europaea, if a Schola Europaea is in operation within an 80 km radius. Clearly, the establishment of a Schola

²¹ The additional funding would cover part-time teachers, training, course material and books. The Schola Europaea in Bergen has pledged teaching support via video conferencing if this facility is made available.

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Europaea would have a negative effect on EPO families that wish to send or continue to send their children to a school other than the Schola Europaea if a Schola Europaea is situated inside the 80 km zone. Such a negative impact on EPO staff might in part be mitigated by the introduction of appropriate transitional measures that would enforce the relevant internal legislation to recruitment subsequent to the establishment of a Schola Europaea; the establishment of a Schola Europaea outside such a radius (an impractical solution); or, negotiation to amend the rule based on EPO not having to shoulder all running costs (unlike the Munich Office).²²

In view of the impending growth in the population requiring schooling, the argument in terms of rivalry between schools is weak. In fact the demographics strongly support the need to upgrade the infrastructure in existing schools alongside the creation of new schools in order to provide an answer to the growth in demand for education. In terms of supporting the demand for infrastructure development in foreign/mother tongue language education, the Dutch Government's continued investment in semi-private international schools (international context) together with the adoption of the Schola Europaea programme (European context), hold great promise for the IO community. The initiatives undertaken by the Dutch Government in this area will complement the contributions made by the private and foreign national curriculum schools to create a wider base of foreign/mother-tongue language teaching available in the Netherlands—in keeping with the Netherlands' interest to build an international education landscape that is commensurate to the ambitions of The Hague to recruit and maintain international organisations in the Netherlands.

In terms of business feasibility, there is good scope for new school creation in the Schola Europaea programme. It is important to note, however, that the survey results regarding interest in a European school are specific to the Brussels-model Schola Europaea. The final decision to build a European School will eventually be a political one. In light of both, the governance crisis apparent in the *stichting* model of administration of non-local curriculum schools, and, the shortcomings of the Parma-model European School,—careful evaluation of the choice of school structure that is envisioned for a future European School in The Hague area is critical to the success and patronage of this school.

6 Recommendations

Summarising, it is highly desirable for the education infrastructure that is provided by the Netherlands Government to grant IO staff access to education for their dependents in the host country, to be upgraded to meet the demands placed upon it by a growing number of users. To this effect, IOSA-NL recommends that the Netherlands Government undertake the following:

- **Establish an information point for the IO community in order to disseminate information regarding availability, enrolment procedure, and subsidy, if any, for pre-school/crèche/childcare facilities as well as Dutch national curriculum schools.**

²² IOSA-NL has been informed that the EPO has unofficially expressed the policy that, in the event of the establishment of a Schola Europaea within said 80 km zone, the above-mentioned staff rule will not be enforced in order to allow present and future EPO staff to retain their freedom of choice of school.

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- **Undertake a review of the governance structure of semi-private international schools currently functioning as international streams of local schools, geared towards greater autonomy in the running of the school and of school finances (pertaining to tuition fees) subject to the inspection of the Ministry of Education. Market failure in the provision of affordable international education may partially be addressed in the reform of semi-private international schools, which may lead to the creation of international schools that provide education at a substantially lower cost.**
- **Alongside upgrading the existing education infrastructure, initiate the establishment of a Brussels-model Schola Europaea to respond to mobility and mother-tongue (European language) needs. The creation of this school will serve as an additional measure to increase infrastructure schooling capacity and will also potentially benefit 172 children²³ who otherwise live outside of the Netherlands.**
- **Provide an international department facility within the existing Dutch Special Needs school(s) for expatriate children with special needs who cannot afford private facilities.**

7 Conclusion

The Netherlands Government and the body of international organisations maintaining a duty station here have a shared interest in and obligation to preserve, promote, and foster education infrastructure. Education infrastructure is a key element in terms of cultivating the competitive advantage of the Netherlands as a host/seat country for IOs. IOs rely on a sound education infrastructure at the duty station to complement their human-resources needs in terms of recruiting and retaining expert staff, including contractors.

Demographic results clearly indicate that the Netherlands Government will have to urgently invest resources in education infrastructure to accommodate current and future needs of education of dependents of international civil servants. Schooling capacity must be enlarged to meet the growth in demand for education alongside the maintenance of infrastructure of existing schools. IOSA-NL seeks assurance from the Netherlands Government, on behalf of the international civil servants it represents, for the development of this infrastructure. However, it is also fair to ask of the IOs whether they are investing enough to enable their employees to make use of the infrastructure that is provided.

²³ This figure corresponds to the number of dependents who live/study outside the Netherlands, for whom a serious interest in enrolment in a Schola Europaea in The Hague was reported in the survey. (The result for OPCW, interest of 14 households, is not included in this figure.)

ANNEX I: Web Based Survey Questionnaire

Education of dependents of employees of International Organisations.

THIS SURVEY IS INTENDED FOR YOU IF:

Situation 1) You have one or more dependents 0-18 years of age living in the Netherlands.

Situation 2) You have one or more dependents 0-18 years of age living or schooling outside the Netherlands in order to meet their educational needs.

This survey does not apply to you if your dependents reside outside the Netherlands for a principal reason other than education.

Situation 3) You do not have dependents but do have an interest in dependents' education due to future plans.

PLEASE NOTE: ONE RESPONSE PER HOUSEHOLD ONLY.

Dear Colleague and employee of an International Organisation whose Staff Representation is member of IOSA-NL (International Organisations Staff Associations in the Netherlands),

The IOSA Secretariat is holding consultations with the Dutch authorities regarding a number of issues that affect the welfare of employees of IOs (International Organisations) based in the Netherlands. One of these issues is the educational needs of dependents of IO employees.

In this context, IOSA-NL has drafted a questionnaire in digital form that will take no more than ten minutes to complete and the click of a mouse button to send. Your identity is protected. This survey will equip IOSA-NL with relevant statistics regarding dependents' education including existing schooling capacity and new school creation.

If you have an interest or future interest in dependents' education please take a few minutes of your time to complete this questionnaire. Your time and input are very much appreciated.

*Very truly yours,
IOSA-NL*

*Bruno Leone,
Spokesperson, Education Working Group.*

Education of dependents of employees of International Organisations.

1. I am employed as:

2. I am employed at:

My nationality is?

3. (If your child/children's nationality is different from yours, choose your child/children's nationality . *Only one nationality in case of multiple nationalities.*)

Number of children living or studying *outside* the Netherlands :

4. In the age bracket 0-5 years.
5. In the age bracket 6-10 years.
6. In the age bracket 11-18 years.

Number of children living or studying *inside* the Netherlands :

7. In the age bracket 0-5 years.
8. In the age bracket 6-10 years.
9. In the age bracket 11-18 years.

Number of children living or studying *OUTSIDE THE NETHERLANDS* that currently attend:

10. **Pre-school or playgroup**
11. **A local school**
12. **A private school**
13. **A semi-private school teaching a non-local national curriculum**
14. **A semi-private international school**
15. **A Schola Europaea (The European School)**
16. **A private international school**
17. **A special needs school**

Number of children living or studying *INSIDE THE NETHERLANDS* that currently attend:

18. **Pre-school or playgroup**

19. **A local school**

20. **A private school**

Includes:

- AISR The American International School of Rotterdam
- ASH The American School of The Hague
- The British School

21. **A private international school**

Includes:

- ISA International School of Amsterdam
- AFNORTH International School.

22. **A semi-private school teaching a non-local national curriculum**

Includes:

- Deutsche Internationale Schule
- Lycee Francais
- The Indonesian School
- The Japanese School

23. **A semi-private international school**

Includes:

- AICS Amsterdam International Community School
- De Blijberg International Primary School
- Elckerlyc Leiden International Primary School
- HSV The Hague International Primary School
- ISH International School of The Hague
- ISM International School Maastricht
- JID Joppenhof International Department
- Rijnlands Het Rijnlands Lyceum International School
- RISS Rotterdam International Secondary School

24. **A Schola Europaea (The European School)**

26.

My organisation makes (will make) available to my situation an education allowance/subsidy of...:

27.

Our household expenditure on dependents education (i.e. non-subsidized portion) as a percentage of household income amounts to:

27/43

28.

My child/children usually get to and from school:

29.

Our current arrangement getting child/children to and from school is:

30. **My child / children are safe at school:**

31. **My child / children feel welcome and accepted at school:**

32. **My child / children' s school building is in good repair and has sufficient space to support quality education:**

33.

I am aware of how well our school is performing:

34.

My child/children are acquiring speaking and writing skills in their mother tongue at the school they currently attend as part of the formal curriculum:

35.

My child/children' s academic level of speaking and writing in their mother tongue is fairly comparable to children their age (and special need, if applicable) in the mother tongue country:

36.

Our current schooling arrangement is compatible with my job mobility needs:

37.

**Choose one description that best represents your assessment.
Our current schooling arrangement is:**

38.

The support that my organisation provides towards an accessible, affordable and suitable education for dependents is... :

39.

The support that the Netherlands government authorities provide towards an accessible, affordable and suitable education for dependents is:

40.

Parent(s)/Guardian(s) main language is:

41.

Child/children' s main language is:

Education of dependents of employees of International Organisations.

European Schools (www.eurisc.org) were created to cater for the education needs of dependents of European Institutions' staff. There are currently 13 such schools in the EU. Pupils follow one EU harmonised curriculum in their own mother tongue, provided this is one of the 20 EU official languages and there is a sufficient number of pupils to create a class.

Children receive the European Baccalaureate, an educational certificate that will grant the same rights and advantages as other holders of school-leaving certificates in their respective countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of higher education in the 25 European Union countries. The European Baccalaureate is widely recognised outside the EU by higher education institutions.

42.

Choose one description that best represents your assessment.

If a European School were to be created in the Hague area?

43.

Any comments? (optional).