

# An Annotated Guide to Global Education:

STANDARDS AND PRACTICES FROM THE GEBG COMMUNITY

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Global Education Benchmark Group

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1.01 The School establishes a vision for the development of global learning that is aligned with the mission of the school and is endorsed by the school's governing body. 8

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1.03 The program identifies the goals and objectives to advance the vision of global learning 9

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2.01 The School provides a director of global learning or similarly titled position and grants authority to the position to promote global learning initiatives and practices. 10

2.02 Adequate resources are available to implement global curricular and co-curricular programs. 10

2.03 School leaders advocate and promote collaboration and professional development among teachers to develop a global learning curriculum. 11

2.04 The program establishes, implements, and monitors a fair and equitable strategy to provide student accessibility and financial aid for participation in global co-curricular activities such as global service learning, traveling, and studying abroad. 11

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3.02 The program offers meaningful international, domestic, and local experiences for students designed to meet clearly defined expectations for student-centered learning. 13

3.03 World language learning is provided to the earliest student ages possible and emphasizes proficiency. 13

3.04 Technology and media services are provided that support global learning. 14

3.05 Data is collected on student global learning to include knowledge, skills, attitudes, and co-curricular experiences using surveys, student reflections, or similar assessment tools, and the results are used to improve school effectiveness in providing global learning. 14

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5.03 There is an appropriate process for selecting program destinations, projects, and activities. 19

5.04 The program has written policies and procedures pertaining to all global travel program management, including for homestays, sports, or cultural programming. 19

5.05 The program has written policies and procedures for the conduct of service projects. 21

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# PREFACE

As we write and edit the final sections of this book, we are in the midst of the COVID-19 global pandemic. Our field of global education has been impacted tremendously, forcing us to practice, evaluate, and rethink much of what we know as it relates to engaging our students and our schools with the world. Global crises of this scale reinforce what we have known for years—in our inextricably interconnected world, empowering educators to develop global competencies in our students and prepare them for global collaboration, perspective and idea sharing, and deep understanding of complex global issues is an urgent imperative.

For over ten years, GEBG has been providing schools with benchmarking generated by regularly gathering and sharing member school data and practices to empower schools in decision making and to provide tools for self-assessment among peer institutions to support continuous improvement of global education in a changing world. We created this guidebook as a result of this work—a place where it all comes together in an essential tool for those tasked with leading global education within a school. This collection of ideas, resources, and models reflects the diversity of GEBG schools, all of whom support global education but with a wide range of missions, locations, communities, programs, and partnerships. This book is designed to help schools make their own informed decisions that align with their unique missions and improve their educational programs based on shared practices in the field.

As we look to a future that will bring new challenges and opportunities, we know that this work will continue to evolve and that engagement with improving our practice is an ongoing journey rather than a point in time or a checklist. As we think about how global education can be supported within our schools' systems, we are thankful and humbled by the wealth of experience and models from across our 280+ member schools shared in the spirit of collaboration to push our field forward, despite the uncertainties we feel now and that will inevitably lie ahead.

CLARE SISISKY  
Executive Director, GEBG

# ACKNOWLEDGEMENTS

## CONTRIBUTING SCHOOLS

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**American School in London**  
London, England

**Appleby College**  
Oakville, Ontario, Canada

**Ashbury College**  
Ottawa, Ontario, Canada

**Ashley Hall School**  
Charleston, SC

**Bolles School**  
Jacksonville, FL

**Buckingham Browne &  
Nichols School**  
Cambridge, MA

**Bush School**  
Seattle, WA

**Cape Henry Collegiate School**  
Virginia Beach, VA

**Chadwick International**  
Songdo, South Korea

**Chadwick School**  
Palos Verdes Peninsula, CA

**Chinese American  
International School (CAIS)**  
San Francisco, CA

**Collegiate School**  
Richmond, VA

**Deerfield Academy**  
Deerfield, MA

**Epiphany School of Global Studies**  
New Bern, NC

**Episcopal School of Jacksonville**  
Jacksonville, FL

**Felsted School**  
Felsted, Essex, UK

**Friends Seminary**  
NYC, NY

**George School**  
Newtown, PA

**Gilman School**  
Baltimore, MD

**Greenwich Academy**  
Greenwich, CT

**Harker School**  
San Jose, CA

**Hathaway Brown School**  
Shaker Heights, OH

**Haverford School**  
Haverford, PA

**Head-Royce School**  
Oakland, CA

**Herlufsholm Skole og Gods**  
Næstved, Denmark

**Holy Innocents Episcopal School**  
Sandy Springs, GA

**Hotchkiss School**  
Lakeville, CT

**Lawrenceville School**  
Princeton, NJ

**Lower Canada College**  
Montreal, QC, Canada

**Mary Institute and Saint Louis  
Country Day School (MICDS)**  
St. Louis, MO

**Menlo School**  
Atherton, CA

**Mercersburg Academy**  
Mercersburg, PA

**Miami Country Day School**  
Miami, FL

**Middlesex**  
Concord, MA

**Miss Porter's School**  
Farmington, CT

**National Cathedral School**  
Washington, DC

**New Hampton School**  
New Hampton, NH

**Noble and Greenough School**  
Dedham, MA

**North Cross School**  
Roanoke, VA

**Northwest School**  
Seattle, WA

**Pace Academy**  
Atlanta, GA

**Palmer Trinity School**  
Palmetto Bay, FL

**Polytechnic**  
Pasadena, CA

**Providence Day School**  
Charlotte, NC

**Punahou School**  
Honolulu, HI

**St. Catherine's School,  
St. Christopher's School**  
Richmond, VA

**St. Mark's School**  
Southborough, MA

**St. Paul's School**  
Brooklandville, MD

**St. Stephen's Episcopal School**  
West Bradenton, FL

**Stone Ridge School of the  
Sacred Heart**  
Bethesda, MD

**Tabor Academy**  
Marion, MA

**The Berkeley Carroll School**  
Brooklyn, NY

**The Calhoun School**  
NYC, NY

**The Lovett School**  
Atlanta, GA

**The Packer Collegiate Institute**  
Brooklyn, NY

**University High School**  
Carmel, IN

**University School**  
Hunting Valley, OH

**Wellington College**  
Crowthorne, Berkshire, UK

**Westminster School**  
Atlanta, GA

**Wilbraham & Monson Academy**  
Wilbraham, MA

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# INTRODUCTION

The GEBG Global Education Standards are intended to provide a set of guidelines that characterize responsible **global education programs** and prudent professional practice for member schools. Schools may use the standards to develop new programs, self-assess and improve their existing programs, design continuing education and professional development opportunities, and communicate with stakeholders as to the principles by which they operate. The purpose of this Guide is to provide an explanation of each standard along with examples of current practice among **GEBG Member Schools**. Additional resources are also provided to further exploration of the topics addressed by the standards.

*An Annotated Guide to Global Education* is not intended to provide legal advice or opinion. GEBG disclaims all liability with respect to actions taken or not taken based on any or all of the contents of this publication. On all legal matters, schools should seek the services of legal counsel familiar with the program and the laws which may be applied to a claim arising from their activities.

The standards provide a structure to create, assess, and develop a global education program consistent with the school's mission and vision. GEBG member schools share a common commitment, as stated in GEBG's mission, to developing students who possess "the knowledge, skills, and empathic orientation required to understand multiple perspectives and to thrive in increasingly interconnected world systems." It is important to note that the standards are descriptive, not prescriptive, in nature. They are, by intention and design, broad frameworks on which to build student global experiences tailored to an individual school's educational culture. They are neither prescriptive nor proscriptive, and for that reason, GEBG avoids using the concept of "best practices" in reference to standards and practices. The purpose of this manual is to describe established, model practices in our field, thereby providing **benchmarks** along the journey of research and development in creating high-quality, well-run global education programs. Any school running global education programs or using this Guide and its contents is expected to do its own **due diligence** in developing **policies** and **procedures** that are based on research and the unique circumstances of the school and its **curriculum** and **programming**. Additionally, considerations must be given to a program's policies and procedures and their alignment with others within the school and with those of the school overall.

Another key facet of the standards concerns **risk management**. The professionals who run global programs have a legal **duty of care** to identify the **risks** of exposure to **hazards** inherent in global education

programs and to develop policies and procedures, based on research into current and model practices in the field, to reasonably manage those risks for the benefit of all participants, staff, students, and members of the communities visited. The standards offer a structured approach to designing a systemic and systematic risk management plan tailored to the specific needs and circumstances of each school and its programs.

**IMPORTANT:** Risk and the uncertain outcomes associated with global learning activities infuse the endeavor with relevance, value, and power as an educational tool. Adherence to standards or model practices is not a guarantee that participants or staff of accredited programs will be free from harm. Accidents may occur even if the standards are followed. In fact, risk, both actual and perceived, is inherent in global programming. **GEBG does not assume, and denies, responsibility and legal liability for loss or damage to persons who rely on these standards or who participate in the programs contemplated by them. In establishing these standards, GEBG does not intend to create legal duties, for itself, or for those who rely on the standards, which would not otherwise exist.** Program oversight involves identifying and evaluating these inherent risks in global experiences and managing these risks for a successful outcome.

The *Annotated Guide to Global Education* is organized in alignment with the Global Education Benchmark Group's *Global Education Standards*, developed as part of GEBG's Global Education Endorsement/Evaluation initiative. Each chapter of the Guide corresponds to a section of the Standards, and each standard within the Guide is subdivided into six sections:

- » **The Standard** (a GEBG Global Education Standard): These standards have been developed by the Global Education Benchmark Group in collaboration with leaders of global education programs among its member schools.
- » **Intent** (the purpose and value of the standard): Some standards are fairly straightforward, and others are more complex. This section analyses the standard and provides an expanded explanation of its intent.
- » **Key Considerations** (areas where policies and procedures need to be established): These are intended to be prompts to guide program leaders in assessing and developing their practices. They are intentionally open-ended and are not to be construed as a comprehensive list of considerations.

- » **Indicators of Practice** (specific practices that illustrate how a program might address the standard): Indicators of Practice are samples of what the Key Considerations might look like in practice at a school. These are not objective, expected practices; rather, they are examples of the types of school-based practices that would indicate compliance with some aspect of the standard.
- » **Member School Examples** (samples that demonstrate how a variety of schools meet the standards and address the considerations): These provide a set of exemplars from member schools. Samples are selected to represent a diversity of practices. Some examples may not meet all of the indicators or may represent only a portion of the standard; some indicators provided may not be represented in the examples provided; an example from a given school may be only part of the ways in which that particular standard is accomplished at that school. Including and in addition to those printed in this document, many member school examples are accessible to members in the GEBG Resource Library. These are examples, only, and may not achieve for others what they have for their source institutions. In some cases, identifying information has been removed from forms and other documents. The use of these forms and documents does not guarantee that no harm comes to the participants nor shield the school or its staff from liability arising from participation in program activities. **GEBG and the source school do not assume, and deny, responsibility and legal liability for loss or damage to persons who rely on these forms or documents.**
- » **Further Reading** (external resources for further study): key documents and website resources that provide further information on the topics raised by the standards and may guide program development and operation.

There is a wide variety of approaches to standards relating to global education. Among those consulted in developing This Guide to Global Education, are the following:

- » Aerdon, A. (2014). **A guide for assessing the quality of internationalism.** *European Consortium for Accreditation.*
- » Austin, J, et al., editors. (2018). **Manual of accreditation standards for adventure programs.** Seventh ed., *Association for Experiential Education.*
- » British Standards Institute. (2014). **Safer adventures: Managing the risks of adventure travel.** (BS 8848). *British Standards Institute.*
- » Forum. (2019). **The global standard for volunteering for development, Forum.**
- » Save the Children/ALTO. **Ethical and responsible student travel.** *Save the Children/ALTO.*
- » The Forum on Education Abroad. (2020). **Standards of Good Practice for Education Abroad.** Sixth ed. *The Forum on Education Abroad.*