Emerging Trends in Global Education

GEBG
Global Education Benchmark Group

NAAIS
National Association of Independent Schools
Panelists

Joe Vogel
Assistant Head
Old Trail School, OH

Ioana Wheeler,
Director of Global Initiatives
NAIS

Nishad Das
Director of Global Education
Groton School, MA

Clare Sisisky
Executive Director
GEBG
Presentation Overview

Welcome and Introductions

Take-Aways from NAIS Overview Data

Take-Aways from GEBG Comparative and Benchmarking Data

Emergent Trends - including Coronavirus Outbreak

GEBG
Global Education Benchmark Group
The Global Education Benchmark Group (GEBG) is a leading non-profit organization of K-12 schools that researches and establishes best practices in the field of global education and supports member schools to prepare students to thrive in increasingly interconnected world systems.
> To identify specific practices in global education by collecting, analyzing, and sharing data from GEBG members.

> To promote all aspects of global education in independent schools through professional learning and institutional support.

> 277 member schools in 15 countries.
Quick NAIS Data:

Role at NAIS: global education and international student programs

1,800 member schools and associations in the United States and abroad (1,600 nonprofit, private K-12 schools in the U.S.)

Approximately 250 of the 1,600 schools in the U.S. have integrated global education programs

In 2017-18 school-year, there were 754 NAIS member schools that enrolled international students on F-1 visas. (based on SEVP data)
Global education: sent to 1,521 heads of schools who forwarded to the global staffer at the school (205 responses): 13.5% response rate

International students: sent to 680 directors of admissions (119 responses): 28.9% response rate
Global Education Data Highlights

- 93% of respondents had global education programs at their school and 88% saw their programs growing in the next five years.
- Global curricula, language instruction, and sister school partnerships: 20% growth since 2015.
- 79% of programs have centralized administration.

- No increase since 2015 in number of students traveling abroad.
- Fewer languages than in 2011.
- Less than 50% of schools report a “very successful” or “extremely successful” integration of global studies into their curricula.
How are global education programs organized in your school?

- A combination of the first two, 51%
- Teachers develop and run their own global education programs, 16%
- Global education programs are centralized through specific staff and/or centers/departments, 28%
- Other (please specify), 5%
Indicate the primary reason(s) why your school offers a global education program.

- To teach knowledge, attitudes, and perspectives related to global ed: 81%
- To get students engaged in global citizenship: 78%
- To fulfill the school’s mission: 74%
- To differentiate the school from other schools in the area: 30%
- To improve college acceptance rates: 2%
- Not sure: 1%
- Other (please specify): 5%
To what extent is global education reflected in your school’s mission and priorities?

- Not at all: 3%
- To a small extent: 14%
- To a moderate extent: 40%
- To a great extent: 29%
- To a very great extent: 10%
- Other (please specify): 4%
How would you rate your school’s success at integrating global education into the curriculum by grade level?
Which challenges, if any, have made it difficult to fully implement your school’s global education plans?

- Lack of financial resources: 2019 (69%), 2014 (58%), 2011 (50%)
- Not enough time: 2019 (48%), 2014 (60%), 2011 (53%)
- Not enough staff: 2019 (36%), 2014 (26%), 2011 (32%)
- Lack of clear goals for the program: 2019 (27%), 2014 (28%), 2011 (41%)
- Faculty buy-in: 2019 (22%), 2014 (28%), 2011 (26%)
- Leadership buy-in: 2019 (7%), 2014 (12%), 2011 (11%)
- Other (please specify): 2019 (13%), 2014 (12%), 2011 (11%)
What types of global education programs does your school offer? (Check all that apply.)

- World language instruction: 2019: 92%, 2015: 92%
- Trips abroad: 2019: 80%, 2015: 82%
- Speakers and presenters on global topics: 2019: 63%, 2015: 63%
- Global curriculum and studies: 2019: 43%, 2015: 58%
- International student admission: 2019: 49%, 2015: 58%
- Student exchanges: 2019: 54%, 2015: 53%
- Student leadership programs or global clubs: 2019: 43%, 2015: 52%
- Professional development for teachers related to global education: 2019: 43%, 2015: 51%
- Sister school partnerships: 2019: 33%, 2015: 45%
- Online or digital exchanges and partnerships or pen-pal programs: 2019: 38%, 2015: 44%
- Study abroad (including living abroad): 2019: 37%, 2015: 44%
- Global education conferences and events for students: 2019: 28%, 2015: 25%
- Partnerships with NGOs and/or universities: 2019: 18%, 2015: 18%
- School-based global diploma or certificate: 2019: 11%, 2015: 18%
- Teacher exchanges: 2019: 15%, 2015: 18%
- International Baccalaureate: 2019: 8%, 2015: 4%
- Satellite campuses abroad: 2019: 4%, 2015: 3%
- Other (please specify): 2019: 9%, 2015: 11%
What are your funding models for international trips?

- Students have to pay up front: 84%
- Fundraising: 26%
- Factored into tuition: 20%
- Endowed funds: 15%
- Grant money: 12%
- Other (please specify): 19%
Select all types of partnerships with other countries that your school has.

- We don't have partnerships with other countries: 50%
- Curriculum consulting with schools outside of the home country: 20%
- Online classes for students outside of the home country: 6%
- Partnerships with universities: 6%
- Diploma program to students studying in other countries: 5%
- Running a school/consulting on running a school outside of the home country: 5%
- Summer camps offered at a school in another country: 4%
- Other (please specify): 26%
20 YEARS OF INTERNATIONAL SCHOOL MARKET GROWTH

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOLS</td>
<td>2,584</td>
<td>11,451</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>969,000</td>
<td>5.82m</td>
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<tr>
<td>STAFF</td>
<td>90,000</td>
<td>554,000</td>
</tr>
<tr>
<td>FEE INCOME</td>
<td>$4.9 bn</td>
<td>$54.8 bn</td>
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</tbody>
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Data from January 2020

Data and intelligence on the world’s K-12 international schools market

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10 YEARS OF INTERNATIONAL SCHOOL GROWTH IN KEY COUNTRIES 2010 AND 2020

Data from January 2020

- **China**: 360 (2010) to 960 (2020)
- **India**: 189 (2010) to 726 (2020)
- **UAE**: 5 (2010) to 680 (2020)

Data and intelligence on the world's K-12 international schools market
INDEPENDENT SCHOOL BRANDS
INTERNATIONAL SISTER SCHOOLS

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
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<tbody>
<tr>
<td>Kazakhstan</td>
<td>2</td>
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<tr>
<td>Singapore</td>
<td>3</td>
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<tr>
<td>Qatar</td>
<td>5</td>
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<tr>
<td>Malaysia</td>
<td>5</td>
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<tr>
<td>South Korea</td>
<td>6</td>
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<tr>
<td>Hong Kong</td>
<td>7</td>
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<td>Thailand</td>
<td>9</td>
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<tr>
<td>UAE</td>
<td>14</td>
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<tr>
<td>China</td>
<td>70</td>
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Originating countries

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<tr>
<th>Country</th>
<th>Number</th>
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<tr>
<td>UK</td>
<td>92</td>
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<tr>
<td>USA</td>
<td>36</td>
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<tr>
<td>Australia</td>
<td>2</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
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Data and intelligence on the world’s K-12 international schools market

Data from January 2020
## All International Schools by School Type

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<th>2012</th>
<th>2015</th>
<th>2020</th>
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</thead>
<tbody>
<tr>
<td>All international schools</td>
<td>6,967</td>
<td>8,688</td>
<td>11,451</td>
</tr>
<tr>
<td>Independent school brands</td>
<td>0.4%</td>
<td>0.6%</td>
<td>1%</td>
</tr>
<tr>
<td>English-medium only</td>
<td>70%</td>
<td>70%</td>
<td>67%</td>
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<tr>
<td>Bilingual</td>
<td>30%</td>
<td>30%</td>
<td>33%</td>
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</table>

Data from January 2020
Recommendations for Schools

- View global education as an educational and financial asset.
- Garner institutional support for your global education programs.
- Engage all students and all grades in global education.
- Keep your program fresh.
- Utilize resources that are local, national, and global.
- Measure your global education impact.
F-1 International Students in the U.S.

1. Colleges and Universities—1,095,299 (in 2018-19) (IIE Open Doors Report) (this includes F-1 and J-1 students)

***SEVP monitored nearly 1.55 million students (on F and M visas) at 8,936 schools (K12 and universities) in the US in 2018. (SEVIS by the Numbers Report)

2. K-12 Private Schools (includes non-NAIS members): 92,380 (total in 2017-18) (SEVPFoI Report for NAIS) (only F-1 students)

F-1 International Students in NAIS Member Schools:

1. **Implications to Mission:** global education and diversity

2. **Implications to Budget/Financial:** by median day tuition of $20,000, international students brought over $625 million in revenue in 2017-18 to NAIS member schools.

(Many schools charge higher tuitions....)

***In higher ed, international student enrollment grew by 7% in 2018-19 and they brought in $45 billion in revenue** (IIE Open Doors and U.S. Department of Commerce)

***Education: 5th largest export of the United States (US Department of Commerce Roundtable Meeting, February 2020)***
By 2017, there were 31,341 students on F1 visas.

Figure 4: International Students in Independent Schools by Type of School

Figure 3: International Students in NAIS Independent Schools by School Level

Source: SEVP, "NAIS Special Report on International Students on F-1 Visas Attending Private Schools Between 2005 and 2015"

Distribution of International Students at NAIS Schools by Level

Source: SEVP, "Special Report for NAIS on F-1 International Students in Private Schools 2015-2017"
Home Countries of International Students at NAIS Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>China</th>
<th>South Korea</th>
<th>Mexico</th>
<th>Canada</th>
<th>Vietnam</th>
<th>All Other Sending Countries*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>46.8%</td>
<td>9.1%</td>
<td>2.7%</td>
<td>5.2%</td>
<td>4.0%</td>
<td>32.2%</td>
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<tr>
<td>2017</td>
<td>50.3%</td>
<td>6.6%</td>
<td>3.6%</td>
<td>4.2%</td>
<td>3.8%</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

*In addition to the top five sending countries as of 2017, 180 countries send a few students each (each country amounting to less than 1% of total international enrollment).

Source: SEVP, “Special Report for NAIS on F-1 International Students in Private Schools 2015-2017”
Why does your school enroll international students? Please rank primary goals in enrolling international students below from most important (1) to least important (4).

- To add cultural and ethnic diversity to the student body: 38% (primary), 35% (secondary), 19% (tertiary)
- To bring global perspectives to the classroom: 34% (primary), 32% (secondary), 8% (tertiary)
- To support our mission: 29% (primary), 28% (secondary), 21% (tertiary)
- To be a source of full-pay revenue: 14% (primary), 22% (secondary), 21% (tertiary)
Welcoming international students, families and faculty to our independent schools:

International students, families and faculty provide:

1. Global encounters in our classrooms, international experiences on our campuses.

2. Enrich our school culture and the quality of our conversation.

Understanding and meeting international sojourners’ needs is vital -- students, families and faculty members.

Melinda Bihn, Head of School, French American International School, San Francisco, CA (modified)
As more and more schools undertake global education and enroll international students, it’s worth reflecting on what this endeavor means for our students, families and faculty…

1. What are the dispositions and competencies that make students true citizens of the world?

2. What qualities do educators need to possess in order to cultivate these dispositions and competencies in our students?

3. How do we welcome international students and their families into our schools and communities?

4. What does this mean for our school communities and our school cultures?

Melinda Bihn, Head of School, French American International School, San Francisco, CA
RESOURCES FROM NAIS
Resources: NAIS Global Ambassadors Advisory Working Group

Global Education:
• **Trish Anderson:** Director of the Isdell Center for Global Leadership, *Pace Academy*, Atlanta, GA
• **Tene Howard:** Director of Global Programs and Community Engagement, *Packer Collegiate Institute*, Brooklyn, NY
• **Robert McGuiness:** Assistant Head of School, Global Education, *Appleby College*, Ontario, Canada

International Student Recruitment, Admissions and Student Support:
• **Kristen Mariotti:** Director of Admissions and Enrollment Management, *Stoneleigh-Burnham School*, Greenfield, MA
• **Quentin McDowell:** Associate Head of School for External Relations, *Mercersburg Academy*, Mercersburg, PA
• **Angela Yang-Handy:** Dean of Global, Experiential and Community Engagement, *Northfield Mount Hermon School*, Gill, MA

Resource Spotlight: Thought-pieces
OTHER NAIS RESOURCES TO CONSIDER:

NAIS Global Ambassadors Advisory Working Group and NAIS Global Videos

NAIS Independent School Magazine, Fall 2019 Issue on Global Education

Risk Management in Study Abroad Report (NAIS and United Educators)

NAIS Toolkit: International Student Programs

NAIS Global Ambassador Webinar Series

NAIS Connect: Admissions, and Global Education Communities

NAIS Research on International Students (2016 and 2015)

NAIS Principles of Good Practice - Educating for Global Citizenship and International Mindedness

NAIS Principles of Good Practice - Education of International Students in Independent Schools

NAIS Trendbook, chapters on international students (2019-20, 2016-17 and 2012-13)
Percentage of Schools Who Offered Languages in 2018-19

149 High Schools and 128 Middle Schools and 107 Primary Schools reported which languages were offered.
Change in Number of Students Enrolled in Languages over 5 years

Percentage of High School Students Language Enrollment (5-Year Comparison)

Items of importance:

» 1,215 MORE students enrolled in Spanish
» 114 MORE students enrolled in Italian
» 344 FEWER students enrolled in Latin
» 134 FEWER students enrolled in Japanese
» 83 FEWER students enrolled in Chinese
Top Student Travel Program Destinations 2017-2018
Travel Opportunities Offered

In addition to language and service oriented travel, more than 23% of schools traveled with students internationally for athletic events and more than 55% of schools gave faculty the opportunity to travel.
Student Travel Programs by Primary Focus Area

2013-2014 RED   2017-2018 GREY

- Academic Study Trip for Credit: 5.8% (2013-2014), 7.8% (2017-2018)
- Academic Study Trip Not for Credit: 6.9% (2013-2014), 28.8% (2017-2018)
- Athletic: 0% (2013-2014), 4.3% (2017-2018)
- Co-Curricular: 0% (2013-2014), 6.0% (2017-2018)
- Community Service: 16.4% (2013-2014), 12.8% (2017-2018)
- Cultural Immersion or Exchange: 12.6% (2013-2014), 11.7% (2017-2018)
- Cultural Tour: 17.8% (2013-2014), 2.8% (2017-2018)
- Homestay: 0% (2013-2014), 2.8% (2017-2018)
- Other: 0% (2013-2014), 2.1% (2017-2018)
- Outdoor / Adventure: 0% (2013-2014), 4.3% (2017-2018)
- Performance or Fine Art: 0.7% (2013-2014), 5.0% (2017-2018)
RISK MANAGEMENT DATA

496 INCIDENTS were recorded by 131 SCHOOLS, average of 4 incidents per school

— ONLY —

77% of schools collect and review the incidents after travel

79% report having a formalized process of assessing risk for travel programs
68% of schools have a process for evaluating 3rd party providers on travel programs
46% of schools conducted a site visit prior to taking a group of students on a travel program
72% of schools provided a formal chaperone/leader training prior to travel
GEBG Member Schools’ Cell-Phone and Technology Restriction Policies

- No device restrictions: 21.6%
- Restrictions in place for programs with homestays: 3.6%
- Some device restrictions on all programs: 60.4%
- Significant restrictions or prohibited use of devices: 14.4%

Data from the 2018-19 GEBG annual Benchmark Survey.
Global Education Administrative Structure

Does Global Education Receive Administrative Support?

- **66.7%**
  - A single office administrator oversees global education programs, among other functions.

- **25.6%**
  - Multiple office administrators oversee global education programs, among other functions.

- **7.7%**
  - No office administrators oversee global education programs.

- **15%** Yes (full time)
- **29%** Yes (part time)
- **56%** No
Global Education and Development

School Sought Funds for Global Education Program
106 schools reported

- NO: 57%
- YES: 43%

Schools with Global Education Endowment
111 schools reported

- NO: 68%
- YES: 32%
AVERAGE FINANCIAL AID DISTRIBUTION

- 2014-2015: $14,593.75
- 2015-2016: $23,322.27
- 2017-2018: $32,050.17
Schools Have Assessed Impact of Global in Last 5 Years

- 58.9% (No)
- 41.1% (Yes)

Schools Offer Global Diploma, Certificate or Equivalent

- 28.9% (Yes)
- 71.1% (No)

Formalized Process to Assess Risk for Travel Programs

- 23.6% (No)
- 76.4% (Yes)

Schools that Enroll International Students

- 22.9% (Yes)
- 77.1% (No)

GREY = NO   RED = YES   2017-2018 GEBG Data
Emerging Trends in Global Education

1. Global Education as preparing students for a changing world

2. Structures, curriculum and assessment for global competency

3. Equity and inclusion in global education

4. Evolving risk management landscape - including Coronavirus
FIGURE 4

U.S. race-ethnic profiles, 2018 and 2060

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2060</th>
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</thead>
<tbody>
<tr>
<td>Total population</td>
<td>60.5</td>
<td>55.1</td>
</tr>
<tr>
<td>Age under 18</td>
<td>50.4</td>
<td>36.4</td>
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<tr>
<td>Age 65+</td>
<td>76.7</td>
<td>55.1</td>
</tr>
</tbody>
</table>

* Non-Hispanic members of race

Source: William H Frey analysis of U.S. Census population projections released March 13, 2018 and revised September 6, 2018
**INDUSTRY 1.0**
Mechanization, steam power, weaving loom

**INDUSTRY 2.0**
Mass production, assembly line, electrical energy

**INDUSTRY 3.0**
Automation, computers and electronics

**INDUSTRY 4.0**
Cyber Physical Systems, internet of things, networks

1784 1870 1969 TODAY
Emerging Trends in Global Education

1. Global Education as preparing students for a changing world

1. Structures, curriculum and assessment for global competency
Global competence

- Examine local, global and intercultural issues
- Understand and appreciate the perspectives and world views of others
- Take action for collective well-being and sustainable development
- Engage in open, appropriate and effective interactions across cultures
Mission Excerpt:

The Center brings together academic, social, and cultural programs that contribute to wider movements for social change. By connecting theory to real-world practice, the Center stresses learning through action, and equips students and faculty with global competencies that allow them to realize their human capacity to bring about the world that ought to be.

CPEJ Purview & Programming includes:

• Diversity and Inclusion
• Environmental Sustainability
• Global Education
• Public Purpose Partnerships
• Quaker Education
• Service Learning
PD PASSPORT
THE TRANSITIONAL KINDERGARTEN–GRADE 12 CURRICULAR FRAMEWORK

ESSENTIAL SKILLS
Creativity • Innovation • Critical Thinking • Problem Solving
Communication • Collaboration • Information Literacy
Media Literacy • Information and Communication Technology Literacy

CHARACTER DISPOSITIONS
Empathy • Open-mindedness • Humility • Confidence
Courage • Patience • Selflessness • Self-motivation • Integrity
Respect for self and others • Perseverance • Conscientiousness

NECESSARY KNOWLEDGE
- Economic systems and globalization
- Political systems and political change
- Social structures and social change
- Cultural expressions through art, literature, and music
- Major religious orientations
- Contemporary norms and values of major cultures: U.S., China, India, Russia, Iran, South Africa, Nigeria, Israel, Turkey, Germany, Brazil, Mexico, or other important country/cultures
- Global ecosystems and environmental impact
- Proficiency in a world language

EMBARK AS A GLOBAL CITIZEN
A globally competent PDS graduate will be able to:
- Investigate and understand different worldviews
- Identify and prioritize global issues
- Understand the complexity and connection of issues locally, nationally, and globally
- Appreciate different artistic and aesthetic values of major cultures
- Develop viable strategies to address local, national, and global problems
- Identify and utilize human and natural resources in a sustainable way
- Act purposefully, ethically, and with commitment to improving the lives of others

Global Education Benchmark Group
Global Competency Framework:

Relying heavily on the excellent research and thought-leadership of the Asia Society, the Task Force has created a framework for global competency for BB&N.

The BB&N Global Scholar is inspired to be an active force in the world, solving local and global problems, and using his or her talents for the betterment of global and local society.

The BB&N Global Scholar has the creative capacity to envision, invent, and innovate for the future.

The BB&N Global Scholar is a curious critical thinker who is interested to learn about people, places, trends, and ideas from near and far.

The BB&N Global Scholar is intellectually open, adept at taking multiple perspectives and recognizes that the world is made up interconnected and interdependent systems.

The BB&N Global Scholar has the interpersonal, cross-cultural, and language skills to communicate, collaborate, and connect with others, near and far, leveraging technology and real-life opportunities to do so.
### Senior Capstone: Compassionate Leadership

**Student Name:**

**Person Completing Assessment:** ____________________ **Relationship to Student:** ____________________

**Timeframe of Assessment:** Start of Capstone/Mid-Capstone/End of Capstone (please circle one)

<table>
<thead>
<tr>
<th>Compassionate Leadership Traits</th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>USUALLY</th>
<th>ALWAYS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Mindful</td>
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<td>Focuses on being intentionally present</td>
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<td>Values introspection and clarity of thought</td>
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<td>Demonstrates compassion for all</td>
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<tr>
<td>Adaptable</td>
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<td>Responds willingly to the demands of the moment</td>
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<td>Stays productive even when plans change</td>
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<td>Shows flexibility</td>
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<td>Reflective</td>
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<td>Articulates self-awareness of own emotions, motivations, beliefs, and goals</td>
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<td>Observes interpersonal relationships in order to promote healthy dynamics</td>
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<tr>
<td>Responds to the needs of the situation and others based on insight</td>
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<tr>
<td>Resilient</td>
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<td>Faces the reality of the situation</td>
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<td>Improvises solutions in order to progress through difficulty</td>
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<td>Makes meaning out of hardship over time</td>
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<tr>
<td>Courageous</td>
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<td>Maintains ethical behavior publicly and privately</td>
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<td>Trusts in the abilities of others and is receptive to collaboration</td>
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<td>Takes initiative in order to pioneer new ideas</td>
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Emerging Trends in Global Education

1. Global Education as preparing students for a changing world

1. Structures, curriculum and assessment for global competency

1. Equity and inclusion in global education
Definitions from Generation Global

**SELF-IDENTITY:** Self-identity refers to how we define ourselves. Self-identity forms the basis of our self-esteem. In adolescence, the way we see ourselves changes in response to peers, family and school, among other social environments. Our self-identities shape our perceptions of belonging.

**SOCIAL IDENTITY:** Social identity is constructed by others and may differ from self-identity. Typically, people categorize individuals according to broad, socially-defined labels. For example, if you have dark skin, you may be labelled ‘black’ by others even though you may not have adopted that identity for yourself.

Are global education faculty leaders prepared and proficient in facilitating student identity development?
Emerging Trends in Global Education

1. Global Education as preparing students for a changing world

1. Structures, curriculum and assessment for global competency

1. Equity and inclusion in global education

1. Evolving risk management landscape - including Coronavirus
Risk Management Hot Topics

- Third Party Providers
- Sexual Misconduct
- Homestays
- Emotional and Mental Health
- Cyber Security
- Virus Outbreak and Rapidly Changing Restrictions

- Risk Management Decision Making
- Trainings for Faculty Travel Program Leaders
- Faculty Grasp of Liability Risk
What are your top challenges when managing travel health and safety of travelers?

- 60% Educating students, faculty and trip leaders about travel risks
- 56% Understanding legal obligations to travelers
- 44% Managing a crisis
- 37% Travel risk policy implementation and compliance
- 33% Communicating during a crisis

What are the main causes of modifications to your planned itineraries or destinations?*

- 48% Security threats (e.g., terrorism, active shooters)
- 37% Country risk rating
- 30% Infectious diseases (malaria, dengue, etc.)
- 26% Civil unrest
- 22% Existing medical conditions

*The majority of medical and travel security risks can be mitigated with correct assessment and advice.
Risk Management Hot Topics

- Third Party Providers
- Sexual Misconduct
- Homestays
- Emotional and Mental Health
- Cyber Security
- **Virus Outbreak and Rapidly Changing Restrictions**
- Risk Management Decision Making
- Trainings for Faculty Travel Program Leaders
- Faculty Grasp of Liability Risk

Global Education Benchmark Group
- By Feb 1, 100% of 74 schools reporting travel programs in China had cancelled all programs through April.

- As of Feb 26, about 50% of 74 schools reporting have cancelled their *summer* travel to mainland *China*.

- As of Feb 26, about 45% of *spring* school travel programs shared to *Italy* have been cancelled.
<table>
<thead>
<tr>
<th>Travel Season</th>
<th>Dates of Travel</th>
<th>Destination</th>
<th>No Plans to Change</th>
<th>Monitoring</th>
<th>Cancelled</th>
<th>Other</th>
<th>Updates / Decisions / Notes</th>
<th>Date Last Updated</th>
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<tbody>
<tr>
<td>Spring/Summer</td>
<td>March 6-14</td>
<td>Italy (Rome, Florence, Orvieto,)</td>
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<td>I, New York</td>
<td>Spring / 3rd week</td>
<td>Italy (Rome, Sorrento)</td>
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<td>June</td>
<td>Italy, Spain, Costa Rica</td>
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<td>July 16-26</td>
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Supporting Chinese International Students on Campus

Data from a GEBG Virtual Meet-Up on January 29
29 schools participated

By Jan 29:

- 98% of schools had communicated with their Chinese families and students rigening them not to return home during spring break
- 14% of schools had decided to keep their campus open during spring break
- 54% of schools were working on a case by case basis

Schools from throughout GEBG’s membership have continue to report incidents of anti-Chinese sentiment and racism, primarily targeting international students from China but also targeting students of East-Asian descent more broadly
Coronavirus and Global Education

**Headlines:**
Hong Kong International Schools Say They May Not Survive Health Crisis (February 14, 2020, Bloomberg)

Will Coronavirus Trigger an Enrollment Crisis? (February 13, 2020, Inside Higher Ed)

Coronavirus update: Economic and mobility impacts will depend on how long the outbreak persists (February 12, 2020, ICEF Monitor)

**Resources:**
- Independent School Coronavirus Response Webinar (NAIS, TABS, EMA, NBOA, and SAIS)
- Global Online Academy Blog (“15 Strategies for Online Learning When School is Closed”, February 6, 2020)
- Dedicated NAIS page on the Coronavirus
- International Schools Services (ISS): website
WEBINAR

CORONAVIRUS UPDATE
STUDENT TRAVEL & EMERGING ISSUES
Wednesday, March 4 | 4:00 PM EST
www.sais.org/webinars

The Coronavirus continues to emerge as a challenging question for many of our schools. As it continues to spread, most recently to Northern Italy, schools are starting to look more closely at student travel programs. In addition, some schools are being asked about temporary enrollment for students recently returned from China or other parts of Asia affected by the virus. Lastly, important end of the year celebrations that usually involve extended family will be quickly upon us.

- How should schools be thinking about student travel programs this spring and summer?
- What other issues should schools track as this virus continues to develop?
- What steps should schools take if approached by families recently relocated from abroad?
- What does pandemic status mean, and how does that provide important context?

Panelists:
- Clare Sisisky, Executive Director, GEBG
- Debra Wilson, President, SAIS

Free to SAIS members & non-members.

REGISTER NOW

www.sais.org/webinars
THANK YOU:

⇒ **Joe Vogel**, Assistant Head of School, Old Trail School, OH, [jvogel@oldtrail.org](mailto:jvogel@oldtrail.org)

⇒ **Ioana Wheeler**, NAIS Director of Global Initiatives, [wheeler@nais.org](mailto:wheeler@nais.org)

⇒ **Nishad Das**, Director of Global Education, Groton School, MA, [ndas@groton.org](mailto:ndas@groton.org)

⇒ **Clare Sisisky**, Executive Director, GEBG, [csisisky@gebg.org](mailto:csisisky@gebg.org)