INTERNATIONALLY ORIENTED EDUCATION (IGO)

IGO: of great value to the Netherlands

Educational continuity for internationally mobile families, and an attractive business climate for the Netherlands.

IGO is not a niche provision for a small group of pupils, but **strategic infrastructure** for the Netherlands as an international knowledge economy.

The Netherlands is the only country in the world that offers international education within the public system — an accessible public alternative to private international schools.

Who is IGO for?

Education for internationally mobile families

International professionals

Researchers, engineers, IT specialists and knowledge workers at international companies and institutions in the Netherlands.

Diplomats & EU officials

Working at the International Criminal Court, Europol, Eurojust, EMA and dozens of other international organisations.

Dutch repats

Families returning from abroad. Children with an international school history, often third culture kids.

Future expats

Dutch families about to leave for work abroad, preparing their children for an international school career.

LEGALLY ANCHORED

Admission to IGO is laid down in **Article 9 of the IGVO 2021 Policy Rule** and **Article 40(10) of the WPO**. Strict criteria ensure that only the mobility target group is served, thereby protecting the specific societal function of IGO.

HOW IT WORKS

Without suitable education for their children, international talent does not choose the Netherlands. IGO is the link that makes it possible.

IGO acts as a lever: a relatively small provision with a major impact on the business climate.



"With every international acquisition, expansion or recruitment, the same question arises: 'Where will our children go to school?' IGO provides the answer."

— IGO is an indispensable link

What makes IGO special?

An accessible public alternative

International education within the public system

Where other countries leave international education to private schools, the Netherlands offers it within the public system. IGO schools provide fully **English-language education** with internationally recognised diplomas (IB, Cambridge IGCSE), combined with **Dutch language acquisition and citizenship**.

This sets IGO apart from regular bilingual or hybrid internationalised education, where exams are taken in Dutch.

- **Uninterrupted learning path**
  Progress within the international system or transfer to regular Dutch education.
- **Flexible curricula**
  Aligned with the Dutch core objectives, tailored to a class drawn from dozens of countries.
- **Inclusive education**
  Pupils with diverse support needs work together towards the same diploma.
- **Proven quality**
  IGO schools perform excellently on international assessments.
- **Knowledge sharing**
  Expertise in multilingualism and intercultural pedagogy strengthens regular education.

POSITIONING WITHIN THE DUTCH EDUCATION LANDSCAPE

REGULAR EDUCATION	Dutch-language, Dutch exams. Prepares pupils for a future in the Netherlands.
TPO (BILINGUAL PRIMARY)	Dutch curriculum, partly in English. Focused on connecting to Dutch follow-up education.
TTO & HYBRID (SECONDARY)	Bilingual or internationalised secondary education, with Dutch exams and diplomas.
IGO	Fully English-language + international diplomas + Dutch language & citizenship. **Publicly accessible.**
PRIVATE INTERNATIONAL SCHOOL	International curricula (such as IB), but fully privately funded and outside the public system. Not publicly accessible.
INTERNATIONAL TRANSITION CLASS	A temporary provision, solely aimed at transferring to regular Dutch education.

Value, from family to country

Four mutually reinforcing effects

01 FAMILIES

Educational continuity for mobile families

An accessible public alternative to private schools. Progression within the international system and a bridge to Dutch society.

- Internationally recognised diplomas (IB, IGCSE)
- A soft landing for repats and third culture kids
- Dutch language & citizenship as a connection

02 EMPLOYERS

Attracting & retaining talent

Employers recruit international talent without costly tuition compensation. Certainty about schooling substantially widens the pool of reachable candidates.

- Top 3–4 location factor in international acquisition
- Continuity for children, predictability for HR
- Faster integration of expat employees

03 REGIONS

Regional economic potential

International organisations settle in specific municipalities, not in 'the Netherlands'. Investing in IGO is investing in regional appeal.

- The Hague: international legal order & diplomacy
- Amsterdam: scale-ups & EMA
- Eindhoven: high-tech (ASML), Leiden: life sciences

04 THE NETHERLANDS

Business-climate strength & knowledge infrastructure

IGO is essential infrastructure for a country whose prosperity depends on international connectivity. Expertise flows back into regular education.

- Guaranteed school capacity is often decisive in international acquisitions
- Knowledge sharing in multilingualism & intercultural pedagogy
- Inclusive excellence within the public system

Regional distribution

IGO schools in 23 cities, close to international employers

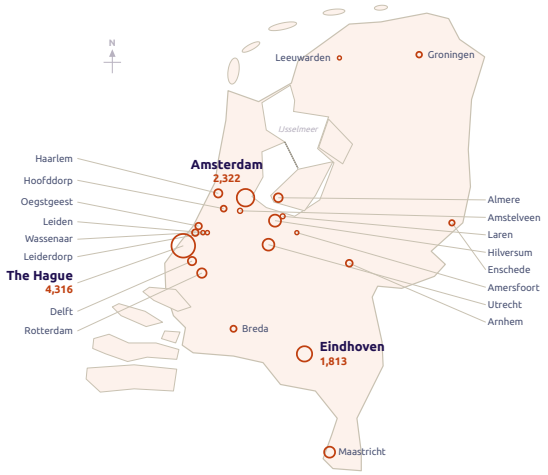
The network follows the location strategy

Concentrations of IGO schools are found where international organisations and knowledge-intensive companies establish themselves. For aldermen and regional policymakers, IGO is therefore a direct factor in their economic strategy.

The Hague & region International Criminal Court, Europol, Eurojust	**4,316** PUPILS
Amsterdam & region EMA, scale-ups, international services	**2,322** PUPILS
Eindhoven & region Brainport high-tech, ASML and suppliers	**1,813** PUPILS
Hilversum, Utrecht, Maastricht et al. 20 more cities, from Groningen to Maastricht	**8,163** PUPILS

IGO IN THE NETHERLANDS

23 CITIES · 16,614 PUPILS



Circle size = number of pupils

Indicative

The numbers behind the story

Definitive figures from the DIS Annual Report 2025

PUPILS

16,614

Total across the DIS network in 2025: 7,411 primary + 9,203 secondary.

CITIES

23

IGO schools spread across 23 Dutch cities, from Groningen to Maastricht.

NATIONALITIES

141

141 different nationalities. Indian and Dutch are the two largest groups, each around 18%.

LENGTH OF STAY

57% < 3 years

Have been enrolled for three years or less — characteristic of internationally mobile families.

SUPPORT

25-40%

Pupils with additional support needs (language acquisition, psychosocial).

Source: DIS Annual Report 2025 · Reference dates: 1 October 2025 (length of stay, nationalities), 1 Feb 2026 (primary enrolment), 31 Dec 2025 (secondary enrolment)

ABOUT THESE FIGURES

- Pupil numbers: full network (16,614)
- Length of stay: 41 schools, n = 16,342
- Nationalities: 24 schools, n = 14,267
- Snapshot as of 1 October 2025; trend to follow from the next cycle

CONTACT

Dutch International Schools

dutchinternationalschools.nl

primary@dutchinternationalschools.nl

secondary@dutchinternationalschools.nl