



'INTERNATIONAL DEBATE

ON FREE SPEECH'

FEMINISM ABROAD

Women from all over need to guard their hard-fought rights to make decisions about their lives. Yet others still need those rights in the first place. Here are a few ladies who have made waves in recent months in their quest to protect women's rights.

FEMEN - An extremist feminist group with Ukrainian origin. Now an international movement, they have recently protested against a proposed abortion ban in Spain and the UN's response to sexual predatory practices in the Catholic Church with their bare-chested appeals. Having been exiled to France, more controversy ensued last year when FEMEN leader Inna Shevchenko inspired the face of France's new postage stamp. French anti-feminist groups were not enthused.

Pussy Riot - The Russian punk group best known for singing defamatory songs against the Russian government sparked an international

debate on free speech in the Slavic state. The members were incarcerated in 2012 and released in January 2014. They recently visited Amsterdam to support a human rights conference.

UK Feminista - Made headlines in the summer of 2013 when they asked the UK grocery chain Tesco to "lose the lads' mags." Their on-going countrywide effort is jointly run by the feminist advocacy group Object and supported by trade unions, anti-violence groups and interested citizens. **Saudi Women Drivers** - Last fall, women from all over Saudi Arabia protested a Saudi law that bans giving driver's licenses to women. Although they are not an official group, Saudi women made headlines when they got behind the wheel in a coordinated national effort in a day of protest. Saudi Arabia is still the only country in the world that bans women from driving.

Have a Say



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Experts and internationals debate

INTERNATIONAL SCHOOLING

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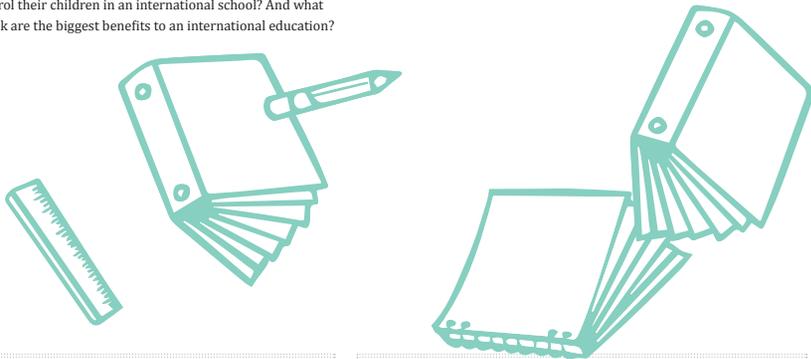
Have A Say is a new series in which we talk to experts and internationals about a subject that causes debate in the international community.

By **Molly Quell**
Photography **MMH**

Moving abroad is always a complicated process and made especially more so when you have children. Determining where to enrol your child in school can be a difficult process in your home country but with unfamiliarity with the educational system and language barrier, choosing a school abroad becomes an even more daunting process.

In the Netherlands, with the popularity of English language, selecting a school as an international parent can be even more difficult. Unlike many places in the world where local schools, due to the quality of the education and the language barrier, are out of the question for internationals, Dutch schools are often a viable option.

Yet many international parents, and an increasing number of Dutch parents, are choosing international schools for their children. Considering the high quality of local schools and the price tag of international schools, why do parents enrol their children in an international school? And what do the experts think are the biggest benefits to an international education?



‘CONTINUE
A STRONG
LEVEL OF
ENGLISH’

COLLEEN HORSLEY

Colleen Horsley and her husband moved with their two children from Canada to the Netherlands for her husband's job, seven months ago. They enrolled their (now) six-year old in an international school. 'Our move was very sudden,' Horsley says and without much time to prepare, they sought an international school where they felt their children's lives would be less disrupted. As they plan to return to Canada in a few years when her husband's contract ends, 'we wanted them to continue to have a strong level of English,' Horsley says. Price was also a major factor when considering the school tuition, since they are paying for it themselves. Overall, they are thrilled with the exposure their children get in an international environment and are happy that they will easily be able to transition back into school when they return home. When their youngest, who is now one year old, is old enough, they will enrol him in an international school as well.

UTE LIMACHER

Ute Limacher is German, her husband is Swiss and they are raising their three children, an eleven-year old and their seven year old twin, in the Netherlands. With such an international background at home, they wanted their children's schooling to reflect that. Limacher was familiar with the international school system, as she had attended one as a child when her family lived in Italy. With excellent facilities and a good student to teacher ratio, an international school seemed like the best choice. '90% of our friends, even our Dutch friends, had their children enrolled in an international school,' says Limacher. Limacher was keen to raise their children in a multilingual environment, reflective of their background. When they approached the local Dutch school, they found the school wasn't supportive of that endeavour. The international school, where they have enrolled their children, was.



ANJANA SAXENA

Anjana Saxena and her husband are originally from India and have moved between there and the Netherlands several times during their twelve-year old daughter's life. When they first moved to the Netherlands, they enrolled their then four-year old daughter in a local Dutch school. Then they returned to India. She returned to the Netherlands a few years later with her daughter while her husband stayed on in India. They felt the transition, particularly the language adjustment, would be easier at an international school. The couple also thought it was very important for their daughter to continue schooling in English, as they are unsure where their careers may take them in the future. Saxena further felt that the international school was more supportive of her working than their Dutch school was. 'I felt it would be more difficult to take care of my daughter alone, while working four days per week, if she was enrolled in a Dutch school,' says Saxena.

BORIS PRICKARTS

AICS presents itself as the best of both worlds. As a Dutch international school, they offer an international curriculum, but with ties to the local Dutch community. 'Amsterdam International Community School (AICS) offers excellent education out of the traditional expat bubble and in the Dutch community, providing for an effective education underpinned by a shared international value system in the Dutch context,' says headmaster Boris Prickarts. As with most international schools, many of the parents are concerned about maintaining their child's education in English and in a consistent curriculum, to not disturb their schooling during international moves. Since parents often can't visit the school to get a first person impression prior to enrolment, AICS emphasizes its tangible benefits. Aside from an international curriculum and compulsory Dutch, the school highlights its maximum classroom size of twenty-two students and its tuition, which is lower than other international schools. Boris Prickarts is Headmaster of The Amsterdam International Community School



'CREATING A COMMUNITY AROUND THE SCHOOL'



THERESA FORBES

'Families that are mobile, often want to know that they will be able to find a similar school or programme in another city worldwide. International education is becoming an increasingly popular option, so transition between schools has become easier,' says Theresa Forbes, Interim Head of School, Delft International School (DIS). As with most international schools, DIS prides itself on an English-language, international curriculum. 'International education helps students develop a broader global perspective and is designed to help mobile students settle easily in a community,' Forbes adds. They also are focusing on creating a community around the school. DIS is Delft's first international school and, until now, parents who live in Delft have been sending their children to school in The Hague and Rotterdam for an international education. DIS aims to offer a hub for the international community.

Theresa Forbes is Interim Head of School of Delft International School

RYNETTE DE VILLIERS

For Rynette de Villiers, Head of School at the International School Almere (ISA), there are no downsides to an international school. She argues they typically offer smaller classroom sizes, a more international perspective and a more diverse teaching staff than local schools in any country, not just the Netherlands. 'A student who completed his/her education in an international system sees the world as a much smaller place, they tend to think bigger in terms of their future,' says de Villiers. However, international schools offer much more practical benefits to international children. 'Since most expat parents move to the Netherlands (or any other country for that matter) for a temporary job opportunity, enrolling their children in an international school ensures a smooth move to the next country,' de Villiers. In that vein, ISA offers an International Baccalaureate programme, which is aligned with programmes all over the world.

Rynette de Villiers is Head of School of The International School Almere

Education

The Netherlands' Top Universities

BEST IN CLASS

WHAT'S HAPPENING?

Dutch Universities top the Top 100 London Times Higher Education Index

The Netherlands has once again made great strides in the annual roundup of the global university rankings. Last year showed the highest number of Dutch institutions included in the top 100 universities in the world so far, based on the assessments conducted by several international organizations. The official results have shown remarkable improvements on the part of Dutch universities over the last three years, indicating positive developments in the higher education system. However, impressive as this may seem, much controversy has surrounded these international rankings, which supposedly place a premium on reputation, rather than on results.

By Phillip Gangan
Photography MMH

Among the major global education indices, London-based Times Higher Education (THE) listed eight out of the thirteen Dutch universities in the top 100, compared to seven in the previous year (2012) and only four in 2011. Leiden University sat in pole position at 67th place, while Delft University of Technology followed soon, coming in at 69th. Meanwhile, another British organization Quacquarelli Symonds (QS) named the University of Amsterdam as the top-rated Dutch university of the year (58th place) and has also included five Dutch universities in the top 100. Shanghai's Jiao Tong University, on the other hand, considered Utrecht University as best in class (52nd place), citing just three Dutch institutions on their list.

ACADEMIC REPUTATION

The contrasting results among the more prominent global university rankings are due in part to disparities in methodologies and metrics. Although the THE index claims to judge academic institutions on their core missions, the organization's most influential performance indicators centre on research volume and frequency of academic journal citations (60%). At

the same time, QS primarily focuses on academic reputation (40%) while Jiao Tong University counts the number of university staff and alumni who received Nobel Prizes, Fields Medals or are regarded as Highly Cited Researchers (50%). These indicators suggest that universities are generally ranked in terms of status rather than quality of education.

'In general one should be very prudent in dealing with rankings,' says Karl Dittrich, chairman of the association of Dutch universities VSNU. 'They all have their peculiarities and they all put a very strong emphasis on the results in research, on prestige and on historical results. Performances in teaching and learning hardly play a role. That is a pity since educating young people is one of the main tasks of the universities.' Be that as it may, there is no denying the fact that Dutch universities have done exceedingly well in the current rankings, implying that these academic institutions have earned outstanding reputations for quality research.

FITTING THE BILL

According to Professor Carel Stolker, Rector Magnificus and Chairman of the Leiden