

Global Citizenship in Context

The role of international schools

What are international schools?

- Many different types around the world and offer a variety of programmes
- 'Attempts to define international schools are fraught with risk: almost any definition, other than the entirely vague and general is likely to be contestable by someone familiar with an international school that does not fit the definition given.' (Hayden, 2006 p.11)

Murphy 1991 p.1

- International schools serve the children of those international organisations and multinational companies whose parents are called upon to work in many different countries and to change their assignments at frequent intervals;
- The schools also educate the children of the diplomatic corps;
- They offer educational opportunities to children of host country nationals who want their children to learn English or who prefer the greater flexibility which an international school offers over the national system.

The First International Schools

- International School of Geneva, 1924.
- Plus, Yokohama International School.
- These schools had origins in the 'The League of Nations'.
- By the 1990s the landscape was made up of between 500 and 1,000 schools.

McKenzie (2012 p.220)

- *'predominantly day schools in large cities, their students are often enrolled from a globally itinerant community, their teachers tend habitually to travel the international circuit, their boards and their heads change regularly, and their academic curriculum is frequently one or more of the programmes of the International Baccalaureate.'*

Task

- Lycée Français Charles de Gaulle London
- British School Paris
- Vienna International School

The state of play until the late 1990s

- Relatively sparsely populated with no major areas of operation.
- Between 500 and 1,000 schools.
- American-ethos in nature and serving in the main the globally mobile expatriate or diplomatic community (INCC).
- Schools were largely independent (i.e. operating alone).
- Largely private but community-led (i.e. owned by the community they catered for); Non-profit.
- Largely members of an established support network (e.g. ECIS)
- Diverse body of student population. Mainly TCKs.
- Largely served by the IB programmes.
- Committed to global peace. Strong values.
- Experimental and innovative field.

Key changes

- Changing geography: 54% of all schools are in Asia (including Middle East). China now has the most schools. Many in Tier-2 cities.
- Changing curricula: only 12% offering IB programmes.
- Changing identity: Only 21% are accredited.
- Changing demographics: 80% of children are now 'local'.
- Changing ownership: Most schools are for-profit. Many owned by commercial organisations e.g. GEMS Education.

The 'Three Types' Model (Hayden and Thompson, 2013 p.26)

'Type A Traditional' International Schools. Established to educate the children of globally mobile parents; a wide cultural mix of student; private; fee-paying but not-for-profit.

'Type B Ideological' International Schools. Committed to education for global peace or international-mindedness, e.g., through the curriculum of the International Baccalaureate

'Type C Non-Traditional' International Schools. 'For-profit', increasing numbers of local students catering for local aspirational middle classes; chains of schools (e.g., GEMS Education) school brands (e.g., Dulwich College Shanghai).

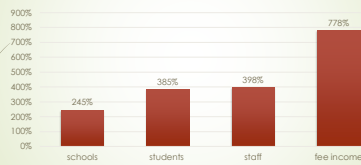
Type D?

Type E?

An example of the 'globalisation of education' phenomenon

- Dulwich College Myanmar (August 2017) in Star City.
<https://www.youtube.com/watch?v=DlHX-AdJNzc>
- Dulwich College International
<https://www.youtube.com/watch?v=ddw06IGzRDc>

The extent of growth in schools, students, staff, and fee income
2000-2017 (ISC Research)



	2001	2017	2022	2027
Schools (ISC RESEARCH)	2,584	8,716	12,100	16,600
Students	1.00m	4.78m	7.00m	10.4m
Staff	88,000	443,300	637,000	929,000
Fee revenue	\$4.9bn	\$43bn	\$59bn	\$82bn

What's driving the change?

- Demand-side...
- Supply-side?

Links to social capital

- "Another advantage of international schooling is the development of social capital in the form of friendships and networks with students from affluent and often influential families"

Maxwell, D. (2015, January 27) Huge demand drives massive growth of international education in Asia. Asiancorrespondent.com

'Guarantees' driving Demand	'Guarantees' driving Supply
The field appeals to an emerging Global Middle- Class seeking identity and a guarantee of 'distinction' through networking and affiliation.	The field appeals to private equity investors seeking 'guaranteed' profit even in a severe recession.
The field appeals to a national middle-class seeking quality- assured English-medium schooling and 'guaranteed' good-jobs for their children	The field appeals to nation-states under pressure to 'guarantee' continued success within 'Pisa Testing', and new trade bloc developments which require English-language proficiency e.g. ASEAN.
The field appeals to parents dissatisfied with national state/private education and seeking a more 'guaranteed' quality- assured education	The field appeals to public equity investors seeking 'guaranteed' immediate profit, and up-front capital.

Events in Indonesia in 2014...

April 23rd 2014

Education and Culture Ministerial Decree No.31/2014

- teachers at International Schools must be proficient in Indonesian
- the school could not be fully owned by foreign stakeholders
- all International Schools must drop the title 'International'.
- It was also noted by the decree that a majority of the schools in Indonesia did not have any accreditation (see *The Jakarta Post*, 2014).

This was the emergence of a 'New Era'

Some concerns over legitimacy of these schools

- 'Some of these schools are international in name alone, offering little more than English-language instruction by home nationals and a token expatriate as consultant' (Tarc and Mishra Tarc, 2015 p.36).
- The need to 'exclude some schools which have the 'international' word on their front door and letterhead, but little of substance once you go through the front door' (Hallgarten et al, 2015 p.16).

Hallgarten, J; Tabberer, R; and McCarthy, K. (2015) *Third Culture Schools: International Schools as Creative Catalysts for a New Global Education System*. ECIS: London.

A new chapter

'Since then, there has been a profusion of independent primary and secondary education institutions claiming to be 'International Schools' . p.67.

Wettewa, V. (2016) Postcolonial emotionalism in shaping education: An analysis of international school choice in Sri Lanka, *The International Education Journal: Comparative Perspectives* 15 (1). 66-83.

