



International Education



The global English-medium international schools market

2000

Schools	2,584
Students	< 1 million
Staff	90,000
Fee income	£ 3.2 billion

January 2015

Schools	7,545
Students	3.92 million
Staff	362,000
Fee income	£ 24.5 billion



Forecast summary

Increase	Schools	Students	Staff	Fee income
<i>Over the next 5 years</i>	3,049	1,635,019	150,635	£ 8.4 billion
<i>Over the next 10 years</i>	7,561	4,338,444	381,429	£ 17.5 billion



Criteria for inclusion

For the purposes of market intelligence, data collection and analysis, ISC includes an international school

- (a) if the school delivers a curriculum to any combination of pre-school, primary or secondary students, wholly or partly in the **English** language outside an **English-speaking** country; or
 - (b) if the school is in a country where **English** is one of the official languages, offers an **English-medium** curriculum other than the country's national curriculum and is international in its orientation.
-

“International education can mean many different things and its definition is debated. Some have defined two general meanings according to its involvement of students. The first refers to education that transcends national borders by the exchange of people, for example, by students travelling to study at an international branch campus ,as part of a study abroad program or as part of a student exchange program. The second is a comprehensive approach to education that intentionally prepares students to be active and engaged participants in an interconnected world.”

http://en.wikipedia.org/wiki/International_education

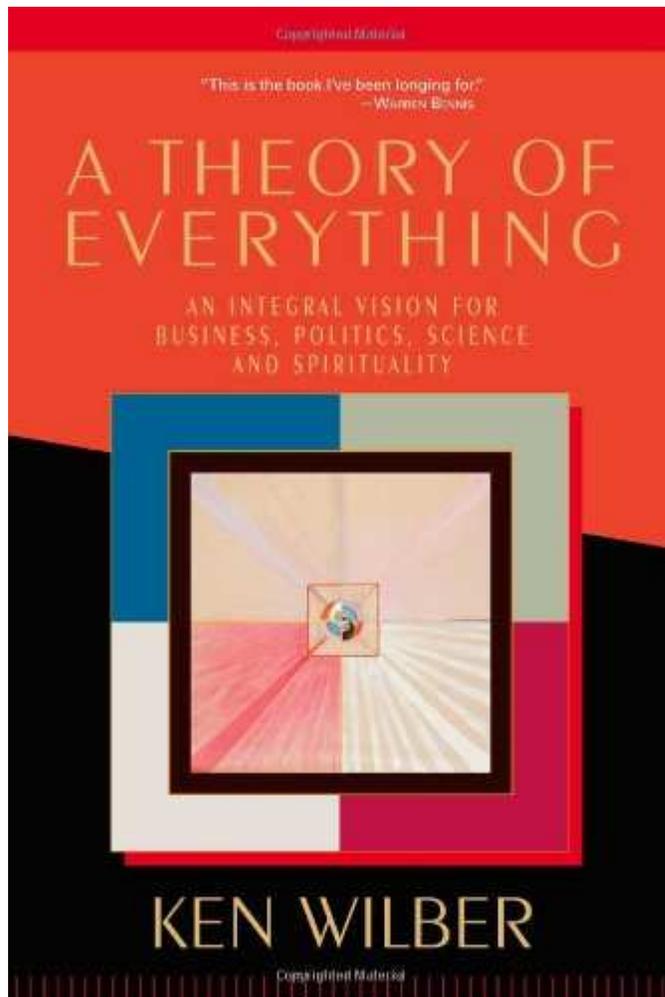
What it ISN'T...

The Five Fs:

- Flag waving
- Festivals
- Food
- Famous People
- Fashion

(George Walker, Former IBO Director General)





“But if we remain merely at the stage of celebrating diversity, we ultimately are promoting fragmentation, alienation, separation and despair. You go your way, I go my way, we both fly apart – which is often what has happened under the reign of the pluralistic relativists....It is not enough to recognize the many ways in which we are different; we need to go further and start recognizing the many ways in which we are also similar.”

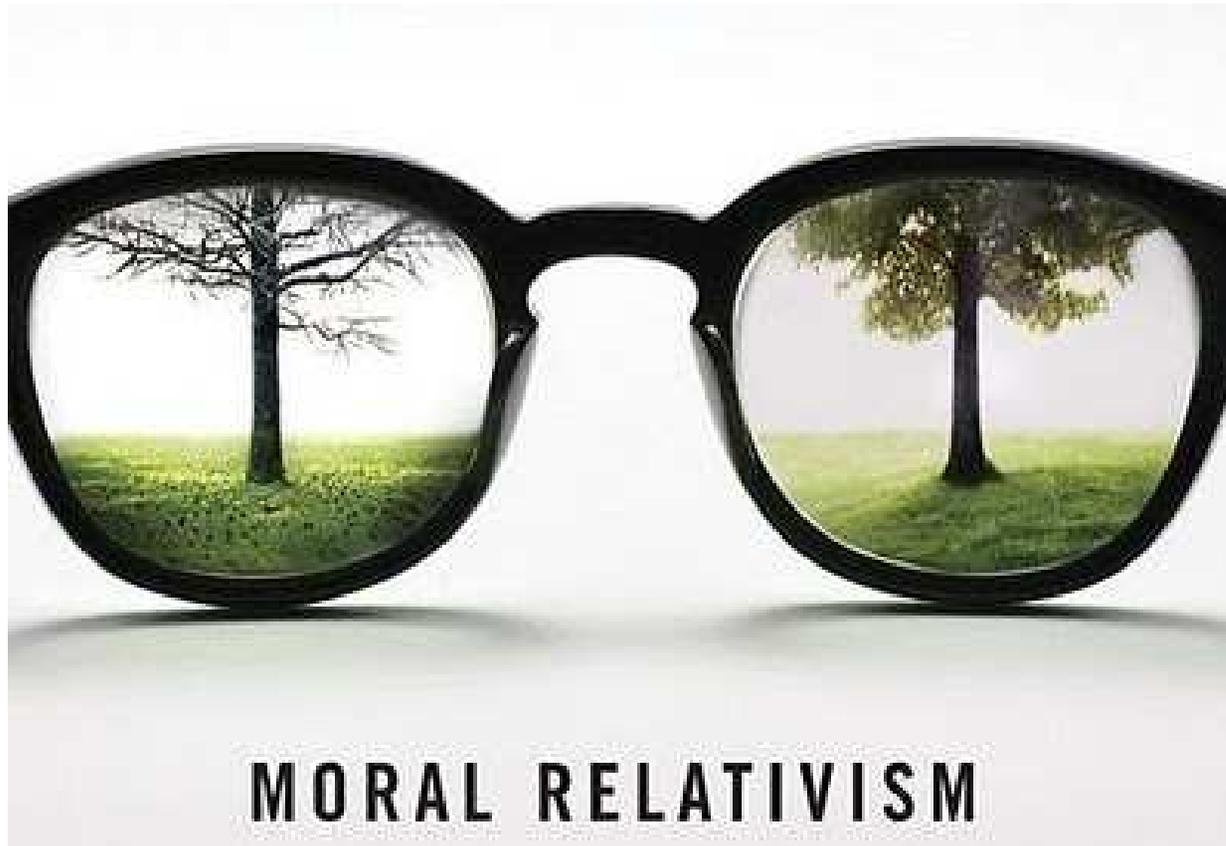
What it IS...

The Three Cs:

- Cultural Understanding
- Communication
- Collaboration

+ Emotional Intelligence

(George Walker, Former IBO Director General)



Moral relativism is the view that ethical standards, **morality**, and positions of right or wrong are culturally based and therefore subject to a person's individual choice. We can all decide what is right for ourselves.

[Moral Relativism](#)

www.moral-relativism.com/

Press release

Guidance on promoting British values in schools published

From: Department for Education and Lord Nash
First published: 27 November 2014

This news article was published under the 2010 to 2015 Conservative and Liberal Democrat coalition government

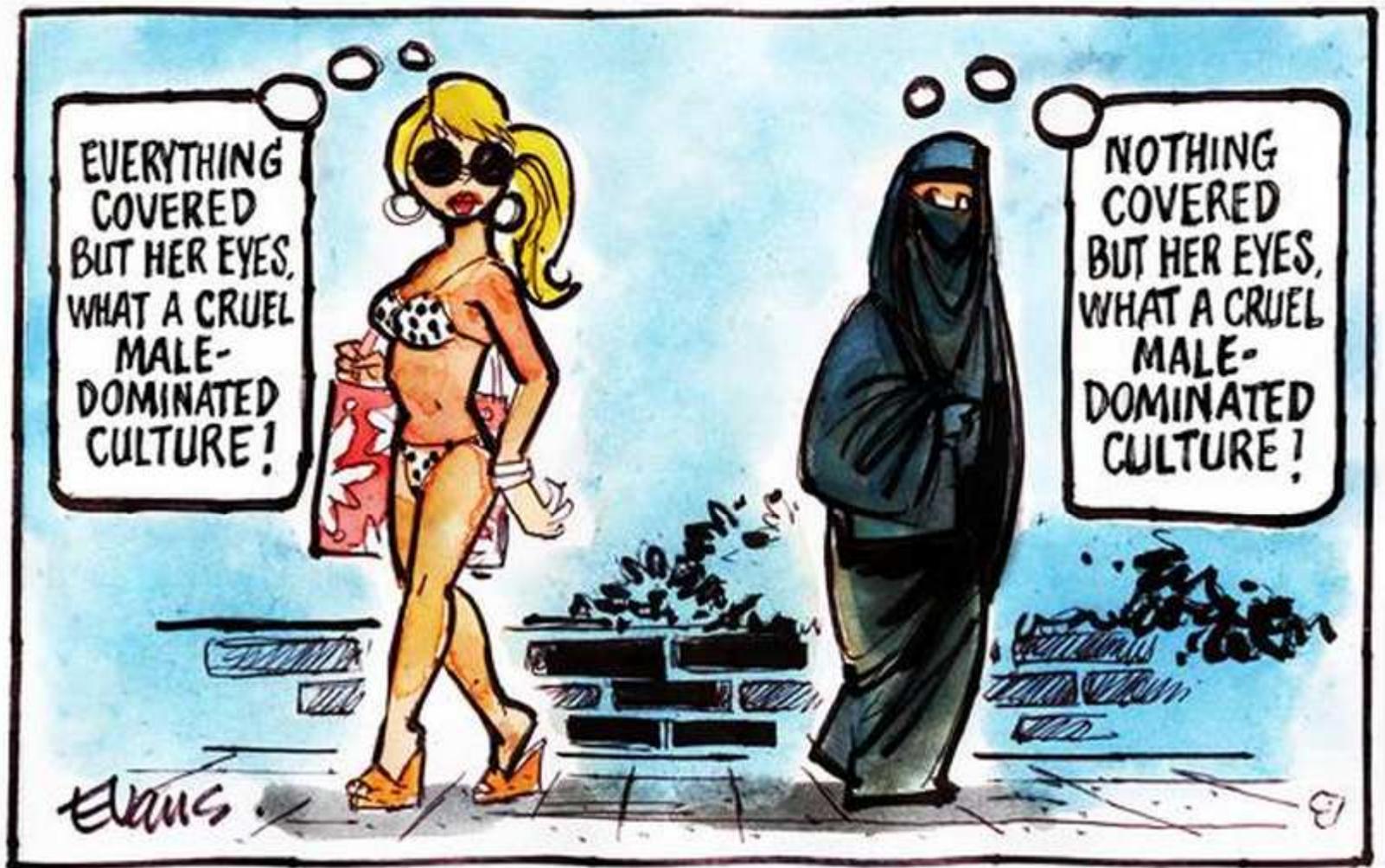
Strengthened guidance on improving the spiritual, moral, social and cultural development of pupils.



The Department for Education has today (27 November 2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

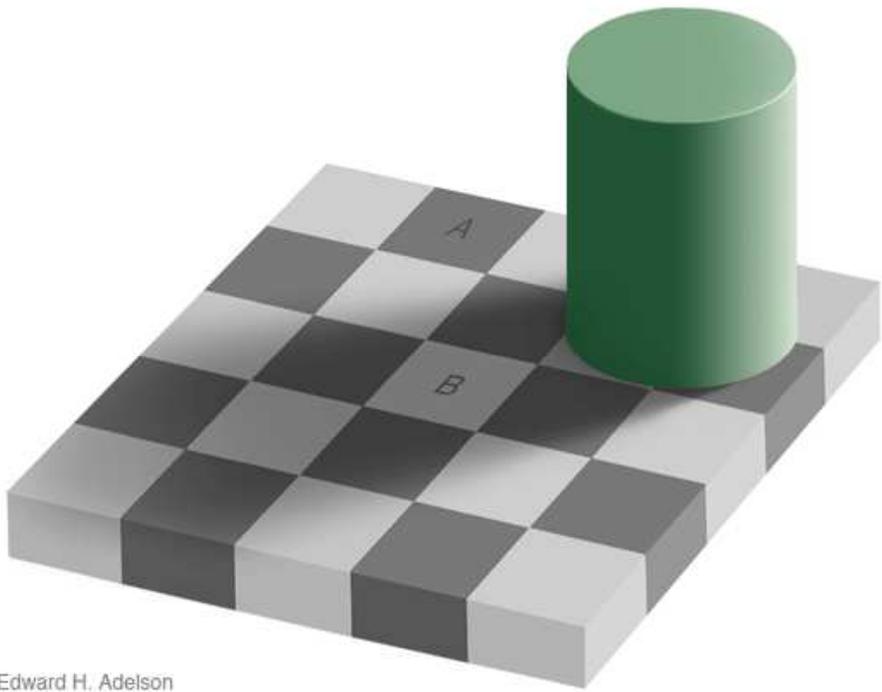
Until now schools have been required to 'respect' these values, but as a result of changes brought in earlier in the year all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. In a letter to the Education



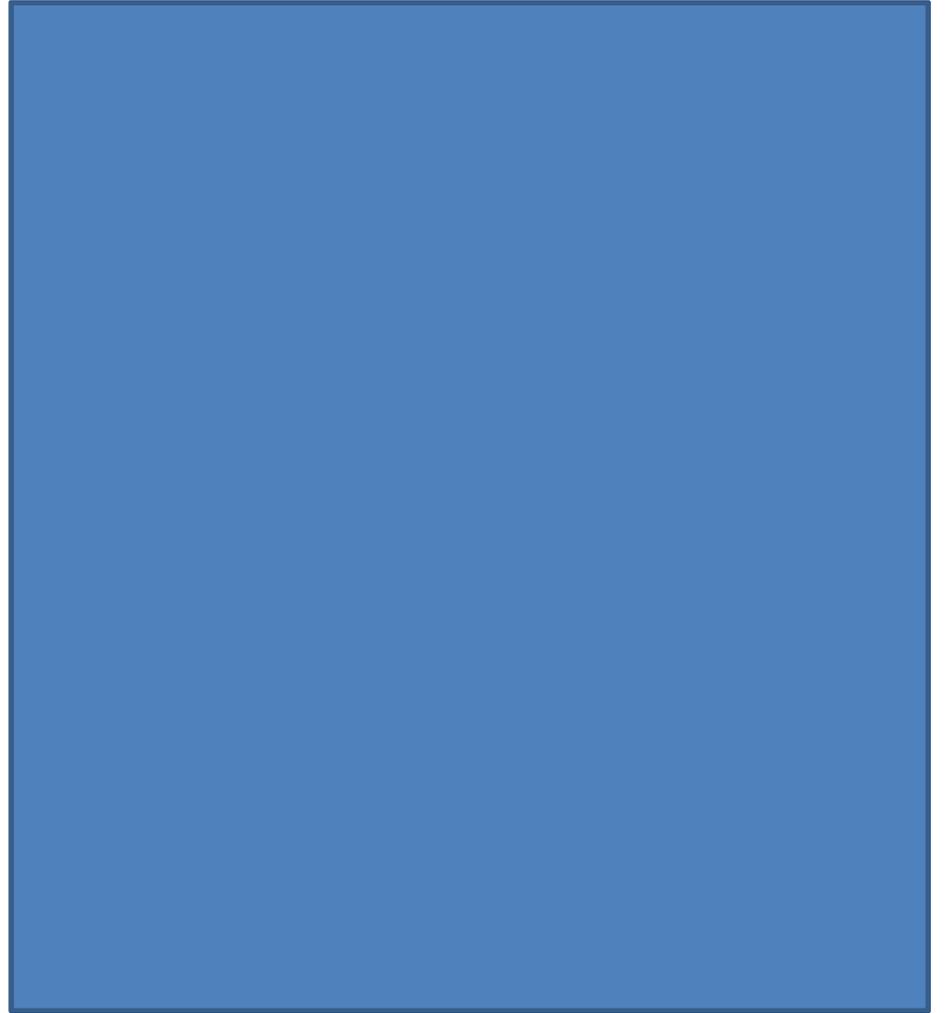
EVERYTHING
COVERED
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EVANS

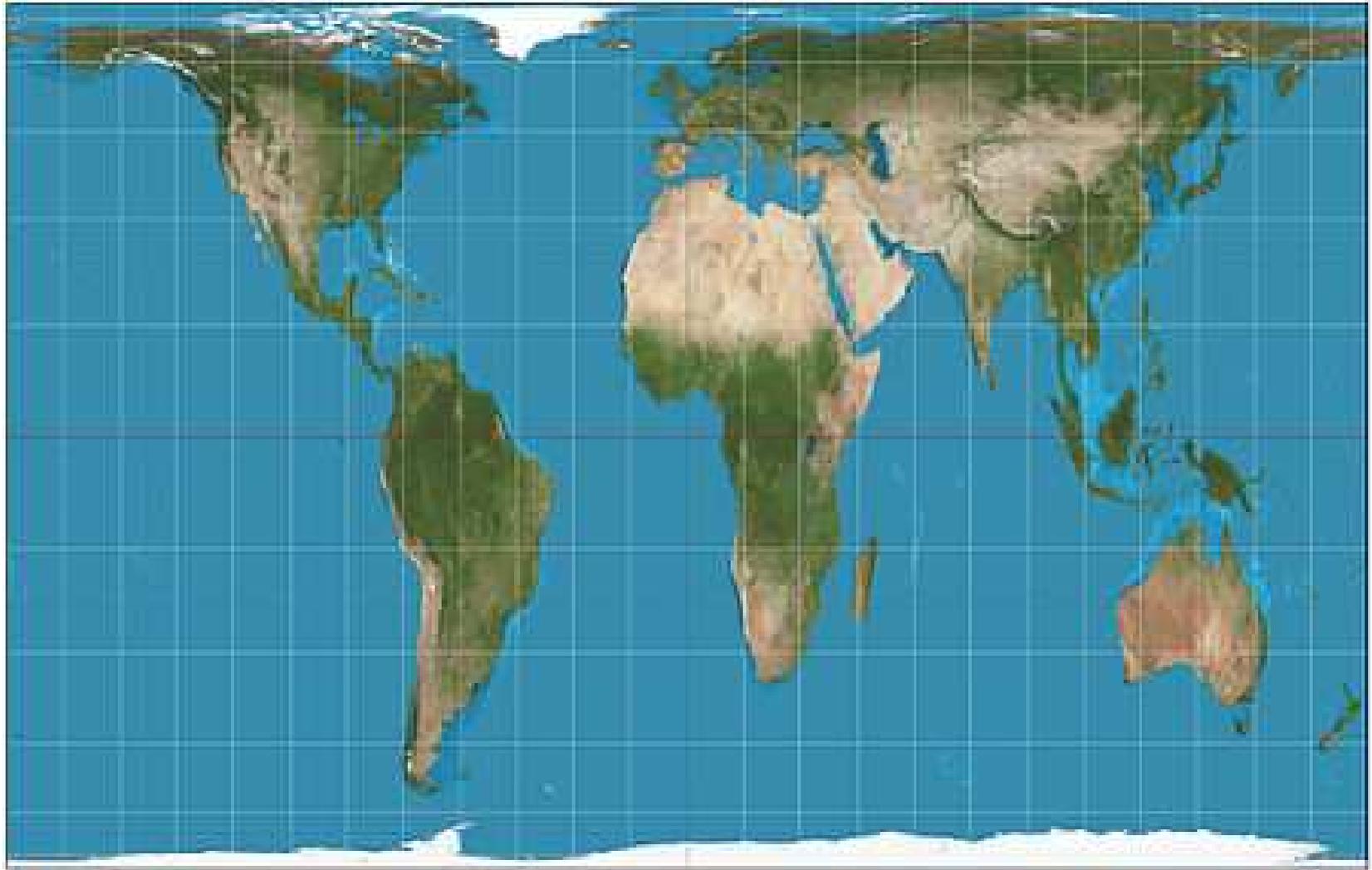


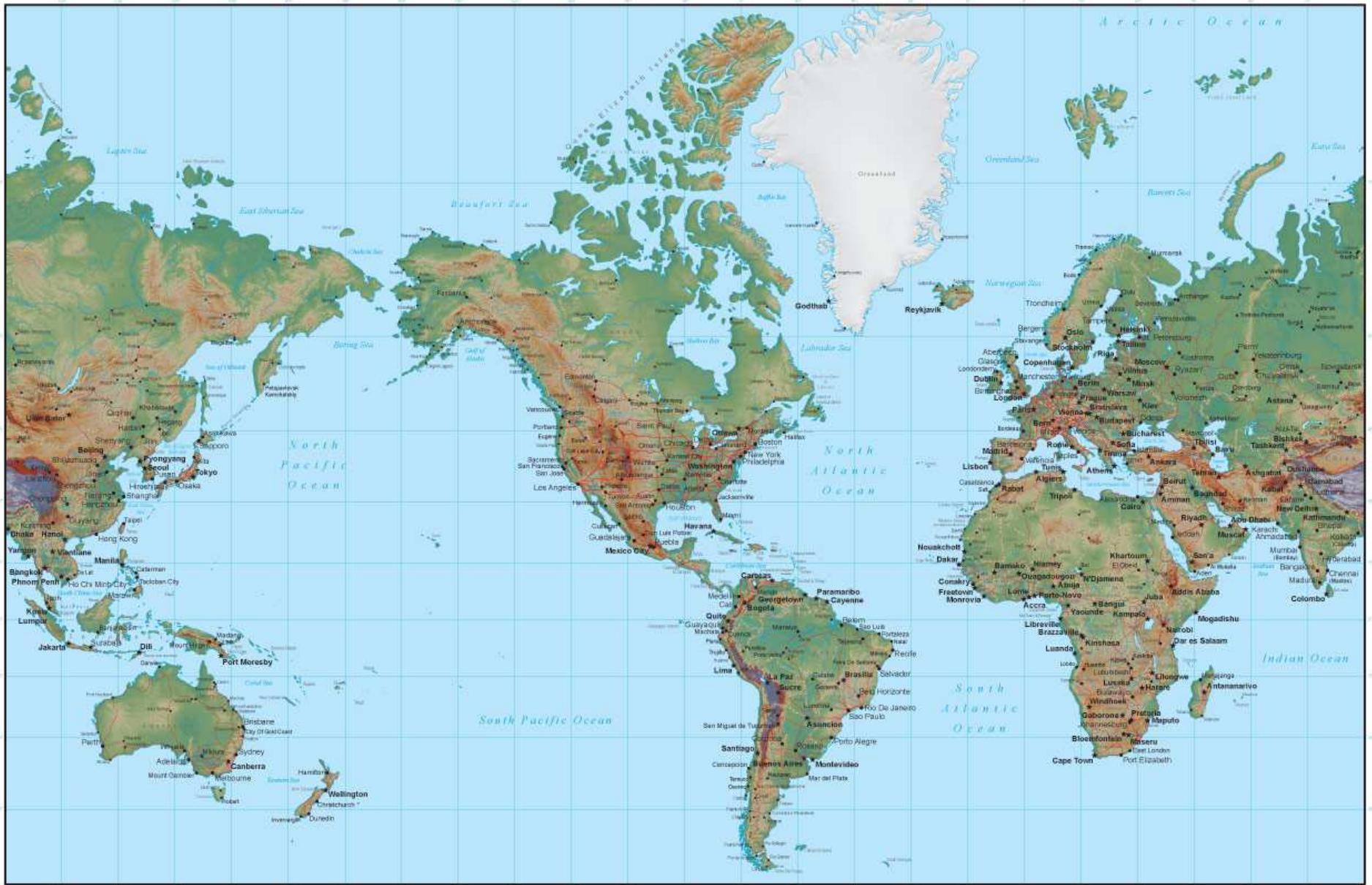
Edward H. Adelson





Africa is 30 million km²; Greenland is 2 million km²





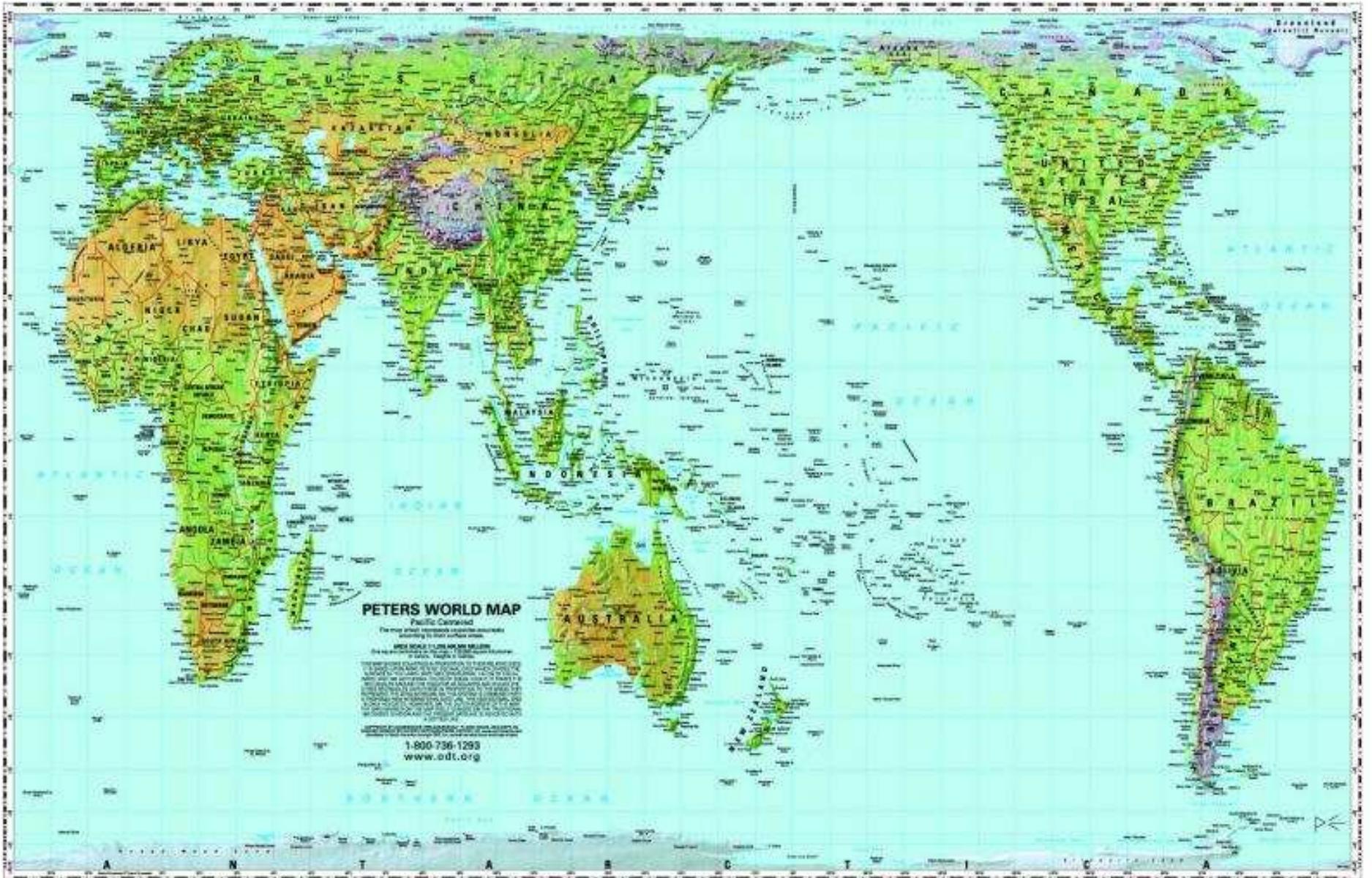
Mercator

- ★ National Capitals
- Cities 3,000,000+
- Cities 500,000-2,999,999
- Cities 250,000-499,999
- Cities 100,000-249,999
- Cities 50,000+

- International Boundaries
- Highways
- Primary Roads
- Major Rivers
- Lakes

0 750 1,500 Miles

0 750 1,500 KM



PETERS WORLD MAP
 Pacific Centered
 The map shows approximate relative areas
 according to their surface areas.
 THE WORLD'S COUNTRIES ARE SHOWN
 IN THE FOLLOWING COLORS:
 Africa: Yellow, Asia: Green, Europe: Blue, North America: Red, South America: Orange, Australia: Purple, Antarctica: White.
 1-800-736-1293
 www.odt.org

This map produced with the support of UNITED NATIONS DEVELOPMENT PROGRAMME.
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 Phone: 1-800-736-1293, Fax: 1-617-334-2022
 Email: Peter@odt.org

Sea Color
 Turquoise | Shallow
 Green | Moderate
 Yellow | Deep
 Brown | Very Deep
 Relief shown by 500-foot intervals

Distorted maps, of which the Mercator is the most, are the cause of many misconceptions. The Peters map is the only world map that is not distorted. It is the only world map that is not distorted. It is the only world map that is not distorted.



Over the past years of human history, there has been a growing awareness of the interconnectedness of all nations and peoples. This is a reality that is becoming increasingly apparent. The Peters map is the only world map that is not distorted. It is the only world map that is not distorted. It is the only world map that is not distorted.

While the Peters Map is superior in its portrayal of geographical reality, it is not the only world map that is not distorted. It is the only world map that is not distorted. It is the only world map that is not distorted.

MAP PRODUCTION
 The Peters map is the only world map that is not distorted. It is the only world map that is not distorted. It is the only world map that is not distorted.



IPC Key Themes

- Similarities and differences
- Home and host country
- Independence and interdependence

Part 3: The International Goals

The international goals are based on an understanding of the characteristics of an international curriculum.

An international curriculum should develop in children:

- Knowledge and understanding beyond that related to their own nationality;
- An understanding of the independence and interdependence of peoples, countries and cultures.

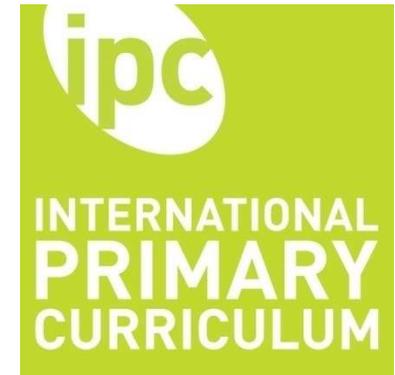
It should enable children to:

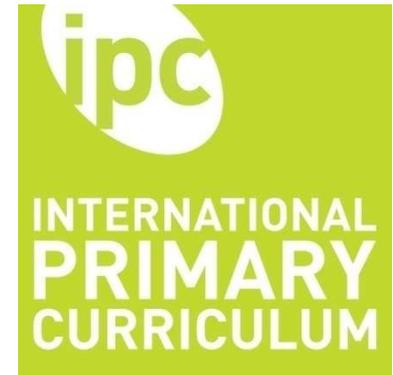
- Adapt to other education systems;
- Develop both a national and an international perspective.

It should include:

- A degree of focus on the host country;
- A degree of focus on the home country.

These characteristics should be reflected in the whole curriculum and in all other aspects of school life. They are assumed in the subject and personal goals. So the following international goals are, in effect, a summary of the international outcomes of children's learning at the three mileposts

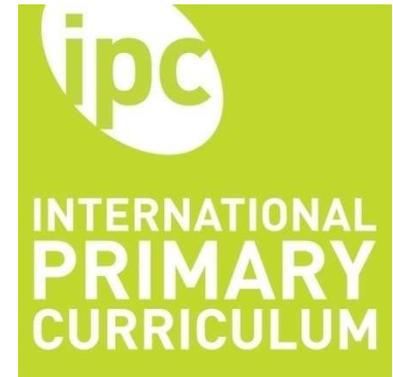




Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.1 Know that children within the class and school have different home countries;
- 1.2 Know the names and approximate locations of the home countries of children within the class (and/or school);
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country;
- 1.4 Be able to respect one another's individuality and independence ;
- 1.5 Be able to work with each other where appropriate



Milepost 3

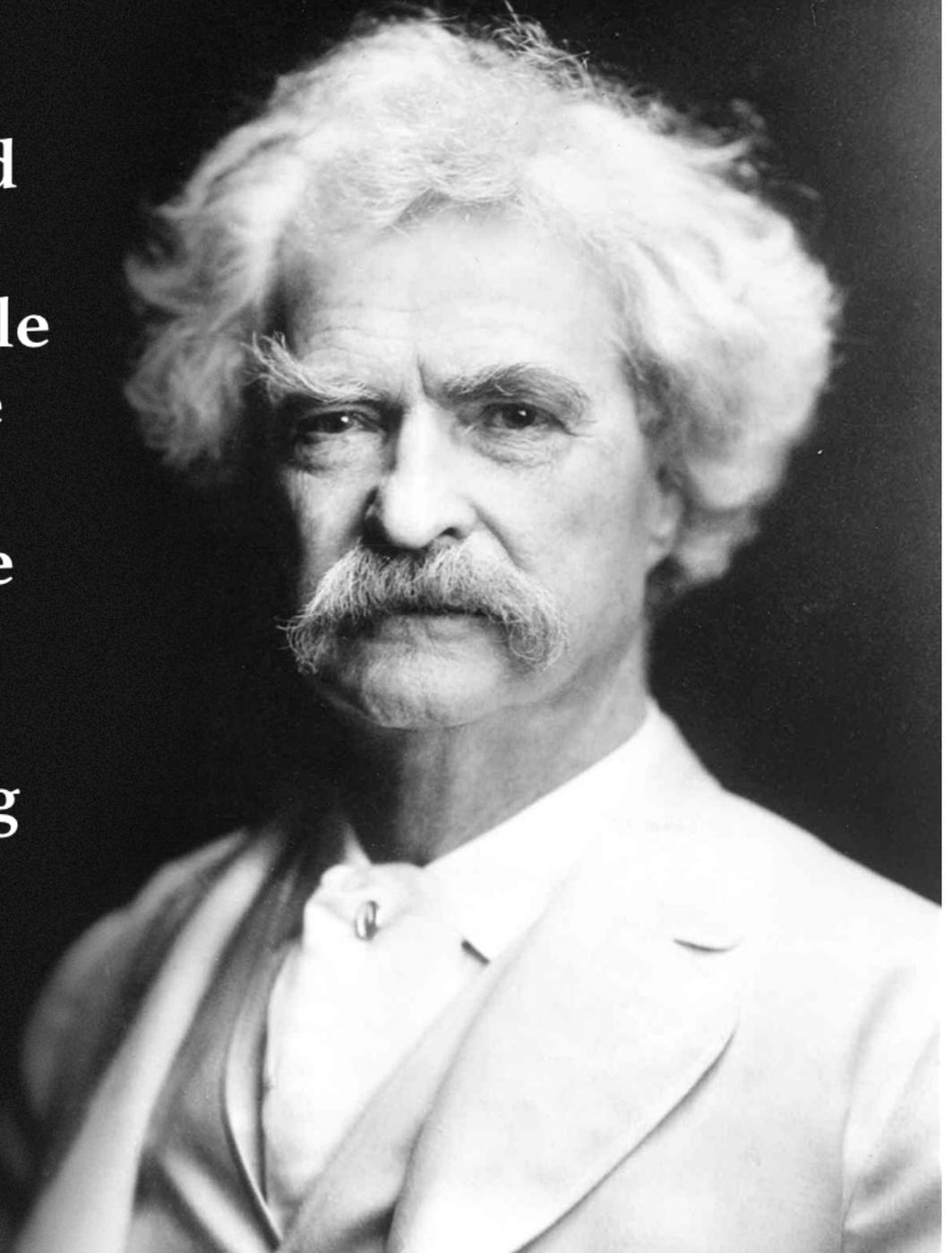
By the end of the school year in which they are 12, the vast majority of children will, through their study of the International Primary Curriculum:

- 3.1 Know about the key features related to the lives of people in their home country and, where appropriate, their parents' home countries;
- 3.2 Know about the key features related to the lives of people in the host country and/or, where appropriate, other countries in which they have lived;
- 3.3 Know about ways in which the lives of people in the countries they have studied affect each other;
- 3.4 Know about similarities and differences between the lives of people in different countries;
- 3.5 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups;
- 3.6 Be able to identify ways in which people work together for mutual benefit;
- 3.7 Understand that there is value both in the similarities and the differences between different countries.

(NB: By the lives of people in these goals we mean to include such things as the history, geography, society, arts and traditions in the countries concerned. We also mean to include the diversity of experience within those countries.)

Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime.

- Mark Twain





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.