Developing students' global competence:

An international research study

ROUND SQUARE

RESEARCH SCHOOLS INTERNATIONAL

Introduction

Students of the 21st century are now confronted with geopolitical realities never before encountered by preceding generations. Higher rates of migration have resulted in significant demographic shifts across many countries.[1] The advancement and proliferation of digital technologies has increased the circulation of information – and disinformation – within and across borders.[2] Globalization of labor and supply chains has given way to fierce debates about the advantages and disadvantages of economic interdependence as well as political backlash in the form of protectionist agendas.

To navigate this complex globalized world, students need to develop global competence. The Programme for International Student Assessment (PISA) defines global competence as the ability to "examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being."[3] How can schools teach students these multifaceted skills, knowledge, values, and attitudes? More research is needed to address this important question.

Dr. Christina Hinton and a team of researchers from Research Schools International (RSI) and Harvard Graduate School of Education carried out an international research study to explore how schools can support students to develop global competence. We collected data from teachers and students in 147 Round Square schools spread across 34 countries on 6 continents to investigate this question. We explored which global competencies students in Round Square schools demonstrate and which learning activities Round Square schools are using to support those competencies. Further, we explored relationships among learning activities and global competency outcomes.

Through our quantitative analyses, we identified five learning activities that were both statistically significantly correlated with multiple global competencies and rated as effective in promoting these competencies by teachers and students. We then used qualitative analysis to explore if and how these learning activities might support the development of global competence. In addition, we used qualitative analyses to glean insights into how to effectively implement these learning activities. With this approach, we identified five learning activities that support students to develop global competence as evidenced by research findings as well as teachers' practical expertise and students' knowledge of what works for them.

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[1] According to the United Nations, human migration accounted for 42% of population growth in North America and 31% of population growth in Oceania between 2000 and 2015. United Nations, Department of Economic and Social Affairs, Population Division (2017). *International Migration Report 2017: Highlights* (ST/ESA/SER.A/404):
http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf

[2] A survey by the Pew Research Center found that 75% of participants across 39 countries either used the Internet or had online access through a smartphone, with higher participation rates among young people (aged 18 to 36) across all countries.
http://www.pewglobal.org/2018/06/19/across-39-countries-three-quarters-say-they-use-the-internet/

[3] OECD/PISA (2018) Preparing our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework:
www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

Research Schools International (RSI)

RSI partners with schools and educational organizations around the globe to inspire research-based innovation that supports students' learning and well-being. Our RSI research team collaborates with educators to conduct research with direct practical relevance, lead professional development, and freely disseminate findings and research-based innovations. Our work primarily focuses on supporting students to develop character skills and global competencies. Learn more at www.researchschoolsinternational.org.

Global Competencies

Many educational thought leaders have developed frameworks to characterize global competence. [4,5] In this report, we have married two relevant frameworks: Round Square's Discovery Framework for Internationalism and PISA's Global Competency Framework. For the purposes of this report, we will refer to each of the proficiencies defined by Round Square and PISA as global competencies that contribute to the umbrella construct of global competence. The proficiencies described by each framework are interrelated and overlapping skills, knowledge, values, and attitudes that contribute to global competence.

Round Square Discoveries mapped to Internationalism

Round Square is a UK charity that supports a diverse network of 200 schools across 50 countries with a commitment to holistic education aimed at building character, global competence, and life skills[6]. Round Square schools aim to develop a set of IDEALS and Discoveries based on Kurt Hahn's educational philosophy. The IDEALS are: Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service[7].

The Discoveries are: ability to solve problems, appreciation of diversity, commitment to sustainability, communication skills, compassion, courage, inquisitiveness, inventiveness, self-awareness, sense of responsibility, teamwork, and tenacity. To provide a framework for proficiencies that contribute to global competence, Round Square has mapped the Discoveries onto Internationalism.[8] For the purposes of this report, we refer to the Discoveries mapped onto Internationalism described in this table as global competencies that contribute to global competence.

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[4] Mansilla, V. B., & Gardner, H. (2007). From teaching globalisation to nurturing global consciousness. In M. M. Suárez-Orozco, and C. Sattin (Ed.), Learning in the global era: International perspectives on globalisation and education. CA: University of California Press.
[5] Reimers, F. (2006). Citizenship, identity and education: Examining the public purposes of schools in an age of globalization. Prospects, 36(3), 275-294.
[6] www.roundsquare.org
[7] Definitions of the IDEALS are provided here: www.roundsquare.org/being-round-square/what/ideals.
[8] Round Square (2017). The Spirit of Internationalism Mapped with the 12 Round Square Discoveries.

Table 1: Round Square Discoveries mapped onto Internationalism

Discovery	Description through the lens of internationalism
Ability to solve problems	Round Square Explorers demonstrate an interest in, and understanding of, global issues and world problems. They are committed to joining the quest for solutions on a local, national and international scale, and understand that this will require globally collaborative problem solving, and direct action.
Appreciation of Diversity	Round Square Explorers recognize, value and promote the strength of an inclusive society that embraces all individuals regardless of nationality, race, ethnicity, culture, religion, socio-economic situation, impairment or sexual orientation.
Commitment to sustainability	Round Square Explorers demonstrate interest in finding sustainable solutions to global issues such as poverty, inequality, hunger, environmental degradation, resource scarcity and climate change. They develop an informed commitment to sustainable ecological, economic, political and cultural development on a global and local scale.
Communication Skills	Round Square Explorers recognize that different communication methods, styles and practices are appropriate to different nationalities and cultures and can tailor their approach to suit. They are interested in ideas and influences from other countries, and are ready to share their own ideas through a mutually respectful exchange.
Compassion	Round Square Explorers learn to balance instinctive compassion with an appreciation of the international context, values, society and circumstances of a situation. Upholding values of global citizenship, they show empathy for the plight of people in need, regardless of country or culture, and a desire to work with them to alleviate their suffering.
Courage	Round Square Explorers have courage to venture out into the world beyond their national borders and build international understanding through practical experience. They are prepared to face up to international and intercultural inequalities both overseas and closer to home, and are ready and willing to become positive global change makers.
Inquisitiveness	Round Square Explorers are prepared to make continuous enquiries in pursuit of their own international understanding. They seek to discover and embrace the similarities and difference between cultures and nationalities in ways that promote mutual, meaningful, and lasting understanding, tolerance and respect

Inventiveness	Round Square Explorers communicate and collaborate on an international scale, and in doing so, develop novel ways of thinking and doing. Inspired and challenged by views and concepts from different countries and cultures, they embrace new ideas and demonstrate divergent thinking, creativity, imagination and innovation.
Self-awareness	Round Square Explorers develop awareness of their own circumstances and perspective in the context of the wider world. Their understanding of how their own values, beliefs and biases influence their interactions with the world leads to personal goal-setting, growth and positive change
Sense of responsibility	Round Square Explorers develop an appreciation of inter-community and inter-cultural issues on a global scale. They demonstrate understanding of their role, as responsible global citizens, in effecting positive change and promoting meaningful and lasting tolerance and respect between countries and cultures
Teamwork	Round Square Explorers discover how to form and work in effective intercultural teams through engaging in teamwork on a global scale. They understand that diversity brings strength and dynamism to a team by providing different perspectives, individual viewpoints, unique contributions and opportunities for creative collaboration.
Tenacity	Round Square Explorers are persistent in their quest to discover and learn about the world, its physical and social geography, communities, countries and cultures. They open, nurture and continue international dialogue that brings greater understanding of the wider world and their place within it.

PISA Global Competencies

PISA is a part of the Organization for Economic Co-operation and Development (OECD) that focuses on measuring students' scholastic performance in countries around the world in key content areas. PISA developed the Global Competence Framework to define and measure skills, knowledge, values and attitudes that contribute to global competence.[9,10] In this framework, PISA defines a constellation of global competencies as well as provides measures for these competencies. Table 2 describes 5 PISA global competencies that are defined in OECD (2018) Preparing our Youth for an Inclusive and Sustainable World.[11] Table 3 describes 6 additional PISA global competencies that are based on a set of statements PISA provided for use in this study.

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[9] www.oecd.org/pisa/pisa-2018-global-competence.htm
[10] OECD (2018). Preparing our youth for an inclusive and sustainable world. Paris: OECD.
[11] OECD (2018). Preparing our youth for an inclusive and sustainable world. Paris: OECD. This report offered a description of 5 of the 11 PISA Global Competencies used in this study.

Table 2: Descriptions of PISA Global Competencies from 2018 OECD report [12]

PISA Global Competency	Description provided by PISA
Adaptability	The ability to adapt one's thinking and behaviors to the prevailing cultural environment, or to novel situations and contexts that might present new demands or challenges. Individuals who acquire this skill are able to handle the feelings of "culture shock", such as frustration, stress and alienation in ambiguous situations caused by new environments. Adaptable learners can more easily develop long-term interpersonal relationships with people from other cultures, and remain resilient in changing circumstances.
Global-mindedness	[Global-mindedness is described as a sense of connection with the world and a responsibility for its members.] A globally-minded person has concerns for other people in other parts of the world, as well as feelings of moral responsibility to try to improve others' conditions irrespective of distance and cultural differences[13] Globally-minded people care about future generations, and so act to preserve the environmental integrity of the planet. Globally-minded individuals exercise agency and voice with a critical awareness of the fact that other people might have a different vision of what humanity needs, and are open to reflecting on and changing their vision as they learn about these different perspectives. Rather than believing that all differences can be eliminated, globally minded people strive to create space for different ways of living with dignity.
Openness to Diversity	An active willingness to seek out and embrace opportunities to engage with people from other cultural backgrounds, to discover and learn about their cultural perspectives and how they interpret familiar and unfamiliar phenomena, and to learn about their linguistic and behavioral conventions. Another important characteristic of open learners is their willingness to suspend their own cultural values, beliefs and behaviors when interacting with others, and not to assume that their own values, beliefs and behaviors are the only possible correct ones.

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[12] OECD (2018). Preparing our youth for an inclusive and sustainable world. Paris: OECD. This report offered a description of 5 of the 11 PISA Global Competencies used in this study.
[13] Adapted from Boix Mansilla, V. and H. Gardner (2007), "From teaching globalization to nurturing global consciousness" in Suárez-Orozco, M. (ed.) Learning in the Global Era; International Perspectives on Globalization and Education, University of California Press, California, pp. 47-66.

Perspective Taking	The cognitive and social skills individuals need in order to understand how other people think and feel. It is the capacity to identify and take on (often) conflicting points of view, "stepping into someone else's shoes". Perspective taking does not only involve imagining another person's point of view but also entails understanding how various perspectives are related to one another. Understanding others' perspectives facilitates more mature and tolerant interpretations of differences among group.
Respect for other cultures	Respect consists of positive regard and esteem for someone or something based on the judgment that they have intrinsic worth. In this framework, respect assumes the dignity of all human beings and their inalienable right to choose their own affiliations, beliefs, opinions or practices. Being respectful of cultural differences does not require minimizing or ignoring significant and profound differences that might exist between oneself and others, nor does it require agreeing with, adopting or converting to others' beliefs. Respect for others also has certain limits that are set by the principle of human dignity.

Table 3: Descriptions of PISA Global Competencies based on survey items[14]

PISA Global Competency	Descriptions adapted from PISA survey items
Attitudes toward immigrants	Attitudes toward immigrants is measured by a person's level of agreement or disagreement with statements relating to the rights and opportunities of immigrants in their country. Examples included: (1) immigrants should be encouraged to speak their own language, (2) immigrant children should have the same opportunities as other citizens living in the same country, (3) immigration should be restricted when few jobs are available, etc.
Awareness of global issues	A self-assessment of one's understanding of topics such as: (1) climate change, (2) migration (movement of people), (3) impacts of development on the global economy, (4) air pollution, (5) causes of poverty, (6) international conflicts, (7) hunger or malnutrition in different parts of the world, etc.

[14] The descriptions for each of these global competency constructs have been adapted from survey items provided to us by OECD/PISA.

Awareness of Intercultural communication	An awareness of intercultural communication involves the ability to communicate effectively with people whose native language is different from one's own. This may involve the following: (1) careful observation of their reactions, (2) frequent checks of mutual understanding, (3) careful listening, (4) careful choices of words, (5) the use of alternate modes of communications to improve understanding (i.e. gestures), etc.
Engagement (with others) regarding global issues	Active engagement in relation to global issues. Examples include: (1) reducing energy consumption to protect the environment, (2) joining environmental groups or organizations, (3) choosing certain products for ethical or environmental reasons, (4) keeping informed about world events, (5) donating to charity organizations, etc.
Interest in learning about other cultures	Interest in learning about other cultures may arise out of: (1) a curiosity to learn how people live in different countries, (2) a desire to learn about the belief systems of the world, (3) an interest in how people from various cultures see the world, (4) a hesitancy to make judgments about previously unencountered aspects of a new cultures, (5) a hope to learn about the traditions of other cultures, etc.
Self-efficacy regarding global issues	Self-efficacy regarding global issues may refer to a confidence in one's ability to: (1) predict how changes to an environment will affect the survival of certain species, (2) explain how carbon-dioxide emissions affect global climate change, (3) discuss the different reasons why people become refugees, etc.

Methods

Overview

In this study, we examined which global competencies Round Square students demonstrated as well as the relationship between various learning activities and these competencies. As noted in the previous section, we use the term global competencies to describe specific proficiencies that remain subset to the larger and enveloping construct of global competence. In total, our analyses incorporated 23 competencies, 12 of which were adapted from the Round Square Discovery Framework, and the remaining 11 from the PISA Global Competence Framework.

We first carried out quantitative analyses to explore relationships between global competencies and learning activities. Since the 11 PISA global competencies were derived from a quantitatively validated framework, we focused on those PISA global competencies for this initial quantitative analyses. We also carried out quantitative analyses to determine the perceived effectiveness of each of the learning activities. Building upon these initial analyses, we employed qualitative analyses to determine the nature of any existing relationships between five learning activities that were correlated with multiple PISA global competencies and all 23 of the global competencies from both frameworks. We used qualitative analyses to explore any evidence of causal links among learning activities and a specific global competencies. In addition, we employed qualitative analyses to examine any implementation challenges or enabling factors associated with the relative effectiveness of learning activities.

Participants

The participants in this study included 11,162 students and 1,903 teachers at 147 Round Square schools in 34 countries across 6 continents.

Student participants

The majority of student participants were between the ages of 14 and 18, with some students age 13 and 19 (Table 4). There was a fairly even mix of males and females and few who either selected non-binary gender identities or not to self-identify (Table 5). Most students did not report receiving financial aid, although a notable minority did report receiving aid (Table 6). Nearly 30% of students identified themselves as being part of a minority group (Table 7), and most students spoke more than one language (Table 8). About half of students reported experiencing or witnessing some form of discrimination (Table 9). Finally, most students spent many years at a Round Square school (Table 10).

Table 4: Age of student survey participants

Age	Number of Students
13	307
14	1373
15	2804
16	3058
17	2596
18	883
19	104
20	37
Total	11162

Table 5: Gender distribution of student survey respondents

Gender	Number of Students
Male	5380
Female	5286
Other	179
Choose not to self-identify	317
Total	11162

Table 6: Student survey respondents receiving financial assistance

Financial assistance	Number of Students
No	8167
Yes	1630
I'm not sure	1365
Total	11162

Table 7: Student survey participants self-identifying as a minority

Minority	Number of Students
No	6580
Yes	3269
Choose not to answer	1313
Total	11162

Table 8: Number of languages spoken by student survey participants

Languages spoken	Number of Students
1	3142
2	4180
3	2769
4+	907
Total	10998

Table 9: Student survey respondents who have or have not experienced discrimination

Discrimination	Number of Students
No	5568
Yes	5594
Total	11162

Table 10: Number of years at a Round Square school for student survey respondents

Years at Round Square school	Number of Students
1 year	1315
2 years	1453
3 years	1444
4 years	1496
5 years	1119
6 years	747
7 years	471
8 years	374
9 years	317
10+ years	2426
Total	11162

Teacher participants

The majority of teachers who participated in the survey were female, with a notable minority of males, and very few who either chose non-binary gender identities or chose not to self-identify. (Table 11). The majority of participating teachers had received a Master's degree level of education and well over half of the remaining teachers had obtained a university degree (Table 12). About 75% of teachers did not identify as a minority, while about 25% did identify as a minority (Table 13). Over 25% of teachers had worked at a Round Square School for more than ten years, with the most frequent time for working at a Round Square school after this being between 2-3 years or 4-6 years (Table 14). Over 50% of teachers had lived in one country, over 25% had lived in 2 countries, and the rest had lived in 3 or more countries (Table 15). The largest percentage of teachers spoke 3 languages, with only slightly fewer teachers speaking 2 languages; just under 25% spoke one language (Table 16).

Table 11: Gender distribution of Teacher survey respondents

Gender	Number of Teachers
Male	693
Female	1104
Other	5
Choose not to self-identify	101
Total	1903

Table 12: Education level of teacher participants

Education level	Number of Teachers
No formal schooling	2
Less than secondary school	5
Secondary school	26
University degree	605
Master's degree	1160
Doctoral degree	105
Total	1903

Table 13: Teacher survey participants self-identifying as a minority

Minority	Number of Teachers
No	1306
Yes	431
Choose not to answer	166
Total	1903

Table 14: Years taught at Round Square school for teacher survey respondents

Years taught at Round Square school	Number of Teachers
1 year	304
2-3 years	403
4-6 years	345
6-10 years	301
10+ years	536
Total	1903

Table 15: Countries lived in of teacher respondents

Countries lived in	Number of Teachers
1	1021
2	499
3	234
4+	149
Total	1903

Table 16: Languages spoken of teacher respondents

Languages spoken	Number of Teachers
1	416
2	606
3	649
4+	232
Total	1903

Data Collection

Data collection for this study occurred in multiple phases. The first phase involved dissemination of teacher and student surveys to 147 schools in 34 countries across 6 continents. The second phase involved follow-up interviews with students and teachers from select case study schools[15] from this network who participated in a symposium led by RSI and Round Square at Harvard Graduate School of Education. The third phase involved following up with Round Square schools to obtain additional qualitative data for clarification, as necessary.

Surveys

We deployed student and teacher surveys to 147 schools and collected data from a convenience sample of participants over the course of two months. We received 11,192 student responses and 1,903 teacher survey responses.

Student surveys included: (1) scales created and validated by OECD/PISA relating to the 11 global competencies under the PISA Global Competence Framework; (2) multiple choice and open answer questions relating to the Round Square Discovery global competencies; (3) multiple choice and open answer questions relating to learning activities at the school; (4) multiple choice and open answer questions relating to relevant topics such as experiences of discrimination (5) multiple choice questions relating to student demographics; (6) survey items adapted from academic literature that allowed us to consider social desirability bias in participants' responses.

Teacher surveys included: (1) multiple choice and open answer survey items relating to learning activities at the school; (2) multiple choice survey items created and validated by the OECD relating to the degree to which global challenges/trends and multicultural elements are incorporated in school curricula; (3) open answer questions relating to the learning activities that can serve to impact students' Round Square Discovery global competencies; (4) multiple choice and open answer questions relating to teacher demographics, work experience/qualifications, and school affiliations; (5) multiple choice and open answer questions relating to teachers' professional development opportunities and their existing perceptions of global competence.

Our list of learning activities was drawn from academic research on global education, PISA's Global Competence Framework, Round Square's approach to Internationalism, and teachers' and students' experiences with global education.

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[15] The case study schools were Aiglon, Switzerland; Belgrano Day School, Argentina; Buckingham, Browne & Nichols, USA; Christ's College, New Zealand; Colegio Los Nogales, Columbia; Hotchkiss, USA; Latymer Upper School, UK; St. Constantine's, Tanzania; The Doon School, India; YK Pao, China.

Interviews

Research Schools International (RSI) and Round Square hosted a symposium at the Harvard Graduate School of Education with select case study Round Square schools. At this symposium, we collected interview data from teachers and students in these case study schools. We first trained a group of teacher research fellows and student research fellows in interview techniques and provided them with an interview protocol developed by our research team.

Teacher research fellows and student research fellows then had the opportunity to conduct interviews. The interviews explored learning activities that have been effective in promoting global competence as well as challenges and enabling factors for implementing these activities. We incorporated the findings from these interviews into our qualitative data.

Follow-up data requests to Round Square schools

After most of our analyses were completed, we requested additional data from Round Square for clarification, as necessary. Data provided by schools have been incorporated into our qualitative data.

Process of Phased Data Analysis

Our data analysis for this study occurred in multiple phases. Our analysis of survey data included:

- Initial qualitative analyses of open response student and teacher survey data to explore relationships between learning activities and the 23 global competencies included in the PISA and Round Square Frameworks
- Calculation of students' scores in the 11 PISA global competencies
- Quantitative analyses of relationships between demographic factors and student PISA global competency scores
- Quantitative analyses of relationships between learning activities and student PISA global competency scores
- Quantitative analyses of the perceived effectiveness of learning activities
- Focused qualitative analyses of survey data to 1) further explore relationships between the 23 global competencies included in the PISA and Round Square Frameworks and five learning activities associated with many global competencies, 2) identify illustrative examples of the five 5 chosen learning activities, 3) explore how to implement the five chosen learning activities effectively

Finally, our analysis of interview data and additional data collected from Round Square Schools involved Qualitative analyses of interview data and additional data

Each of these phases is described in detail below.

Initial qualitative analysis of survey data

In our initial qualitative analyses, we utilized qualitative methods to categorize and codify both teacher and student open answer responses. This enabled a general understanding of the frequency and richness with which certain learning activities were mentioned with respect to sets of competencies. Understanding these baseline trends provided us with context for subsequent analyses of the data.

We used qualitative methods adapted from Grounded Theory.[16] With this approach, we systemized participants' ideas by organizing them into codes through two main steps: substantive coding and selective coding. First, the data were substantively coded, which involves coding all of the data for meaning. These codes were condensed versions of the participants' ideas. These substantive codes were then analyzed to create selective codes using a combination of deductive and inductive processes. That is, substantive codes were logically combined based on both frameworks from academic literature on global education and themes that deductively emerged from the data. After these codes were created, the data were selectively coded for them.

To ensure reliability, select portions of the data were coded for selective codes independently by two researchers and Cohen's kappa coefficient was used to calculate an inter-rater reliability estimate.[17] Cohen's kappa coefficient determines the level of agreement among raters, taking into account the probability of chance agreement. We had an inter-rater reliability estimate of .89.

Calculation of students' global competency scores

In our quantitative analyses, global competency scores were calculated in accordance with PISA methodology for scoring scales. Each global competency scale included multiple items measured on a 5-category Likert scale. Items were combined based on the Item Response Theory (IRT) framework to construct one unified score of each global competency per respondent. Specifically, we chose to use the Generalized Partial Credit Model (GPCM)[18] to score global competencies in the student and teacher survey. This methodology is consistent with PISA's scaling methodology. Briefly, the GPCM can be formulated as

$$P\left(X_{ji} = k \mid \theta_j, \beta_i, \alpha_i, d_i \right) = \frac{e^{\sum_{r=0}^{k} \alpha_i (\theta_j - (\beta_i + d_{ir}))}}{\sum_{u=0}^{m_i} e^{\sum_{r=0}^{u} \alpha_i (\theta_j - (\beta_i + d_{ir}))}}$$

[16] Glaser, B. (1992). *Basics of grounded theory analysis*. Mill Valley, CA: Sociology Press; Strauss, A. (1987). *Qualitative analysis for social scientists.* Cambridge, UK: Cambridge University Press.

[17] Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement, 20*(1), 37-46.

[18] Muraki, E. (1992). A Generalized Partial Credit Model: Application Of An Em Algorithm. *ETS Research Report Series*, 1992(1), 1-30. doi:10.1002/j.2333-8504.1992.tb01436.x

where $P(X_{ji} = k \mid \theta_j, \beta_i, \alpha_i, d_i)$ represents the probability that respondent j will pick category k on item i given that the person possesses latent trait θ_j, the item has a location β_i relative to values of the latent trait, a slope parameter α_i representing how much item i contributes to calculating respondents' levels of the latent trait, and step parameters d_{ir} representing the relative locations of each step relative to other steps. m_i is the total number of categories in item i.[19]

The GPCM model was implemented using the mirt package in R. Scores were standardized based on all responses in the survey so that scores have a mean of 0 and standard deviation of 1. The relative magnitude of global competency scores has a meaningful interpretation. For each global competency, higher scores indicate higher levels of the global competency. Students or teachers who scored above the mean score of 0 on a given global competency have higher levels of that global competency than average, based on the other respondents in the survey. Specifically, a score of 1.5 is interpreted as scoring 1.5 standard deviations above the mean score for all respondents.

Quantitative analyses of relationships between global competency scores and demographic factors

The distribution of global competency scores for each global competency was examined and plotted for student and teacher populations. In addition, we investigated the associations between demographic factors and global competency scores. Regression models were used to model student scores for each global competency as a function of the demographic variables age, gender, minority, number of languages spoken, and financial assistance. Social desirability bias and country were included as controls. The demographic regression models were defined as

$$\text{Global Competency Score}_i =$$

$$\beta_0 + \beta_1 \text{Age}_i + \beta_2 \text{Gender}_i + \beta_3 \text{Minority}_i + \beta_4 \text{Languages Spoken}_i + \beta_5 \text{Financial Assistance}_i + \beta_6 \text{Social Desirability Bias}_i + \beta_7 \text{Country}_i + \varepsilon_i$$

where global competency scores were calculated for each individual i based on the GPCM model defined above, β are regression coefficients, and ε_i is the error term for individual i.

The effects of interest were pre-determined to be related to the demographic variables: age, gender, minority, number of languages spoken, and financial assistance. Graphs were produced to examine the magnitude of the effect for each level of the demographic variables of interest. The Bonferroni correction for multiple comparisons was implemented to correct for the family-wise error rate across all demographic variables of interest in each global competency score model.

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[19] OECD (2017). Scaling procedures and construct validation of context questionnaire data. *PISA 2015 Technical Report,* PISA, OECD Publishing, Paris. https://www.oecd.org/pisa/sitedocument/PISA-2015-Technical-Report-Chapter-16-Procedures-and-Construct-Validation-of-Context-Questionnaire-Data.pdf

Social desirability bias was an additive scale based on a subset of questions from the Marlowe-Crowne Social Desirability Bias Scale and scored according to the methods detailed in Crowne and Marlowe (1960).[20] Higher scores indicated higher levels of social desirability bias.

Quantitative analyses of relationships between learning activities and global competency scores

The student survey was used to examine the relationships between learning activities and global competency outcomes. Global competency scores from the GPCM model were used to measure each global competency outcome. The magnitude of each activity's effect on each global competency was measured using a linear regression model with the global competency score as the response, all learning activities as predictors, and social desirability bias, age, gender, minority, number of languages spoken, financial assistance, and country included as controls. All learning activities were scored on a 5-point Likert scale ranging over the responses almost never, rarely, sometimes, often, and very often. For the purposes of the aforementioned regression models, the five Likert categories were combined into two categories for interpretability: less often (representing original responses of almost never, rarely, and sometimes), and more often (representing the original responses of often and very often).

The relationship between each learning activity and global competency was examined using contingency tables. Fisher's exact test was used to determine whether each activity was independent of each activity or international understanding practice. The Bonferroni correction for multiple comparisons was applied to the regression model analyses as well as the contingency table analyses to account for the family-wise error rate from making comparisons between all activities for each response. The learning activity variables were pre-determined to constitute a family of comparisons for each global competency outcome.

The strength of the association between learning activities and international understanding outcomes can be assessed through Cramer's V statistic. Generally, for a 5 x 5 contingency table, Cohen (1988) suggests that a Cramer's V statistic between 0.058 and 0.173 indicates a small association, a statistic between 0.173 and 0.289 indicates a medium association, and a statistic above 0.289 indicates a large association.

Quantitative analyses of the perceived effectiveness of learning activities

Both the student and teacher surveys were used to analyze the learning activities that teachers and students believed were most effective. For each learning activity, we calculated the percentage of teachers and students that rated the activity as 'effective' or 'very effective'.

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[20] Crowne, D. P., & Marlowe, D. (1960). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, 24(4), 349-354. http://dx.doi.org/10.1037/h0047358

Focused qualitative analyses of survey data

With the quantitative analyses, we identified five learning activities that had the highest numbers of statistically significant correlations with the PISA Global Competencies and were also rated as effective by the majority of teachers and students. We then returned to the qualitative data for a focused examination of the relationship between these five learning activities and all 23 global competencies (11 from the PISA Global Competence Framework and 12 from the Round Square Discovery Framework). We analyzed qualitative data from the surveys in greater detail using methods adapted from Grounded Theory, as described above. With this analyses, we explored qualitative data that served to reinforce, refute, or specify a causal association between a given learning activity and global competencies. In addition, we identified illustrative examples of each of the five learning activities across various cultural contexts. We also examined factors that enabled or obstructed effectiveness in the implementation of the five learning activities. We also reviewed responses to questions relating to discrimination faced by students, training experienced or desired by teachers, or perceptions around global competence to provide further context to our analyses.

Qualitative analysis of interview data and additional data from Round Square schools

We analyzed the interview data collected from teachers and students at the symposium led by RSI and Round Square at Harvard Graduate School of Education using qualitative methods to categorize and codify data. In particular, we analyzed these data to explore learning activities that have been effective in promoting global competence, challenges in implementing these activities, and considerations for implementing them effectively. We incorporated these findings into our qualitative analyses.

As we proceeded through our analyses of survey and interview data, we made information requests to Round Square for further details where clarification was needed. We incorporated this data into our qualitative analyses.

Results and Recommendations

In our globalized world, students need global competence – the ability to "examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being."[21] In this research study, we explored how schools can support students to develop global competence.

As described in the Methods section, to investigate this question, we collected data from teachers and students in 147 Round Square schools in 34 countries across 6 continents. We collected data from these schools with online surveys comprised of validated scales measuring PISA global competencies, multiple choice questions, and open-ended questions. Figure 1 maps the distribution of student and teacher survey responses by region.

Figure 1. Student and Teacher Survey Responses by Geographical Location
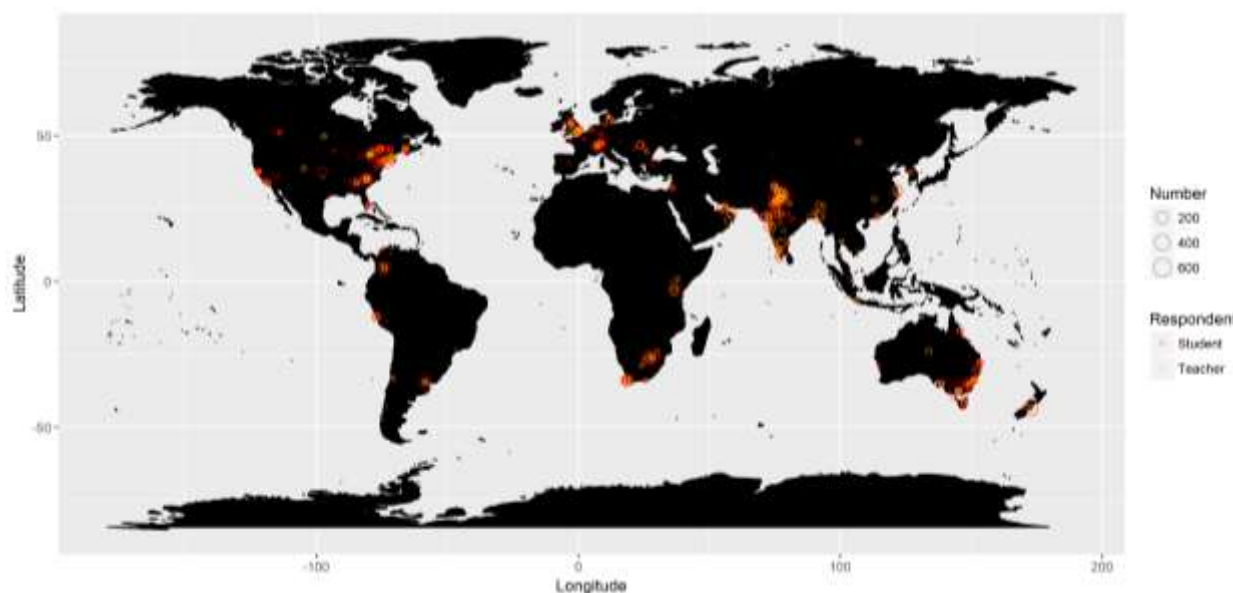
We also collected additional data from 12 select case study schools in this network through interviews. The case study schools were:

- Aiglon, Switzerland
- Belgrano Day School, Argentina
- Buckingham Browne & Nichols, USA
- Christ's College, New Zealand
- Colegio Los Nogales, Colombia
- St. Constantine's School, Tanzania
- The Doon School, India
- The Hotchkiss School, USA
- Ivanhoe Grammar School, Australia
- Latymer Upper School, UK
- Transylvania College, Romania
- YK Pao School, China

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[21] OECD/PISA (2018) Preparing our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework: www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

As described in the Methods section, we analyzed this data using a mixed methods approach of quantitative and qualitative analyses.

In this section, we share the results of our study and offer recommendations for practice based on the results. To begin, we share an overview of global competencies displayed by students in Round Square schools. We then discuss correlations among demographic factors and global competencies. Following this, we share five learning activities that were both statistically significantly correlated with multiple global competencies and rated as effective in promoting these competencies by teachers and students. Further, we explore how these learning activities support the development of global competence. In addition, we share illustrative examples of each of these learning activities across various countries and cultures. Finally, we provide research-based recommendations for implementing each of them effectively.

Global Competencies

Results indicated that students in Round Square schools showed a wide range of global competencies underlying global competence. The distribution of students' standardized PISA global competency scores is shown in Figure 2. For most global competencies, about 50% of students scored between 0 and 2 standard deviations above the mean score for all respondents. Most distributions were left-skewed with a handful of respondents having scores over 2 standard deviations below the mean scores. Each of these global competencies is defined in the Introduction.

**Figure 2. Students' scores on PISA global competencies**
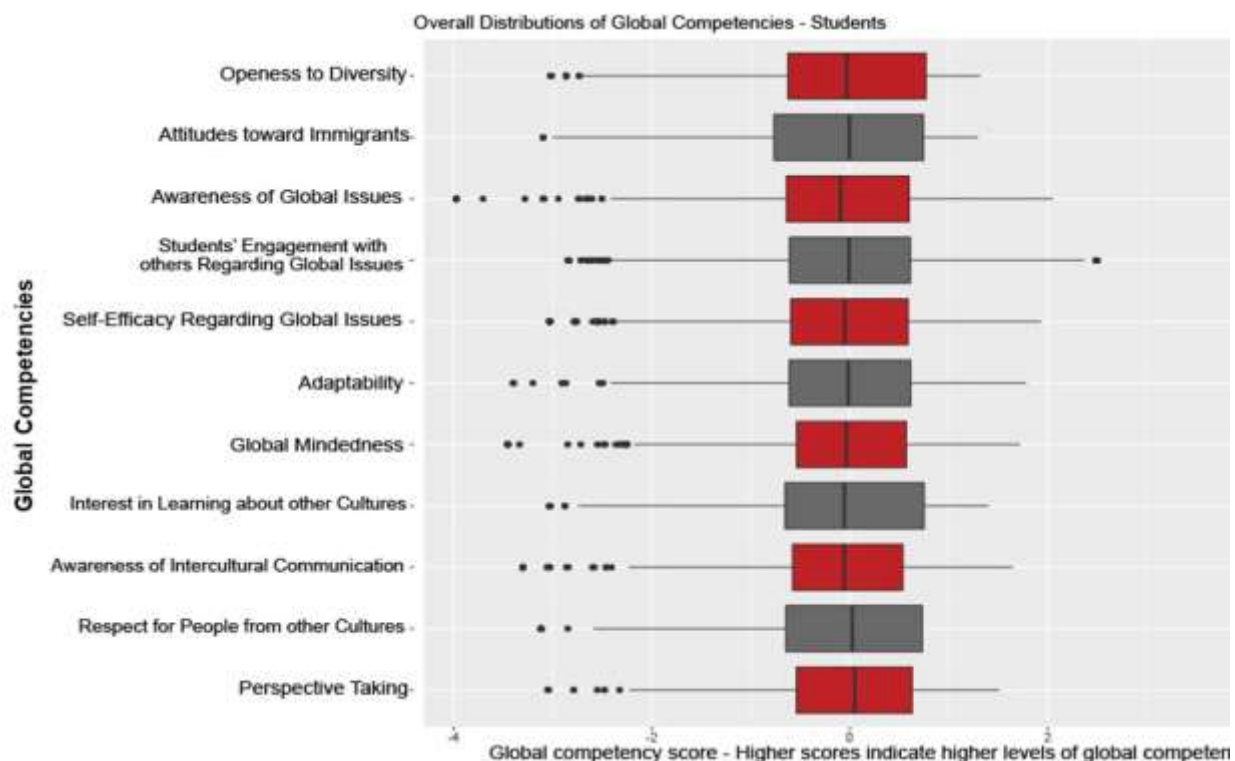
In addition to these PISA global competencies, many students showed additional global competencies that reflected proficiencies described in Round Square's Discovery Framework for Internationalism. Many students showed the ability to solve problems, an appreciation of diversity, a commitment to sustainability, communication skills, compassion, courage, inquisitiveness, inventiveness, self-awareness, a sense of responsibility, teamwork, and tenacity as related to Internationalism. These additional global competencies were reflected in the qualitative data. These additional global competencies are defined in the Introduction and elaborated on in the sections below that describe the five learning activities and the global competencies associated with them. As discussed in the Introduction of this report, the proficiencies described by both PISA and Round Square represent interrelated and overlapping skills, knowledge, values, and attitudes that contribute to global competence.

Global Competencies and Demographics

Results revealed that female students exhibited higher scores than male students in eight global competencies, the same in two global competencies, and lower in one global competency – self-efficacy (Figure 3). Specifically, female students exhibited statistically significantly higher levels of engagement with others regarding global issues, respect for people from other cultures, perspective taking, openness to diversity, interest in learning about other cultures, global mindedness, awareness of intercultural communication, and attitudes toward immigrants. Student scores on adaptability and awareness of global issues did not vary significantly by student gender. However, female students scored lower than male students on self-efficacy regarding global issues, which measures students' confidence in their abilities in this area. In other words, out of the 11 PISA global competencies measured, females scored, on average, higher on eight and the same on two, but lower on the one measuring their confidence in this area. Figure 3 illustrates relationships between students' self-identified gender[22] and PISA global competencies.

Figure 3. Relationship between gender and PISA global competencies

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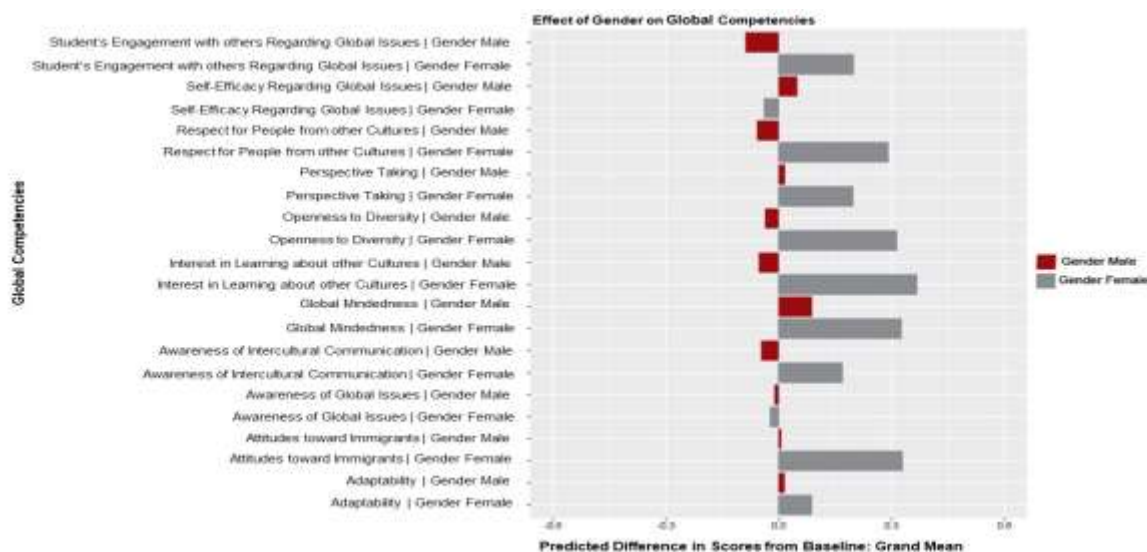
[22]In this study, students were free to self-identify their gender by selecting one of the following: male, female, other, or 'choose not to self identify'.

Learning Activities

In this study, we explored a wide range of learning activities aimed at promoting global competence at Round Square schools. Our results indicated that Round Square schools provide many rich learning activities to support global competence.

Among all of the activities we explored, five learning activities stood out as supporting the development of global competence. These learning activities were correlated with the most PISA global competencies as well as associated with additional global competencies. Further, there was evidence in the qualitative data that these learning activities support students to develop the global competence.

Moreover, these research results resonated with the experiences of teachers and students around the world. The vast majority of teachers and students surveyed in our international survey rated these activities as effective. In addition, teachers and students provided accounts of how these learning activities promote global competence across many different countries and cultures. Taken together, these results suggest that these five learning activities support students to develop global competence:

- Volunteering services to help people in the wider community
- Participating in events celebrating cultural diversity throughout the school year
- Learning how people from different cultures can have different perspectives on some issues
- Participating in classroom discussions about world events
- Learning to solve conflicts with other people in the classroom

In the sections below, we share the following for each of these learning activities.

First, we present teachers' and students' perspectives on the effectiveness of the learning activity.

We then discuss the global competencies associated with it, which includes the PISA global competencies that were correlated with it as well as the additional global competencies from the Round Square framework[23] that were associated with it based on qualitative data.

In this discussion, we explore how each learning activity seems to support students to develop global competence based on teacher and student reflections in the qualitative data. Following this, we present illustrative examples of the learning activity from Round Square schools across various countries and cultures. We then discuss recommendations for implementing the learning activity effectively based on our results.

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[23] The additional global competencies are the Round Square Discoveries mapped onto Internationalism.

# Volunteering services to help people in the Wider Community

Developing Global Competence Via Volunteering Services

School-organized volunteering and charity initiatives can create opportunities for students to reach beyond the classroom and engage in collaborative projects aimed at helping people outside of their immediate contexts. Survey results showed that 89.7% of teachers and 76% of students rated service activities as either 'effective' or 'very effective' in promoting global competence. Moreover, there was a significant correlation between volunteering activities and eight PISA global competencies (Figure 4). In addition, students and teachers shared many examples of how service activities promoted a variety of global competencies at their schools. Table 17 provides a summary of these results.

Table 17: Associated competencies and perceptions of effectiveness

Volunteering services to help people in the wider community	
8 Quantitatively Correlated Global Competencies	(1) adaptability, (2) awareness of global issues, (3) engagement with others regarding global issues, (4) global-mindedness, (5) interest in learning about other cultures, (6) respect for people from other cultures, (7) openness to diversity, (8) self-efficacy regarding global issues
7 Qualitatively Associated Global Competencies	(1) commitment to sustainability, (2) compassion (3) inquisitiveness, (4) self-awareness, (5) sense of responsibility, (6) teamwork, (7) tenacity
Perceived Effectiveness (percentage rating activity 'effective' or 'very effective')	Students: 76% Teachers: 89.7%

Figure 4. Relationship between volunteering and PISA global competencies
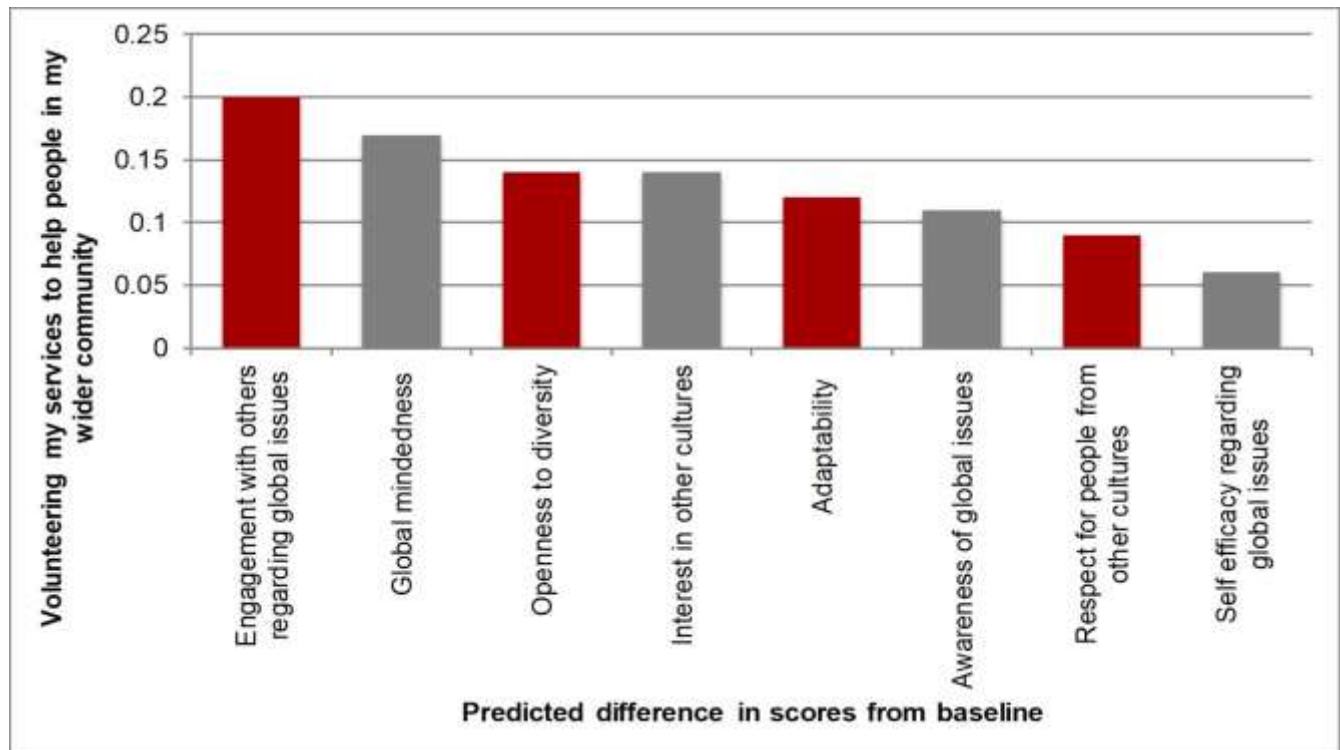
Volunteering activities were significantly correlated with students' scores in awareness of and self-efficacy regarding global issues. Students' success in developing these competencies came to the fore in the richness of examples they provided. As one student noted, "Service is a very important factor in effectively developing international understanding. For example, when floods struck some remote villages, students contributed a lot to the revival of these affected areas. They did this by raising awareness about the issue, and by even helping in physically rebuilding schools which had been damaged extensively due to these floods."[24] Both students and teachers referred specifically to the ways in which teamwork in international service activities promoted an interest in different backgrounds, values, and identities. Working with partners from a variety of contexts toward a common goal afforded students with ample opportunity to engage with different perspectives, develop an appreciation for diversity, and feel a sense of responsibility for the impact of their actions upon others.

Survey data further showed a significant correlation between volunteering activities and students' PISA global competence scores in adaptability, openness to diversity, global-mindedness, and engagement with others regarding global issues. Students participating in international service projects often described the opportunity of meeting and making friends with students from other schools. Upon having taken part in an international service project, one student noted that it aided in nurturing an appreciation in the differences of others and encouraged cooperative action across cultures, adding, "I feel like I have responsibility...[to] volunteer to help others around me."[25]

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[24] This quote came from a presentation by students at a symposium held at Harvard Graduate School of Education in June 16, 2018.
[25] *Ibid.*

The opportunity to engage actively with a disparity in perspectives across contexts also nurtures additional PISA global competencies significantly correlated with volunteering, such as an interest in learning about other cultures and respect for people from other cultures. As one student from Aiglon College in Switzerland noted, "I went to Kenya with the school and developed my understanding of…[the] culture through service." Teachers supported this notion of nurturing understanding through active engagement. As one teacher from Providence Day School in the US stated, "The more students are exposed to other cultures, the more they will develop an understanding and appreciation for those that are different from themselves. This can happen through literature, films, speakers, exchanges, volunteering, etc."

One of the survey items related to the global competence of global-mindedness was the statement "when I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it." Students and teachers elaborated frequently upon this perceived sense of responsibility in the details they provided of service initiatives undertaken both at home and abroad. As one student from Starehe Boys' Centre & School in Kenya noted, "Taking part in community service activities like volunteering to work in a hospital during the holidays [is] a way of giving back to the society. Our school teaches us to be grateful for what we have and even help the less fortunate, in that way I opt to give my services for free."

Students spoke frequently of volunteering at local community centers as being impactful in developing global competencies such as tenacity, commitment to sustainability, and inquisitiveness. Students and teachers both seemed to support the notion that the ability to make a difference did not depend on one's ability to travel abroad. One teacher from Ivanhoe Grammar School in Australia spoke to the importance of local activities in developing a students' global self-awareness by noting, "We could also look at 'think globally, act locally' and encourage kids to help volunteer or participate in local charity...if they are physically or financially unable to travel overseas. This can empower students to see that anyone can make a difference on a global scale in their local environment - every little bit helps."

One example of how this could be done came from a student from Hotchkiss School in the US who participated in volunteer work in the local community: "Although this is not an internationally focused activity, I have participated in Habitat for Humanity events…[I helped] to rebuild homes and lives for people who may not have the means to do so themselves. All the funds are from donations, and the labor crew are all people who have volunteered their time to help. After being on a rebuilding sight and helping with landscaping and a few interior projects, I realized that doing something as simple as this can make a great impact in someone's life. Understanding our global world is not about who knows most or who can make the biggest impact, but simply educating yourself on one or more issues and lending a hand when you can. It's all about compassion."

Illustrative Examples of Service Initiatives

International service projects

International Service Projects are Round Square interschool activities in which teachers and students from a variety of schools come together in one location for the purposes of a targeted service initiative. During the application process, students are asked what they hope to gain from the experience of being part of a service trip and the relevant personal qualities or skills they think they could bring to the team on this initiative. Once participation is confirmed, students are asked to assess themselves on how often they exhibit the Round Square Discoveries on a scale of 1 to 12.

Project Leaders discuss the initial application responses and Discovery entries with each participant prior to the start of the project. Participants are given a journal booklet which guides their engagement in creative exercises and allows them to record their thoughts and reflections related to: (1) what they are learning over the course of the project, (2) any surprises or challenges experienced along the way, and (3) how this project experience could serve to influence their thoughts and behaviors after returning home. Students are asked to perform a mid-project and project-end assessments of themselves on the Discoveries.

Once the project is completed, participants are asked to fill out a survey related to the impact of the experiences of the service project in which they answer open response questions relating to: (1) developed Round Square Discoveries, (2) surprising and unexpected cultural experiences, (3) physical or moral challenges or social and emotional fears experienced during the project, (4) self-perceptions of resilience developed, (5) reflections on how the project experience might have changed perceptions or differed from initial expectations, (6) reflections on intercultural team experiences, (7) reflections on any problems solved or difficulties overcome during the project, (8) reflections on opportunities to exercise creativity, imagination, or innovation, (9) reflections on opportunities to demonstrate leadership, (10) reflections on any new values acquired that may have a lasting impact. Parents and guardians are also given an end-of-project survey in which they reflect on the observed impacts of the project and any suggestions that could be offered for future projects.

While International Service Projects share consistencies in the implementation of these aforementioned activities, the scope and scale of individual projects varies according to context. Examples of recent Round Square international service projects are listed in Table 18 below.[26]

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[26] This table contains adapted quotes provided by Round Square.

Table 18: Summary of activities by country: International Service Projects

Country	Summary of Activities
Sri Lanka	59 students from 22 Round Square schools building a community center and planting citrus trees.
Vietnam	International team of students traveling to Vietnam and working together to complete two water dams, helping to improve the local farming infrastructure of a small rural village in Na Mon. The new dams will store water in the dry season and drain water during monsoon season.
Tanzania	International team of students traveling to Tanzania to build a new classroom and kitchen for Ng'aroni School.
Nepal	December 2016 saw the successful completion of Round Square's first ever RSIS Big Build Project in Kathmandu, Nepal where students helped to rebuild a school that was destroyed in 2015 devastating earthquake.

International Service Projects were seen by both teachers and students as impactful in the development of global competence. For example, a student from Bunbury Cathedral Grammar School in Australia affirmed the influence of her service project experience in Vietnam on her commitment to sustainability by noting "my attitude towards climate change and global warming has changed to become a more positive outlook. I feel inspired to create my own change and change in others which I now believe can and WILL have an impact on the future health of our planet."

Another student from the Brookhouse School in Kenya spoke about the way her experience in Nepal resulted in a shift in her view of what it means to be a compassionate global citizen by noting, "Prior to the trip, my perception of service was donating money and goods to people in need, the sort of actions affiliated with a typical NGO. However, this project taught me to think of service as a partnership, essentially helping people to help themselves. For the first time I truly understood the value of extending a hand out as opposed to giving a hand-out."

Local service projects

Round Square students also had access to numerous service initiatives within their local communities. Students offered many examples of service experiences undertaken in their schools and local communities. Some of these included: charity baking, fundraising, volunteering at a soup kitchen, and

teaching (language or art) at a local refugee center. Examples of recent Round Square local service initiatives are listed in Table 19 below.[27]

Table 19: Summary of activities by country: Local Service Initiatives

Country	Summary of Activities
India	The Punjab Public School recognized a need for health awareness in rural communities which surround their school. Focusing on eye health in particular, students were able to organize a medical eye camp in a nearby village for a full day. The student committee teamed up with the school doctor, eye specialists, a lab team and a spectacles vendor to run the camp free of cost for needy patients.
Germany	[Stiftung Landheim Schondorf am Ammersee] initiated a refugee project in their area as they recognized that refugees faced a lack of living space in the local community. Students wanted to help the village solved this problem and encourage local residents to welcome and support refugees who are trying to integrate into their culture.
Kenya	Having participated in the service project in rural Kajiado for several years, [Brookhouse School students realized they] wanted to focus their energies on the most vulnerable and marginalized community within the school: the deaf children. The main aim of [the] project was to support the needs of the deaf children at a rural primary school in Southern Kenya, and to help with the challenges they face. Life is pretty tough for everyone in rural villages in Kenya. But it is even more challenging for the deaf as they have little or no support for their disability and often face intolerance from their society. [Students at the school] wanted to ensure the deaf children were appreciated as equals. For their anniversary challenge project the school aimed to provide the deaf children with better experience of the basic right that is education.
England	Students from AKS Lytham investigated the community issue of senior citizens living a secluded or isolated lifestyle due to lack of family which may lead to lack of confidence. Students aimed to form meaningful friendships with the older generation in their local community to share skills and to help the elderly feel valued, helpful, and involved in the community.

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[27] *Ibid.*

Service projects carried out in the local community were seen as impactful in nurturing skills, knowledge, values and attitudes associated with global competence. In describing the Brookhouse School's community initiative with deaf children in Kenya, one student noted, "A large number of the Brookhouse students initially found learning sign language very difficult as it was entirely new to them. It took a lot of patience, commitment and tenacity for everyone to work together and stick with their sign language learning so that we could communicate with the deaf children."

Students' interest and commitment in connecting with others of different abilities speaks also to an openness and adaptability that could feed into their capabilities in bridging understandings with others. This compassion and appreciation of diversity was further exemplified in the comment of one student from Stiftung Landheim in Germany, "For citizens in rural Bavarian places, however, it is not easy to accept foreigners with a completely different cultural background as their new [neighbors]. We tried hard to help refugees find living space and bring the different cultures together so that local citizens could overcome their prejudices. Both aspects are equally important if we want innocent refugees to have a future in our country and - considering how [privileged] we are - meet our human responsibilities."

Recommendations for Implementation based on findings from Round Square Schools

First, we recommend engaging students in volunteering their services to promote global competence. This can include Round Square's International Service Projects as well as local service projects.

Support students to empathize with "other people's problems" before acting on them

Our results suggest that service initiatives are most effective when students are encouraged to empathize with communities and understand their needs before taking action. When students learn about the issues faced by the communities that they are serving, they can engage with the communities in more meaningful ways. In describing a school visit to a refugee camp at the Thailand/Myanmar border, one teacher from Aiglon College in Switzerland spoke to the importance of understanding the context and needs of those students are seeking to help: "Our students learnt about the geopolitical situation that has resulted in tens of [thousands] of Burmese Karen living their lives as [refugees] in Thailand. They raised funds to help support these communities and - importantly - asked the communities what help they needed." Opportunities to be an agent in meaningful change by first determining the type of help being sought would also speak to the compassion and inquisitiveness of students in seeking, first and foremost, to understand the problem sufficiently before endeavoring to seek a pragmatic solution.

Another example of students empathizing with the community that they are serving before undertaking a service learning project was presented by the Doon School in India: "At the start of each relationship, the students and teachers at Doon endeavor to understand what the real need is in the community. This could range from improving the education provided to young people, upskilling workers, rebuilding facilities or supporting health projects. They start with the 'why' for the community. They begin by visiting the area and talking to various people within the community to understand their needs and agree on the project that will be undertaken."

A similar example of understanding the needs of the community before acting emerged out of an initiative at St. Paul's Co-educational College in Hong Kong. A student committee at the school studied the rural-urban education gap in their community due to immigration. Before endeavoring to solve the problem, students performed extensive research, compiling a 36-page report citing academic literature and incorporating insights gleaned from their own field investigations. Based upon their assessment of the situation, students set up a free platform for educational resources aimed at narrowing the information gap between students in Hong Kong and the Mainland.

One way to support students to empathize with the community they are serving is to ground them in the differences of those they are seeking to assist. This can be achieved through activities such as: reading relevant historical and cultural texts, watching documentaries or news segments with social and political themes, and participating in moderated discussions about the community. In doing this, students may develop a greater willingness to step temporarily outside of themselves and embrace the unfamiliar.

As one student aptly noted, "Service tasks promote education on other people's problems." Although worded concisely, this is a particularly powerful statement. Students seemed to develop relevant skills not only through problem-solving activities (fundraising, disaster relief, outreach activities, etc.), but also by means of the empathic connection formed with the people facing these problems.

Encourage students to engage deeply with the communities in which they are volunteering

Our results suggest that service learning is most impactful when students have chances to engage deeply and frequently with communities that they seek to assist. The opportunity to see one's impact over the course of successive visits allows for more concrete and memorable experiences for students as well as for those they seek to help.

One example of a service project that had a sustained impact on the community affected was the disaster relief effort by Markham College after an earthquake in Peru in 2007. The school responded to the disaster by: collecting donations of food and clothing, fundraising for the purposes of reconstructing a local school, constructing temporary classrooms so that schools can resume, construction of community centers and family homes. Between August 2007 and December 2009, 32 community centers were built. A Markham student led the community center building initiatives. He reflected on the experience: "I was privileged to see people using the buildings and see and hear the gratitude they felt at what we had provided." This student, who described himself as once shy, also shared that this experience developed his self-confidence and discipline.

Participating in events celebrating Cultural Diversity

Developing Global Competence via Events Celebrating Cultural Diversity

Activities and events aimed at celebrating cultural diversity within a school can provide students with opportunities to cultivate an appreciation of other cultures and expose them to values, beliefs, mindsets, and customs different from their own. Survey results showed that events promoting cultural diversity were viewed by both Round Square teachers and students as being beneficial to the development of students' global competence, with 83% of teachers and 68.2% of students designating events celebrating cultural diversity as either 'effective' or 'very effective.' Whether these took the form of conferences, discussion forums, global debates, athletic/academic competitions, foreign language events, observances of religious and cultural holidays, or community-oriented events showcasing a variety of different cultures, students and teachers felt that these events promoted a variety of global competencies. Moreover, there was a statistically significant correlation between participating in events celebrating cultural diversity throughout the year and eight PISA global competencies (Figure 5). These results are summarized in Table 20.

Table 20: Associated competencies and perceptions of effectiveness

Participating in celebrating cultural diversity throughout the school year	
8 Quantitatively Correlated Global Competencies	(1) adaptability, (2) attitudes toward immigrants, (3) engagement with others regarding global issues, (4) global-mindedness, (5) interest in learning about other cultures, (6) respect for people from other cultures, (7) openness to diversity, (8) self-efficacy regarding global issues
5 Qualitatively Associated Global Competencies	(1) commitment to sustainability, (2) inquisitiveness (3) inventiveness, (4) self-awareness, (5) sense of responsibility
Perceived Effectiveness (percentage rating activity 'effective' or 'very effective')	Students: 68.2% Teachers: 83%

Figure 5. Relationship between events celebrating cultural diversity and PISA global competencies
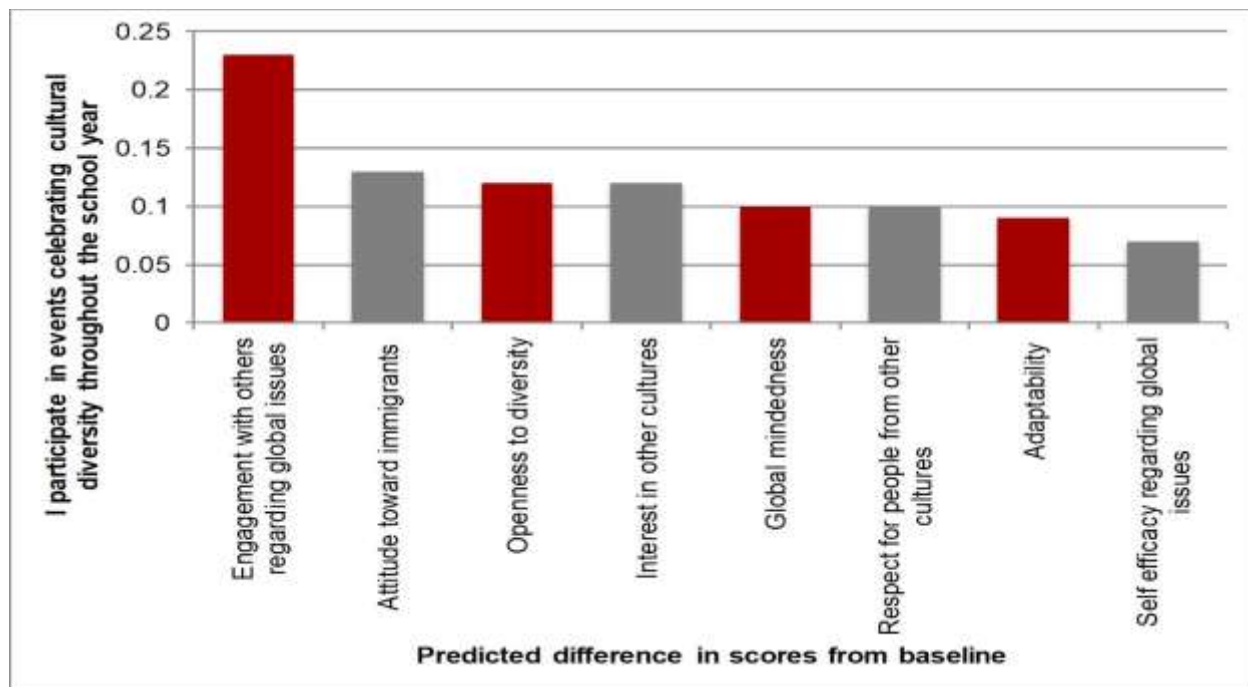
In survey responses, students and teachers shared numerous examples of instances during cultural exchange and community-oriented events in which students' adaptability might have enabled them to develop a greater inquisitiveness with respect to cultural differences, a deeper appreciation of diversity, as well as a sense of self-awareness in relation to how their values, beliefs, and biases influence their interactions with the world.

When asked what types of school activities promoted a curiosity about other cultures, one student at Buckingham, Browne & Nichols in the US responded, "all-school events, such as [One School, One World], where groups are given the chance to present some defining aspects of their culture." The student went on to note that these "brief glimpses into cultures [stimulated] curiosity and interest." Students and teachers frequently mentioned cultural exchange events as promoting an interest in learning about other cultures and respect for people of other cultures. One example presented by a student involved religious celebrations such as Eid, which served to cultivate "a sense of community and bonding, and thus, promote...international understanding." Teacher responses supported this example, with one observing that the availability of different cultures within the school seemed to motivate students to be more curious about the food, festivals, and sports of other countries, thereby nurturing a "respect for other cultures."[28]

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[28] These examples and quotes came from presentations at a Round Square symposium held at Harvard Graduate School of Education in June 16, 2018. In this case, the name of the schools are unknown.

Self-efficacy regarding global issues, global-mindedness, and engagement with others regarding global issues were also statistically significantly correlated with events celebrating cultural diversity. These types of events can take other forms besides those aimed toward promoting cultural exchange and community-building. Some events might be aligned more toward building awareness and stimulating dialogue around topics of global significance. Model United Nations is one commonly mentioned example of an activity aimed at promoting a sense of responsibility through global citizenship as well as a commitment to sustainability.

Numerous students commented on the effectiveness of presentations by guest speakers from a variety of backgrounds. As one student from Hotchkiss School in US noted, "I enjoy having speakers from foreign countries talk to the student body and enlighten us about political, social, or cultural differences that occur between our respective nations." When asked what school experience have promoted inventiveness with respect to global issues, another student from the same school commented on the inspiration drawn from a guest speaker of both Jamaican and Chinese descent, observing, "it [was] intriguing how she talked about finding her roots." Another student from St. Stithians Girls' College in South Africa shared a similar experience that deepened her inquisitiveness and understanding of the complexities underpinning South African identity: "Our school has senior Soap-boxes, an event where difficult topics are often talked about. [This event has led me to] a deeper understanding [of] race and the colonization that links South Africa to many European cultures."

This opportunity to confront complexities in personal and social identity, challenge implicit biases, and embrace divergent thinking was not restricted only to events embodying explicitly cultural themes. Students also made references to subject-specific events, such as international conferences, debate competitions, or discussion forums with participants from a variety of countries that impacted their attitudes toward immigrants. Some students also referred to the ability for common personal interests to bridge cultural divides with one student from Trivandrum International School in India noting, "Cultural interschool festivals have allowed me to interact with children from many different schools who come from different backgrounds and cultures to myself but still share the same passion for the Arts."

Illustrative Examples of Events Celebrating Cultural Diversity

Cultural exchanges and community events that expose students to diversity

Round Square students across the world had opportunities to participate in cultural exchanges and events aimed at building a sense of community. Examples of recent Round Square events of this type are listed in Table 21 below.[29]

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[29] This table contains adapted quotes provided by Round Square

Table 21: Examples of activities aimed at providing exposure to diversity

Activity	Examples of activity
International Day/Week	Students at multiple schools including Christ's College in New Zealand and Brookhouse School in Kenya referred to International Days or International Weeks that wove together a series of multicultural activities and events.
Community Building Assemblies	Students at Buckingham, Browne & Nichols in the US referred to Community Building Assemblies (CBAs) that included speeches by students about their background or culture. These events also encouraged artistic expression through dance, poetry, music, and drama.
Community Spirit Events	Students at Transylvania College in Romania participated in Community Spirit events in which each class was assigned a given country. Members of the class worked together in sharing insights in relation to the country's cultures and traditions.

Schools found unique ways to engage students in cultural exchanges through international days or weeks. At Christ's College in New Zealand, students recently took part in International Week through a variety of multicultural activities including: international-themed quizzes, a martial arts demonstration from a Kung Fu-Wushu trainer from Shaolin, China, musical and dance performances, and opportunities to share cuisine from a variety of countries. Brookhouse School in Kenya regularly holds an International Day. In describing a recent International Day, a teacher at the school said: "[students] carried out research on different countries in terms of their cultural food, [attire], dances, [and] social activities...and demonstrated all these on stage to parents and other students."

Cultural exchange opportunities can also take place in assemblies involving public speaking and artistic expression. Students at Buckingham, Browne & Nichols in the US regularly participate in Community Building Assemblies (CBAs), which encourage students to share stories of challenges they may have faced in relation to their background. According to a student of the school, "Past students have shared stories about battling mental health issues, growing up as an immigrant in the United States, or being an army brat when growing up—basically just aspects of their life that have shaped their identity and that can sometimes be very personal." According to a teacher from the school, "CBAs...help us build empathy skills which I think is important when we are trying to understand our complex mix of different backgrounds, different cultures, and how we make decisions and choices based on those. By sharing meaningful stories, meaningful traditions we become a more understanding and stronger community as long as we are willing to listen."

Students and teachers at Transylvania College in Romania similarly found Community Spirit events at their school to be useful in developing perspective taking as they challenged each class to adopt the perspective of a different country for the purposes of presenting on different cultures and traditions.

Conferences, debates, and discussions that support intercultural communication

Events with themes of cultural diversity often went beyond exposure to differences by engendering active negotiation across paradigms underscoring students' values, beliefs, and mindsets. Many of these events, like discussions and debates, had a strong communicative focus and stimulated dialogue around topics of global significance. Others, such as Model United Nations, were seen as opportunities to engage in large-scale perspective taking exercises with a diplomatic focus. Conferences and assemblies with guest speakers were also mentioned often as opportunities for students to hone their intercultural communication skills in ways that allowed them to engage in mutually respectful exchanges. Examples of recent Round Square events emphasizing diversity-focused communication are listed in Table 22 below.[30]

Table 22: Examples of activities aimed at promoting diversity-focused communication

Activity	Examples of diversity-focused communication
Model United Nations	Participation in diplomatic simulations involving role play provided students opportunities to negotiate differences in perspective and work collaboratively toward solutions to global issues
Round Square Conferences	Round Square conferences focus on a wide range of global issues such as poverty and environmental crises. Global conferences bring students from around the world to one location where they participate in a variety of activities including: service initiatives, experiential learning, and guest speaker presentations.
Baraza Discussions and Debates	Baraza discussions and debates aim toward stimulating equal and open sharing of opinions. Students participating are asked to observe 'rules of engagement' and discussions at conferences are often moderated by a student who has undergone specialized training in being a 'baraza leader.'

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[30] *Ibid.*

Model United Nations (MUN) was mentioned by numerous students and teachers as being particularly effective in developing global competencies. Students in this activity take on the role of a country and must work together with other 'countries' to identify and draft solutions to global issues. A student from Keystone Academy in China described its effectiveness as follows: "Participating in MUN is a good opportunity to understand the events [happening] in the world and it is also a good opportunity for me to give my own opinion of...global events." A teacher from Calgary French & International School in Canada shared a similar sentiment: "Model UN is.. a way of promoting [learning from one another] by encouraging various viewpoints/ perspectives on issues."

The opportunity to express oneself while gaining access to new perspectives is not unique to MUN. Round Square Global Conferences also gave students access to new ways of thinking beyond what they might otherwise experience in their home school. A recent Round Square conference held in Northern Ireland included a diverse set of activities including a trip to Belfast's Giant's Causeway (a UNESCO World Heritage site), cultural sharing activities, a visit to Stormont Parliament buildings, a nature trek, and a motivational speech by Mark Pollock, the first blind man to race to the South Pole.[31] As a student at St. Constantine's School in Tanzania noted: "I strongly believe that the Round Square Conferences have helped me build [a respect for other cultures], because you learn that the world is bigger than your school and that people that have different [thoughts], feelings, responses and ways of life. Therefore, you'll need to learn how to respect that."

Round Square also promotes baraza discussions and debates both at conferences and within schools. Baraza groups encourage equal and open participation from all students and ask students to follow set 'rules of engagement.' At Round Square conferences, baraza groups are moderated by a student leader who has undergone specialized training.

Recommendations for Implementation based on findings from Round Square Schools

First, we recommend encouraging students to participate in events celebrating cultural diversity throughout the year. Students benefit from engaging in events that expose them to diversity, such as cultural exchanges and community-oriented events, as well as events that support their intercultural communication skills, such as conferences, debates, and discussions.

Create opportunities for students to develop an authentic curiosity about other cultures

If students have many opportunities to cultivate an interest in other cultures, events celebrating cultural diversity are more likely to be effective. Exposure to other cultures and active engagement with difference primes students to engage in events celebrating cultural diversity. In survey responses, Round Square students commented most positively on activities in which they had engaged freely with diversity without the sense that participation was mandatory. As one student argued, "I think that the various clubs that my school offers has allowed me to understand more about the diversity of the world but I also think that

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[31] From Round Square website: https://www.roundsquare.org/educational-insights/every-day-an-adventure-at-rockport-schools-round-square-global-conference/

you can't force global knowledge on someone. I think that if someone really wants to know about other cultures and countries they will but I think that when you force it on people it cultivates retaliation." Simply requiring students to partake in events celebrating cultural diversity may not suffice. If students are first exposed to different cultures so that they can cultivate an authentic interest in them, they are likely to respond more positively to these events.

Therefore, teachers and administrators must take an active role in maximizing opportunities for students to develop a natural curiosity for different cultures in such a way that they will be interested in participating actively in cultural events. The starting point for such an initiative can occur in the classroom through the aligned integration of: discussions about world events, mindful explorations of literature with cultural and social themes, exposure to films, music, cuisine, and art from around the world, and engagement with a variety of religious and ethnic communities in the local area.

Events should be aligned with learning objectives and supported by additional activities

In order to have a resounding impact, events should be aligned with a larger educational strategy complete with learning objectives and extension activities. For example, at Scotch Oakburn College in Tasmania, student delegations that participate in Round Square conferences and service projects take part in learning experiences at their school before and after. First, the school focuses on building a sense of team through a series of preparatory activities. For example, students raise funds for service projects by working together on a range of projects, which creates opportunities for them to collaborate together and learn about each other. In addition, upon returning from the adventure, students share their experiences with their school community at a range of forums and in various publications
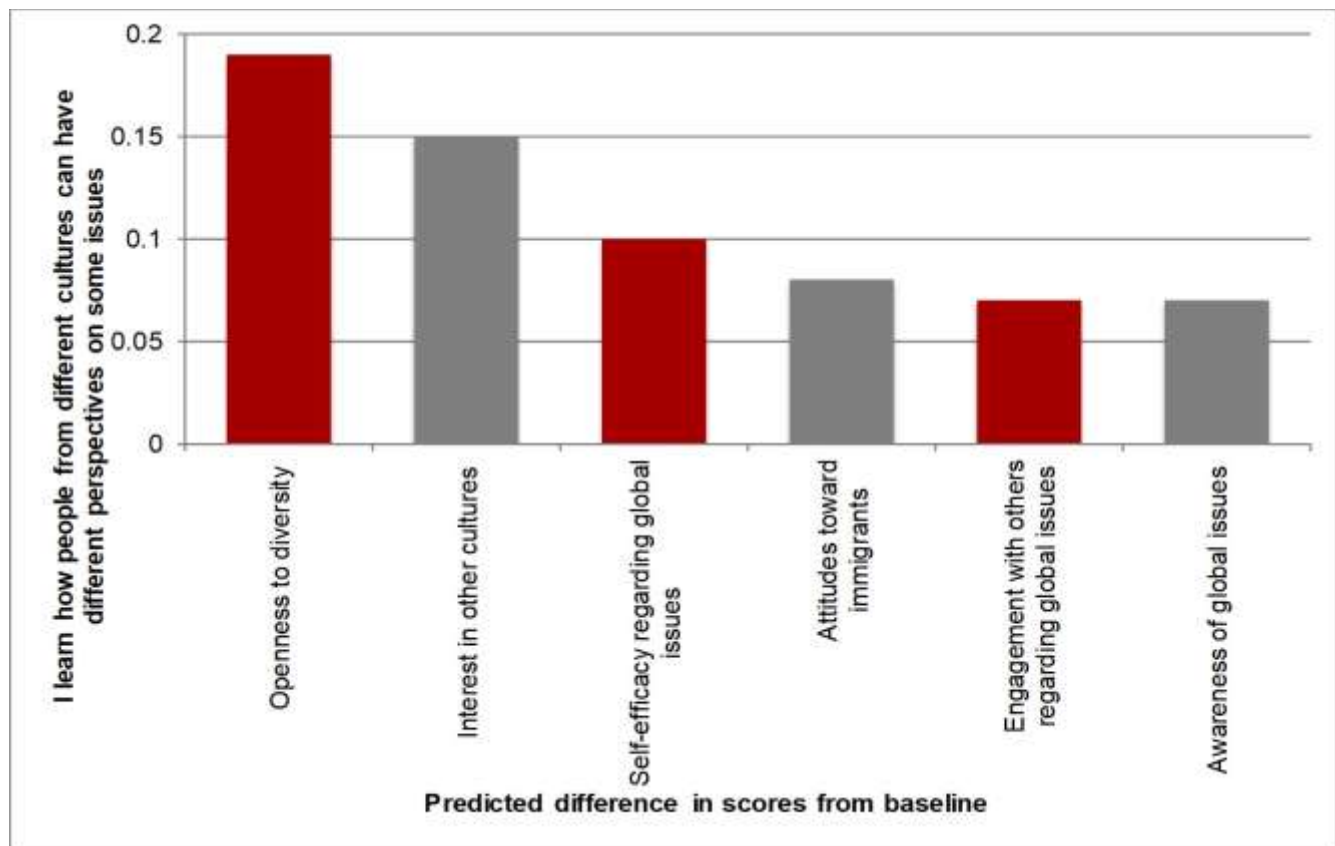
Learning about different Cultural Perspectives

Developing Global Competence Via Learning About Different Cultural Perspectives

Opportunities to gain exposure to different cultural perspectives can broaden students' worldviews and may even serve to challenge their constructions of 'self' and 'the other.' Survey results showed that opportunities to learn about differing cultural perspectives were viewed by both Round Square teachers and students as being beneficial to the development of students' global competencies; 85.6% of teachers and 81.4% of students rated learning about different cultural perspectives as either 'effective' or 'very effective.' Additionally, survey results indicated that there was a statistically significant correlation between learning about different cultural perspectives and six PISA global competencies (Figure 6). Likewise, qualitative results suggested that there were associations among this learning activity and additional global competencies. These results are summarized in Table 23.

Table 23: Associated competencies and perceptions of effectiveness

Learning how people from different cultures can have different perspectives on some issues	
6 Quantitatively Correlated Global Competencies	(1) attitudes toward immigrants, (2) awareness of global issues, (3) engagement with others regarding global issues, (4) interest in learning about other cultures, (5) openness to diversity, (6) self-efficacy regarding global issues
8 Qualitatively Associated Global Competencies	(1) ability to solve problems, (2) commitment to sustainability, (3) communication, (4) compassion, (5) inquisitiveness, (6) self-awareness, (7) sense of responsibility, (8) teamwork
Perceived Effectiveness (percentage rating activity 'effective' or 'very effective')	Students: 81.4% Teachers: 85.6%

Figure 6. Relationship between learning about different cultural perspectives and PISA global competencies

As there are a multitude of ways in which students can gain exposure to different cultural perspectives, learning experiences that encompassed these perspective-shaping opportunities assumed many forms. Some common examples of these were: interactions between host schools and exchange students, presentations from students who have returned from abroad, school clubs celebrating diversity, exchanges of ideas (ex: debates), and living in a boarding school with students of different backgrounds.

Survey data showed a significant correlation between learning about different cultural perspectives and students' global competence scores in openness to diversity and interest in learning about other cultures. Students and teachers shared frequent examples of how these competencies were promoted. As one student from Vivek School in India noted, "My school experiences such as conducting [baraza discussion] sessions for...Round Square conferences, service projects and exchanges have helped me have...wider perspectives, be more open minded, look at situations from other people's point of view, be more empathetic and sympathetic." Teachers comments also supported the notion that these types of learning opportunities enabled students to demonstrate greater compassion. For example, in describing a video conferencing activity with a school in another country, one teacher at the Chanderbala Modi Academy in India noted, "Our students...discussed the problems persisting in the Indonesian economy quite elaborately. They tried to arrive at possible solutions through [an] exchange of ideas. On completing this

activity our students could feel the sufferings of the people of Indonesia [and develop a] strong sense of brotherhood for fellow human beings, irrespective of the country they belong to."

This willingness to feel a shared sense of humanity in the face of challenges experienced by others beyond one's local community may also serve to inform and be informed by a student's awareness of global issues. There were numerous examples of opportunities in which a sharing of differences in perspectives appeared to support this competency. As one teacher from Lakefield College School in Canada noted, "In this day and age, I think that it is most important to encourage our students to be aware of events that are unfolding around the world and to give them some way to make these events mean something to them personally so that they can make meaning from them. I saw this happen this year with the water crisis in South Africa; after spending a few weeks in SA and Namibia as part of the Round Square Conference, our students understanding of the water crisis, and connection to it was far greater than if they had just read about it. Looking for ways to encourage and foster greater communication with schools across the globe to give students a personal connection to different cultures will help them to create increased global understanding, and an awareness that, beneath it all, we are all the same."

Students and teachers also made frequent mentions of the benefits of hosting an exchange student at one's school with some noting its influence upon self-efficacy regarding global issues. As one student from Holy Innocents' Episcopal School in the United States noted, "Meeting and interacting with foreign exchange students has given me a boost of confidence in my ability to solve global issues. I feel as if I could really make a change after knowing about the way they live." These opportunities may also influence a student's perceptions of foreign nationals within the community. In enumerating the types of school experiences that influence attitudes toward immigrants, one student from the Hotchkiss school in the US responded, "Interactions with people from different countries [have] made me realize how similar we all are at the core; just because someone isn't from the same country as you doesn't mean you can't get along or [that you] have nothing in common."

Students also had a multitude of opportunities to experience different cultural perspectives through conferences, discussions, and debates. Events like these appeared to offer students opportunities at engagement with others regarding global issues. A student from Belgrano Day School in Argentina described an inter-school conference as follows, "students [are] assigned a country and [must] defend, develop and discuss...problems [from] the point of view of that country." Model United Nations (MUN) was also mentioned numerous times as being similarly beneficial in promoting this competency and further fostering a student's commitment to sustainability, communication skills, self-awareness and a sense of responsibility in the domain of global issues. In describing the preparation required for MUN, a teacher at Doon School in India explained that students "extensively research and prepare discussions/position papers on a host of issues ranging from global warming, regional security, migration, etc." This opportunity to research positions on global issues, adopt the perspective of another country, and discuss them in a cooperative forum with other students not only serves to inform the students, but also promotes teamwork and students' ability to solve problems.

One student from the Rockport School in Northern Ireland described the impact of the 2016 Round Square International Conference in Switzerland and Germany as follows, "We worked effectively as a team by voicing...opinions respectfully, listening to others and having a clear plan." A student from Schule Schloss Salem in Germany, who attended the conference in South Africa the following year, offered similar comments: "During the course of the conference I definitely gained a lot of ideas on changing and improving my surroundings and seeing other people do exactly that encouraged me to do the same."

<u>Illustrative examples of learning about different Cultural Perspectives</u>

Inter-school exchanges: Sending and hosting students

Round Square students found the opportunity to meet and interact with students coming from other countries to be meaningful entry points into different cultural perspectives. Similarly, students experiencing the exchanges learned from their host environments and were often asked to make presentations to classmates upon their return to their home school. Examples are listed in Table 24 below.[32]

Table 24: Benefits of exchange-related activities to participants, hosts, and classmates

Exchange-related Activity	Benefit of Activity
Participating in an exchange	Participating in an international exchange allows students to develop an interest in learning about other cultures by interacting with members of their host school. This inquisitiveness can also promote a respect for different perspectives and a greater confidence in the student's ability to interact effectively across cultures.
Hosting exchange students	Interacting with incoming exchange students allows students to learn about different customs, belief systems, and values. Students have referred to its benefits in promoting global citizenship, self-efficacy regarding global issues, and self-awareness with respect to one's place in the world.
Presentations: Sharing details about one's own culture at the host school	Presentations from exchange students to members of their host school can promote greater awareness of different cultures and perspectives. This might also create opportunities for students in the host school to reflect on the cultural viewpoints of immigrants in their own country.

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[32] This table contains examples adapted from quotes provided by Round Square

Presentations: Sharing one's exchange experiences with one's home school	Presentations about the experience of having participated in an exchange can allow classmates of the returning student to have a familiar access point into another culture. Students can learn about classmates' firsthand experiences living abroad and their opportunities to engage with different cultural perspectives.

International student exchanges between schools were seen as impactful in nurturing global competence, particularly in relation to students' exposure to different cultural perspectives. Students participating in exchanges found the experience of living abroad and interacting with members of the host school beneficial in nurturing their intercultural communication skills. One student from St. Constantine's School in Tanzania spoke to the benefits of interacting with students in a host school, "Being an exchange student in South Africa has exposed [me] to perspectives that tend to be foreign in my home country. After such an experience my confidence towards people with different cultures has automatically grown and has fundamentally prepared me for any further interactions that I will have in the future." A student from Christ's College in New Zealand described a similar experience, "Over my summer break I was selected to go on an exchange to Krefled, Germany. During this time I lived with a host family and experienced what life was like over there…. Over there I was friends with Germans, Poles, Italians, Turks, Christians, Muslims, etc. I really liked everyone that I met and it didn't matter that I couldn't speak their native tongue. For me, however I was very good friends with a Turkish immigrant who was quite a devout [Muslim] and I learned that just because he doesn't speak my language or believe what I believe in doesn't mean we can't be friends."

That a student should be able to have exposure to different cultural perspectives by living abroad should not be surprising; nevertheless, a particularly noteworthy finding was the degree to which students found the opportunity to host an exchange student beneficial to their understanding of different cultural perspectives. As a student from Bridgehouse School in South Africa noted, "Although I have not gone on exchange myself, I have made many friends from places like Germany, Italy, England, Columbia, Peru and many [other] countries. As a result of this I feel extremely internationally connected."

Undergirding these organic interactions are structured learning experiences aimed at maximizing the impact of an exchange upon the school population. Students in host schools described the opportunity to learn from presentations by exchange students about their country, its culture, traditions, history, and social issues. Similarly, students returning from exchanges were asked to present on their experiences abroad to their classmates. One student from Belgrano Day School in Argentina described the benefits of presentations by visiting students as follows: "having people from exchanges [has] helped me develop [a] respect for other cultures since I could learn while they did their presentations about their home and where they live. And after this, I could really understand their types of cultures and why they are different to us." Similarly, students expressed that presentations from classmates returning from international exchanges benefited their self-efficacy regarding global issues and interest in learning about other cultures.

Inter-school events: Communication-focused or interest-focused

Round Square students participated in a variety of communication-focused or interest-focused inter-school activities that enabled them to share perspectives, work cooperatively, and find common ground. Examples are listed in Table 25 below.[33]

Table 25: Benefits of inter-school events with a communication or interest focus

Event Type	Benefit of Activity
Communication-focused: International Conferences	Participating in baraza groups at international conferences gave students opportunities to develop skills at teamwork and problem solving while engaging with diverse viewpoints of students from a variety of countries. Students had opportunities to share aspects of their own cultures and learn about global issues across contexts.
Communication-focused: Debates, Discussions, and Role-play Simulations	Events centered on communication often brought students together into discussions and debates over ideas relating to global issues. In some cases, students had to adopt a new perspective and engage in role-play simulations, such as the Model United Nations. Through activities such as these, students developed a variety of global competencies, including (but not limited to): self-awareness, compassion, communication skills, self-efficacy regarding global issues, teamwork, and openness to diversity.
Interest-focused: Arts and Athletics events	Students learned a great deal about other cultures by meeting with students with different backgrounds who shared the same interest. Through organic communication, students have opportunities to develop a greater interest in learning about other cultures and negotiate differences in perspectives.

Inter-school events were often seen as beneficial in promoting an understanding of different cultural perspectives. Communication-focused activities often provided students with opportunities to reflect on how they can work together with others to solve global issues. As one student from Chanderbala Modi Academy in India noted, "attending several conferences and service projects helped me change my view on social issues. It helped me gain [an understanding] about the actual problems faced by the [people of

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[33] *Ibid.*

a] particular country and taught me that the steps to solve such global issues is not only the responsibility of the governing body but also...of every individual. I personally believe in the phrase 'a small step by an individual today can bring huge change tomorrow.'"

Teachers comments supported this observation, with one teaching from Lakeland College School in Canada noting, "In this day and age, I think that it is most important to encourage our students to be aware of events that are unfolding around the world and to give them some way to make these events mean something to them personally so that they can make meaning from them. I saw this happen this year with the water crisis in South Africa; after spending a few weeks in SA and Namibia as part of the Round Square Conference, our students understanding of the water crisis, and connection to it was far greater than if they had just read about it. Looking for ways to encourage and foster greater communication with schools across the globe to give students a personal connection to different cultures will help them to create increased global understanding, and an awareness that, beneath it all, we are all the same."

Students also seemed to see the benefit of activities between schools centered on common interests. As one student from Vivek High School in India noted, "My sports experiences have helped me develop [a] respect for other cultures. When I go to different cities for my shooting competitions and football matches, I often learn about...the culture of that state and city which helps me develop [a] respect for other cultures." One teacher from King's Academy in Jordan also described the opportunities for cultural engagement created when students are "taking part in adventure activities and camps in different parts of the world…[or in] sports and robotics competitions that bring students from different parts of the world together."

Intra-school learning experiences: Community and diversity-focused

Round Square students also had learning experiences that involved the school community. Sharing living spaces and participating in clubs with students from other cultures enabled them to make friends and develop an openness to different cultural perspectives. Examples are listed in Table 26 below.[34]

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[34] *Ibid.*

Table 26: Benefits of intra-school learning experiences with a community/diversity focus

Learning Experience	Benefit of Experience
Sharing a living space with people of different cultures	Living with students from different cultures is beneficial in the cultivation of interest in learning about other cultures, particularly when there are community activities held to drive further cultural exchange and engagement. By having opportunities to forge friendships with people of other cultures, students living together can have exposure to a variety of cultural viewpoints. Students described this experience as being beneficial to the nurturing of compassion, inquisitiveness, and communication skills.
Participating in school clubs or activities with a focus on perspective taking, cultural exchange, or diversity	Students described opportunities to speak different languages or discuss cultural and social issues around the world in school clubs. In some cases, clubs organized festivals, presentations, theme weeks, or cultural exchange events which students have described as nurturing their appreciation of diversity.

Students also had opportunities within their school community to gain exposure to a variety of cultural perspectives. At boarding schools, where students of different backgrounds shared the same living space, numerous students described the opportunity to engage with different ways of cultural thinking and participate in community activities and structured programmes that promote further engagement.

For example, at Appleby College the Department of Residential Life uses a "Residential Life Passport" as a systemic approach to help guide and monitor boarding students' progress and experiences through a Residential Life Curriculum built around the Round Square Discovery Framework. Speaking to the impact of Residential Live one student highlighted the development of communication skills, appreciation of diversity, and self awareness, adding, "In boarding you need to utilize your communication skills to ensure that your needs are met and that you feel comfortable, especially when you live in close quarters with others. Additionally, Appleby is a very diverse community with many boarding students coming from all across the world. By living with these amazing people, you are able to create an international family of sorts as you live and laugh together. Finally, through boarding you learn to become more self-aware. Living with other people who express their own perspectives allow you to check your own."

Within schools, there was a wide variety of clubs and school activities that enabled exposure to different cultural perspectives. Students at Radford College in Australia frequently mentioned "Worn Soles" week, "where students learn to develop an understanding of what it is like to be a refugee." During this week, students are generally asked to try "living as a refugee" for one day. They also have opportunities to

listen to talks from guest speakers and participate in group activities. However, opportunities at exposure need not be confined to events. Students can also participate more frequently and lastingly in clubs that allow for the engagement with new cultural and social perspectives. Bridge House School in South Africa, for example, has a diversity club which enables a sharing of different viewpoints on a wide variety of topics, including (but not limited to): sexism, transgender rights, and xenophobia. One participant stated that the club gave her opportunities to be more open minded, understand other people's points of view, and discuss opinions separate from her own. A student from Hotchkiss School in the United States also spoke of the benefits of clubs: "I find cultural clubs and other affinity groups on campus helpful in having an understanding of many international communities." In short, the opportunity to go beyond the classroom and engage freely between cultures was seen as beneficial; however, the impact of such activities on a student's ability to gain exposure to new cultural viewpoints may depend upon both the level of diversity within the school and the level of participation of the school community.

Recommendations for Implementation based on findings from Round Square Schools

We recommend supporting students to learn about different cultural perspectives to promote global competence. There are a variety of ways to accomplish this. One way is to provide opportunities for students to engage in inter-school exchanges and events. Another approach is to encourage students to interact with classmates from different cultural backgrounds and participate in diversity-focused activities and clubs at their school.
Discuss the challenges of negotiating cultural differences openly

In order to maximise the potential of student exposure to different cultural perspectives and develop openness to new ways of thinking, it is important that students are challenged to consider not only their own perceptions and viewpoints, but also any preconceived stereotypes that exist. One way schools can support this process is to provide opportunities for intentional and open discussions about challenges in understanding and embracing cultural differences.

Students from a variety of schools have shared the positive impact of hearing about the challenges faced by international students in their country. Similarly, one student spoke to the benefit of hearing about a classmate's experience in an international student exchange especially in relation to the challenges of adapting to a new environment and the culture shock that this classmate experienced. These opportunities to explore the challenges also serve to develop a student's compassion, which is a critical competency supporting a student's ability to fully embrace differences. As a student from Latymer Upper School observed "Learning about other countries and cultures make you realise how privileged we are to have what we have. It also allows you to realise how important your culture is to you and how important other peoples is to them. It also emphasizes how your culture may make you biased to certain opinions and how to be more open and accepting

It is not a simple task to embrace a new way of thinking, especially among those who have had limited exposure to other cultures or whose views have already been powerfully shaped by other social and media influences. A number of students commented on the difficulties of finding an unbiased perspective

on an issue, citing one-sided media reports, social media and other potentially untrustworthy information found online, alongside strong political and social tensions in their country and overseas, as factors that challenge their pursuit of truth. An antidote to this cited by a significant number of students was discussion with peers, both inside and outside the classroom,

As one student from St Constantine's in Tanzania said, "I have found that it is helpful to find out information from fellow classmates and their acquaintances as news and videos could be very biased." Another from the British School New Delhi identifies "having meaningful conversations with people around me from different cultures and realizing how different our lives have been and currently are because of a difference in culture or tradition." And another, from St Stithian's College in South Africa describes talking with immigrant students "about their country and our cultural differences and [it] helps me have a better understanding of other countries… I believe immigration is an important part of understanding people and the world as a whole. Instead of assuming that differences divide us, they rather unite us as we begin to understand each other."

The challenge faced by schools is how to help students to sensitively navigate the potential pitfalls of engaging in conversations with their peers about topics that are often, by their very nature, sensitive and potentially inflammatory. As a teacher from Rothesay Netherwood School in Canda explains, in the formal curriculum this is begins in the planning stages "I think making sure you are thinking about all your students. We have many international students who attend our school and when planning our curriculum we have to consider them in our approach to the material. You want to be inclusive, and it is amazing when student's feel comfortable enough to provide their own unique perspectives."

A Teacher from The Shri Ram School Aravali in India describes how "discussing English poetry and the history of England/English literature has been very useful in promoting international understanding. Maya Angelou's 'Phenomenal Woman' led to an enthusiastic study and discussion of cultural differences, racial discrimination and gender bias in India, England and America in the contemporary world. Owen's 'Dulce et Decorum Est' was exceptionally effective in making students understand the ravages of War in Post World War Britain and by connection and study, the present day Syrian War."

Even so, negotiating boundaries between cultural mindsets can, however, be difficult especially when comments made between friends in jest may result, often unintentionally, in an act of discrimination. One student recounted such an episode: "We were sitting at a table and someone made a joke to try and ease the awkwardness of a religion based conversation but ended up making a racist comment. I felt uncomfortable and me and the girl who belonged to that religion left the table and I made sure she was okay after the incident."

Such incidents can become teachable moments within the school. Once again, this supports the necessity for open and honest discussions about the difficulties in embracing different cultures and how to exercise greater care and compassion in one's interactions. More importantly, teachers and administrators must encourage students to develop the courage to speak up when they see discrimination in their school and even challenge teachers and administrators themselves if they do not feel they are sufficiently ameliorating the situation.

Train teachers to be role models in appreciating different cultural perspectives

Whilst many teachers in our study highlighted trainings, workshops, and seminars on diversity and conflict resolution in multicultural settings, this was an area in which several teachers requested more training.

Some teachers had ideas around what would be useful. In the words of one teacher: "[It] would be great to have an open forum with people from different cultures that represent our students. Furthermore when teachers from [different] cultures come in the school [they] should offer training [on] the cultures in [their] area. [It] would even be great to have an open forum with the students and hear how that are feeling so that we can gain an insight into their perspective."

This last point related to hearing students' perspectives would be especially helpful for teachers in understanding the struggles that immigrant and international students might face with respect to their identity when adapting to a local context. It might also build awareness with respect to any underlying social and cultural tensions at play within the school.

It is important that teachers develop a keen adaptability and insight to cultural differences, as their words, attitudes, and actions will have a significant impact upon the dynamics of the school community as well as the degree to which students feel that their needs are being given sufficient priority and their identities valued. Whenever intercultural challenges occur, students are likely to seek out authority figures whom they believe will empathize well with their circumstances and provide appropriate guidance. To that end, it is important that teachers be given their own opportunities to develop perspective taking.

Teacher trainings with a focus on multicultural school environments might include the following components:
- An honest self-assessment of one's own intercultural exposure and behaviors
- A gap analysis of challenges faced when working with students of differing social, ethnic, religious, or cultural backgrounds
- An action plan for acquiring the knowledge, competencies, or techniques necessary to supporting one's capabilities
- Opportunities to assess progress over time and attend follow-up sessions with discussions about challenges.

No matter how teacher trainings are implemented, it is important that teachers be sensitive to the underlying tensions within their school. One way to build trust and open a line of communication is to establish discussion groups among teachers and students on cultural differences so that students witnessing or experiencing discrimination have a forum to step forward and speak about it.

Create opportunities for written and video exchanges with people from other cultures

One of the most desired activities among students with respect to developing global competence was more opportunities to write to international pen pals. Some had some ideas on how this could be implemented. In the words of one student: "Written exchanges [or] pen-pal discussions with people from different countries could be very effective. This could be beneficial for every student, and not just for those who are selected to go on exchange. All RS schools could be involved, and everyone allocated a 'pen pal' from a different country/location in the world, and setting up (on online platforms) a communication system with that person, to communicate and learn more about one another."

Another activity mentioned quite often together with international pen pals was videoconferencing. While some schools already implement this in projects and discussions between classrooms, students often mentioned this as a desired activity. In the words of one student: "Videoconferences and written exchanges...sound like a great way to develop understanding... It would give a greater range of students a chance to personally interact with foreign students. Exchange students that come over are forced to do a presentation during an assembly about their school and their daily lives. And while they're very interesting, I believe personal, human interaction is more important than that. Especially to break stereotypes and such. And very few people get to truly know the exchange students because they mostly hang out in the same class as the local student who is housing them (as in, giving them a place to stay)."

This insight serves to introduce the significance of written and video exchanges in creating opportunities for international engagement that do not necessitate international travel. The Round Square network is well-suited for such exchanges as it includes schools around the world with a commitment to Internationalism.

Participating in Classroom Discussions about World Events

Developing Global Competence via Discussions about World Events
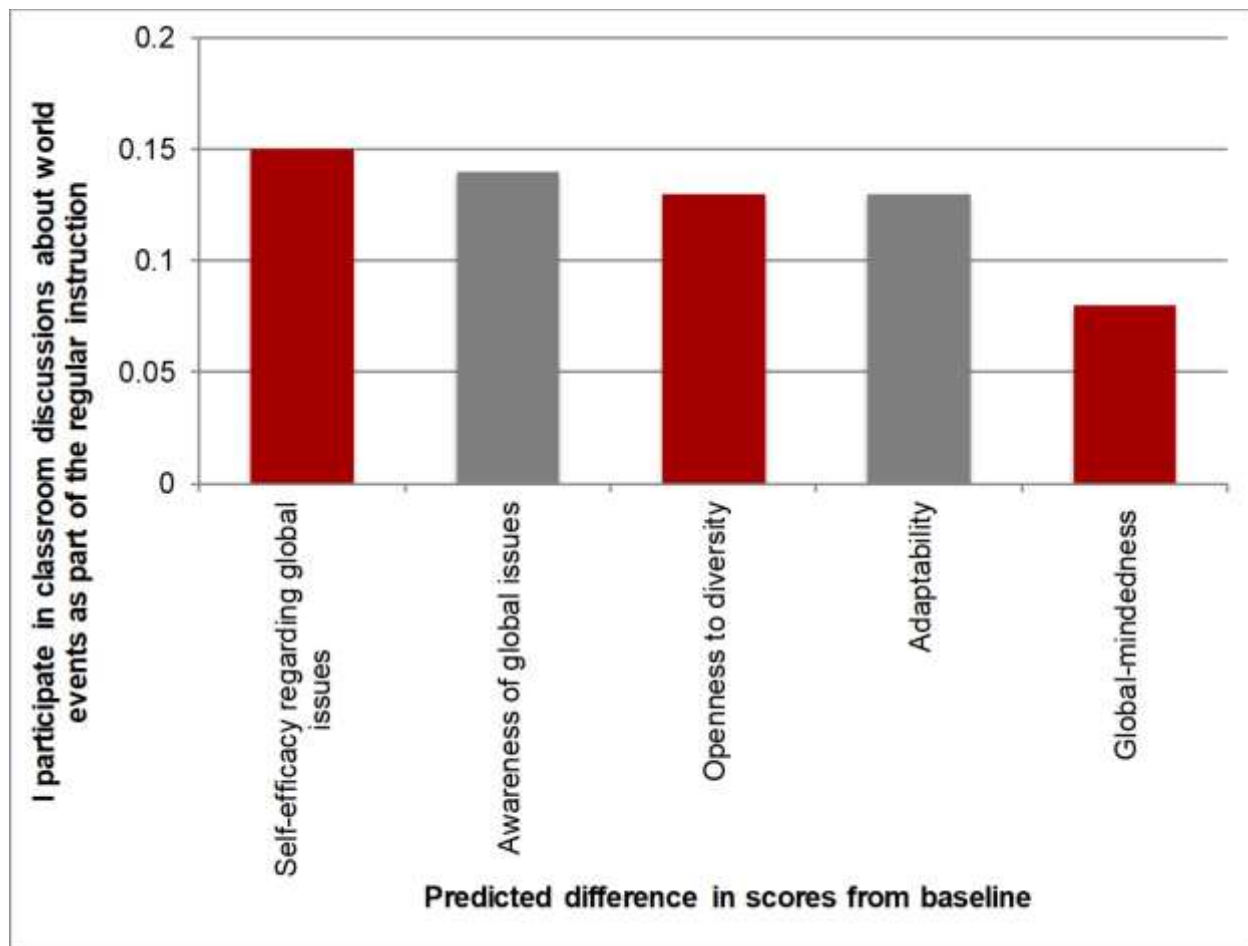
Classroom discussions about world events can occur in conjunction with a set curriculum, emerge organically, or otherwise arise out of activities external to the classroom. Opportunities to engage in such discussions enable students to critically and constructively evaluate new content and experiences, share new information and perspectives, develop an adaptability and openness to different cultures, and develop a confidence to engage actively with global issues. Survey results showed that classroom discussions about world events were viewed by both Round Square teachers and students as being beneficial to the development of students' global competencies, with 82.7% of teachers and 75.2% of students designating discussions about world events as either 'effective' or 'very effective.' Results also indicated that there was a significant correlation between participating in classroom discussions about world events and six PISA global competencies (Figure 7). In addition, teachers and students provided many examples of how engaging in discussions about world events promoted a variety of global competencies. These results are summarized in Table 27.

Table 27: Associated competencies and perceptions of effectiveness

Participating in classroom discussions about world events as part of regular instruction	
6 Quantitatively Correlated Global Competencies	(1) adaptability, (2) awareness of global issues, (3) engagement with others regarding global issues (4) global-mindedness, (5) openness to diversity, (6) self-efficacy regarding global issues
5 Qualitatively Associated Global Competencies	(1) ability to solve problems, (2) commitment to sustainability, (3) inventiveness, (4) sense of responsibility, (5) tenacity
Perceived Effectiveness (percentage rating activity 'effective' or 'very effective')	Students: 75.9% Teachers: 82.7%

Figure 7. Quantitative relationship between classroom discussions about world events and PISA global competencies

Survey data showed a significant correlation between participation in classroom discussions about world events and students' global competence scores in adaptability and awareness of global issues. Students and teachers both spoke to the effectiveness of critically analyzing contrasting perspectives about current events in classroom discussions. This also included an analysis of contrasting accounts of the same news items across media sources. As one student from Belgrano Day School in Argentina noted, "The most helpful activity I found was our current affairs' class. In the class we would read newspapers from around the world, [e.g.] The Guardian and Al Jazeera, discussing bias and how much we should trust each 'source.' Another student from Belgrano also mentioned that classroom discussions in this format helped students to "develop more awareness [about] what is going on in the world today."

Discussions about world events in a current affairs setting often allowed students to discover their commitment to sustainability and sense of responsibility with respect to global issues. As one student from Dhirubhai Ambani International School in India noted, "The study of global perspectives as a compulsory component in the [International General Certificate for Secondary Education (IGCSE)] curriculum truly gives the students a platform for healthy debate and discussion centered around

sustainability, poverty, biodiversity loss, climate change and other key global issues at the international, national and personal level."

One student in Aiglon College in Switzerland also noted the importance of, "discussing different world events through different perspectives. This does not only mean understanding the widely accepted view on certain current world events, but also looking at them from different viewpoints. This also leads to discussion about how certain issues can be tackled in different ways and what their limitations are." This ability to look at multiple viewpoints with the aim of seeking unique solutions to issues while assessing the benefits and drawbacks of each also serves to nurture students' inventiveness, and ability to solve problems.

This also brings to the fore examples in which classroom discussions on world events were perceived as useful in promoting students' openness to diversity and global-mindedness: two competencies that also bear a statistically significant correlation with this learning activity. One notable element of examples from student survey responses is how discussions of world events across different subjects can work in a dynamic fashion to shape students' appreciation of different cultures and motivations to adopt a more global perspective. One clear example of this juxtaposition came from a student at Buckingham, Browne & Nichols in the United States: "My Chinese class has made me very interested in Chinese culture, and one of my history classes made me very interested in international relations, geopolitics, and globalization." This fusion of two examples into one thought speaks to the importance of the integration of world events discussions across subjects in promoting global-mindedness. Specifically, this particular student was given opportunities at deep exploration of one culture in one subject and a broader assessment of international relations in another. An English teacher at Latymer Upper School in England also spoke to the importance of exposure to and discussion of cultural perspectives represented in literature when noting "novels are an effective way of forming intimate, empathetic and long-form understanding of different cultures, perspectives and global situations." This suggests that the discussion of themes related to world events and cultures in literature might serve to deepen students' sense of connection with contexts and perspectives otherwise inaccessible to them.

Across subjects, students also had the ability to develop two additional competencies with a statistically significant correlation with world events discussions: self-efficacy regarding global issues and engagement regarding global issues. A teacher from a biology class at Trivandrum International School in India noted, "we have discussed a lot about climate change and [the introduction of genetically modified organisms (GMOs)] into the global market... Students were very much interested [in studying] the impact [that this might have upon] society." This awareness and interest in global issues can also serve to build motivation and confidence on the part of students to engage further with topics bearing an international focus.

A student in St. Stithians Girls' School in South Africa also articulated the importance of class discussions in developing her self-efficacy regarding global issues as follows: "Class discussions have built my confidence in solving global issues particularly [when I] bring up [an] idea or thought about a specific topic being discussed and it [is] agreed upon and encouraged further. As well as gaining a knowledge about global issues through poems in English or even plays in drama [class,] I have gained [an]

understanding about...global issues and the [greater] my understanding is, the more confident [I] feel in my abilities to solve these global issues."

Students also developed an engagement with others regarding global issues by mapping these issues according to the features most familiar to them in their local contexts. One student from Colegio Los Nogales in Colombia noted the importance of "being taught about how we can experience the effects of [an] issue at [the] micro level (specifically in Colombia, and how the situation in Venezuela affects it) and at [the] macro level (understanding [the same] issue more globally, for example in Syria); [thereby] acknowledging the wider view to understand the specific one."

This capability to understand the mirroring of micro and macro elements with respect to global issues would also serve to reinforce students' tenacity in their quest to discover and learn about the world. A teacher from Latymer Upper School in England, for example, described an effective lesson as "one where students and teachers collaborate together and the teacher is more of a facilitator than the driving force. I believe some of the better lessons are where we have gone with a spark of interest from a student in a particular global issue and we have developed either that lesson from there or a subsequent lesson…[For example,] a series of lessons on Catalonia...due to the current conflict there. Not what I had originally planned but we learnt together and the students got a [lot out of it by] helping to direct the flow."

Illustrative Examples of Classroom Discussions about World Events

Discussion activities as a component of standard classroom curriculum

Round Square students and teachers made mention of numerous opportunities to discuss world events as part of their standard class curriculum. In many cases, this occurred in subjects dedicated to international themes, but many schools also indicated that global themes and topics were integrated into class offerings across all subjects. While many discussion activities are likely to encompass a range of global topics and issues in an intentional and holistic fashion, examples of discussion activities for a select set of global topics are listed in Table 28 below.[35] Please note that this is not a complete list of potential discussion topics and that no preference was given to any one topic over another.

Table 28: Descriptions of selected discussion activities by topical focus

Topical Focus	Activity Description
Current events and world history	(1) Discussing historical topics in relation to modern day current events in order to map them to a broader context

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[35] *Ibid.*

	(2)	Debates on current events incorporating a diversity of cultural perspectives
Environmental issues	(1)	Mapping environmental conditions in various countries over periods of time and discussing potential solutions to climate change, pollution, and economic development issues
	(2)	Discussions based upon documentaries or other learning materials related to topics of environmental destruction
Human rights	(1)	Discussions based upon newspaper articles, UN charters, and student exploratory research on challenges faced both domestically and internationally.
	(2)	Videoconference discussions with students in other countries with a firsthand understanding of human rights issues in own their communities
Economic and Social Inequity	(1)	Analyses of linkages between the consumption of everyday goods and free or fair trade agreements.
	(2)	Assessments of relative levels of socioeconomic privilege represented by students in a given classroom as an entry point to understanding global inequalities
	(3)	Evaluation of the dynamic interplay between global supply chains, political stability, labor market trends, and economic conditions across various countries with large populations vulnerable to poverty and famine.

Classroom discussions built into standard curricula served as opportunities for students to apply class topics to issues of global relevance. Students across schools referred to 'current affairs' or 'current events' classes in which they discussed world news as well as topics related to poverty and environmental destruction. UK-based Latymer Upper School's World Perspectives course stands out as an example of a multidisciplinary approach to the exploration of current global issues through its collaborative interweaving of course components from history, geography, economics, and classics. In this course, material is continually refreshed to keep pace with salient topics in the arena of current events.

Students and teachers across schools also mentioned the integration of current topics related to environmental conditions across countries. A student in an environmental science class at The Hotchkiss School in the US described an opportunity in which students mapped environmental conditions in various countries and discussed potential solutions to climate change, pollution, and economic development issues. A student at the Dhirubhai Ambani International School in India similarly described the impact a history class had upon students' sense of responsibility and engagement with others regarding global

issues as follows: "[this subject] was rather helpful as it taught me what was going to happen in the long run if we [continued] harming the environment around us. [These] experiences made me more active and aware on social platforms like change.org where I read and often sign petitions."

Survey responses also suggested that discussions about world events and global issues in class can aid in developing students' awareness and self-efficacy regarding global issues and imbue them with a better sense of their place in the world. As a student at St. Clement's School in Canada noted, "We've delved a lot into human rights and global challenges. In class, we have read various newspaper articles, have studied charters, and have visited websites like the UN's to learn about challenges faced both domestically and internationally. All of these activities been really helpful, and has greatly increased my understanding of global issues and my place in the world." Students can also benefit from the insights of others who are aware of human rights issues in their own communities through class discussions via video conference. A teacher from Holy Innocents' Episcopal School in the US described one such activity as follows: "Students in our Global class were able to speak with students around their age in Bangladesh via video conference. These students were involved with refugee relief of the Rohingya genocide and it gave our students a lot of perspective that they discussed widely outside of their Global classroom."

Classroom discussions also addressed topics of economic and social inequality. A teacher at the Modern School in India described the importance of inculcating students with a sense of the broader implications of economic changes as follows: "the economics lessons [give] an insight into how the world economy works and how the minutest of change in one thing around the world can cause massive changes in the global economic scenario and how the political instability in one country can reduce the demand and lead to a situation of famines in another country." This exploration of the way in which social inequities are perpetuated and often exacerbated by global trends relating to supply and demand also manifested in other courses, leading often to discussions of relative privilege. In a geography class at St. Philip's College in Australia, students sampled a variety of foods from different countries and then used these as an entry point into explorations into food transport, poverty, fair trade, and free trade. One student described another lesson in this same class relating to socioeconomic differences as follows: "[We stood in an oval and] each student took a step forward [each time] the privileges they had [were mentioned]…[Then,] we looked at the people [who were] left behind. This [allowed us to consider] global inequalities." While an activity such as this might raise concerns about highlighting socioeconomic differences within the same classroom, it could also open opportunities for empathetic explorations of these disparities.

Discussions as a classroom component of an external programmatic activity

Classroom discussions could also be aligned with other activities as part of an integrated learning experience. Examples of activities aligned with discussions might include a presentation by a guest speaker or attending a school-wide cultural celebration (e.g., a theme week). Classroom discussions about world events could also exist as organic or intentional components of extracurricular activities such as clubs, conferences, school exchanges, service projects, and academic/athletic competitions. Listed below are examples from survey data of discussions about world events as part of an integrated learning experience (Table 29):

Table 29: Descriptions of discussion activities integrated into external programmatic activities

Associated activity	Examples of activity
Guest Speaker Presentation	(1) Guest speakers from an NGO visited Chittagong Grammar School in Bangladesh to talk about the living conditions of refugees (2) Worn soles program: discussions with presenters and among students after presentations about and by refugees in Australia (3) Presentations from exchange students or students from the home school returning from an international trip
Role play or simulations	(1) Role play scenarios in classrooms, such as the challenges faced by a migrant, followed by discussion and reflection. (2) Model United Nations or other debate-affiliated simulations that require perspective-taking and reflections
Project-based Learning	(1) Global collaborative projects between schools on subjects relating to biology, literature, geography, etc. (2) Research projects that require activities such as lecture attendance, synthesis of information, presentation, written deliverables, and discussion.
Events, competitions, and outreach initiatives	(1) Preparatory or post-hoc discussions on community-based or international service activities (2) Debrief and reflection on in-school and interschool cultural celebrations or theme weeks (3) Essay writing contests within the school that allow for integration of moderated discussion

Discussions are often incorporated as elements of other overarching learning activities. Students and teachers made frequent mention of guest speaker presentations in promoting students' awareness of global issues and commitment to sustainability.

A student from All Saints College in India, for example, found presentations and discussions with motivational speakers and environmentalists to be useful in developing students' social and environmental awareness. Guest speakers can also represent organizations that work on issues in the local community. Chittagong Grammar school in Bangladesh, for example, hosted guest speakers from

a local NGO to talk about the living conditions of refugees. Discussions arising out of this can also serve to prompt greater self-efficacy and engagement with global issues. In speaking about this experience, one student noted, "Many of [these visitors]...encourage us to take part in voluntary activities occurring near us... Recently, a group of ex-students took the initiative to organize a trip to the refugee camps in Cox's Bazaar and it surely gave all of us a brief idea of the severe conditions Rohingyas' have to go through."

Discussions about and with guest presenters can also be woven into larger programs, such as the Worn Soles program at Radford College in Australia. The program was described by two Radford teachers as follows: "The purpose of the Worn Soles program is to foster our student's ability to empathise with others and be more aware of the lived experience of people in the global context. Our hope is that with the empathy they develop, compassion for others will ensue through deep learning and transference of knowledge and skills gained to other aspects of their lives. Worn Soles is an interdisciplinary week-long unit conducted during the last week of Term 2, for all Year 9 students at Radford College. With a focus on the global refugee crisis empathy is developed through learning, conversation, and active experience. Experiential learning is most powerful when individuals have an experience that is comparable to how others live. We begin the week with a refugee simulation, which is confronting for many of the participants. This is followed up with interactive sessions with guest speakers, including refugees to Australia, who share their stories in a profound and personal manner. Through the week students engage in conversations and activities with our guests; are presented with current facts about the crisis; and offered a variety of visual stimulus and perspectives on the issues. We conclude the week with a chapel service where our students have the opportunity to reflect and express their learning and experiences. This has taken the form of poetry and letters; drama and musical items, and cardboard inventions for refugee camps. Numerous Worn Soles participants have confirmed the program was of great benefit in terms of developing their empathy and international understanding."

Simulations such as Worn Soles create opportunities to promote discussion on the roots of social issues while encouraging students to nurture an openness to diversity. Other simulations such as the Model United Nations (described at length in other sections) also provide opportunities for discussion of world events and reflection upon one's place in the world. Role plays can also serve this purpose. A teacher from St. Constantine's School in Tanzania described a geography lesson on migration as follows: "Students played a game which involved the journey of a migrant through Mexico trying to cross [into] the US. Students faced challenges along the way and were given character cards. Many students became frustrated as their entry into the US was extremely difficult. The students were then encouraged to reflect on their journey and write a diary account of the problems they faced." The opportunity at reflection at the end, while seeming to be an afterthought to the entirety of the exercise, could prove, contrastingly, to be its most impactful aspect as it challenges students to bridge the gap between the role they just occupied as a migrant and the one they otherwise occupy in their everyday lives, further inducing them to seek parallels around them that could promote a lasting empathy.

Similarly, project-based learning activities integrated classroom discussions about world events as a component of multidisciplinary programs. Teachers spoke to the impact of global collaborative projects between schools that bring together explorations and world events discussions related to biology, literature, geography, as well as other subjects. Schools implementing these programs can also work

with local academic institutions for a deeper, research-driven focus. At Ivanhoe Grammar School in Australia, for example, Year 9 students participate in a program at La Trobe University aimed at a science-based investigation of global issues. Students attend lectures by academics in a variety of scientific disciplines. As one teacher described it: "One of the main areas covered is neglected diseases (e.g. river blindness and malaria). After the lectures students choose the area that they were most passionate about…[Those] who pick a topic in neglected diseases have the chance to explore this topic to their own desire... Through this [student-driven] project I have found the students shocked by the social, political, scientific and economic conflicts facing the research into these neglected diseases that primarily affect developing countries. I have seen students completing this project scrutinize the role our government and society plays in the neglect of these diseases that affect hundreds of millions of people. it is the most influential project on developing a globalization mindset that I have been involved in."

In line with this, discussions can also be built in as preparatory or post-hoc elements of events, competitions, or outreach initiatives. Theme weeks, such as the aforementioned, Worn Soles week at Radford can offer opportunities for discussions aligned with other programmatic activities. Similarly, a student at Bridge House School in South Africa described the school's "Week without Walls" in which students are encouraged to engage with the local community. Students at Christ's College in New Zealand also made frequent references to Maori week, which allowed them to learn more about the indigenous communities in their own country. Service initiatives, conferences, and exchanges also created opportunities for preparatory and reflective discussions. This is discussed at greater length in other sections of this report. Nonetheless, one opportunity for world events discussions are academic and athletic competitions. A notable example of a discussion opportunity arose out of a description of an essay competition at the Chittagong Grammar School in Bangladesh. A student expressed appreciation for the opportunity to express ideas individually in the form of an essay. In the context of a competition, this could promote further discussion within classrooms about the ideas presented and lead to spin-off projects that could serve to drive students' conceptual proposals into a mode of actualization.

Recommendations for Implementation based on findings from Round Square Schools

We recommend engaging students in discussions about world events. These discussions can include those that are integrated into the standard curriculum as well as those that extend the learning of an external activity.
Dedicate more time to student-led discussions of current events around the world

Students and teachers both spoke to the effectiveness of class discussions on world events. One teacher from the Millennium School in the United Arab Emirates spoke in particular to the effectiveness of "reading books/ newspaper(s) [about] current affairs and [the] problems people face around the world and sharing [them] in classes and open [forums]." Nevertheless, it is these very opportunities for student-led exploration and discussion on world events that appear to be in short supply amidst the time pressures inherent in a busy classroom.

When students were asked what school activities or experiences they would like to have offered in order to help them develop global competence, a large number responded that they would like more opportunities to discuss current events from a global perspective. Many of the respondents indicated that they had current events discussions in class focused only on local or domestic matters; others indicated that there was not enough contextualization of events occurring around the world now in subjects such as history.

This might point to the primacy of set curricular standards in defining the mode of learning in many countries. With the increasing rigor and structure of standards-based and test-dominated educational systems in many countries, opportunities for organic exploration of salient topics can come to take lesser priority.

Whatever the cause, we recommend scheduling a set amount of current events time in the classroom when students are given the opportunity to pause and ponder the current state of the world. This could be a weekly activity in which a group of students presents on a topic based on some initial research and moderates a discussion. Alternatively, students could choose topics of interest on the day of a current events discussion and take 10-15 minutes to search online for news relating to this topic. This could also serve as an entry point into an exploration of media bias, as described in the example presented earlier from Belgrano Day School in Argentina.

Build a clear structure around videoconferencing and other virtual class discussions

As described in other sections of this report, students appreciated opportunities to engage in videoconference discussions with classrooms in other countries. This opportunity to discuss current events across contexts can be an eye-opening learning experience when implemented effectively. However, there are some challenges related to the differences in participation levels between physical and virtual discussions. In the physical classroom, students have pre-existing rapport with one another. They are more likely to have built the trust to express their opinions without hesitation. However, in a virtual setting, in which classrooms are often speaking across a video or other online platforms, more structured interaction pathways for discussion may be necessary in order to build rapport and to create a dynamic pattern of interaction.

In order to promote an effective video discussion, teachers from participating classrooms should meet in advance and align on how to structure the sessions in a way that will maximize impactful participation for all students. This structure could be especially important to facilitate conversations among students in cases where some students are from cultures that do not encourage them to speak out.

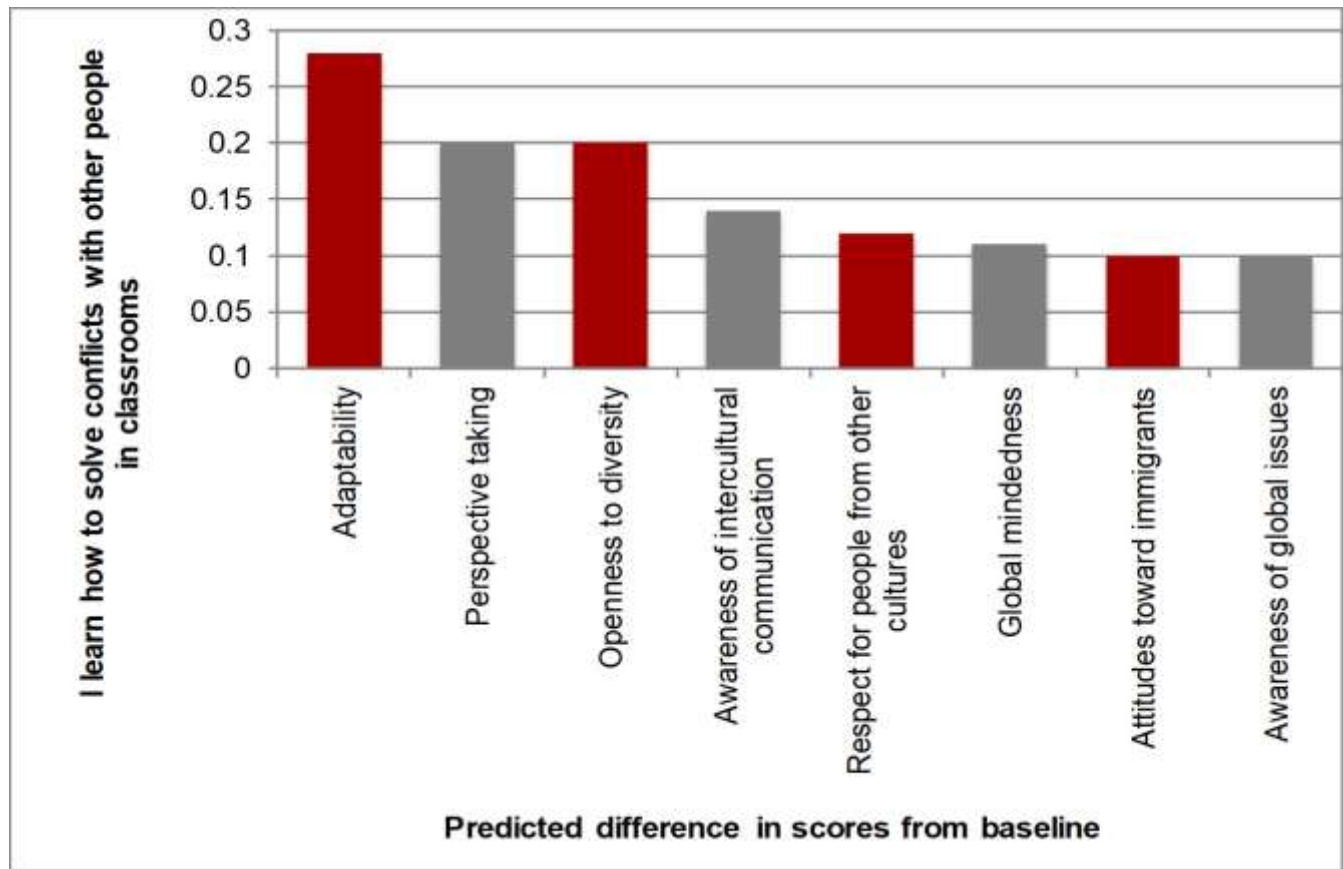# Learning How to Solve Conflicts

Developing Global Competence Via Learning How to Solve Conflicts

Survey results showed 82.2% of teachers and 71.4% of students rated learning to solve conflicts with others in the classroom as either 'effective' or 'very effective.' Moreover, we found a statistically significant correlation between learning how to solve conflicts with others in the classroom and eight global competencies (Figure 8). In addition, teachers and students provided rich examples of how this learning activity promoted global competencies across different cultural contexts. Table 30 summarizes these results.

Table 30: Associated competencies and perceptions of effectiveness

Learning how to solve conflicts with others in the classroom	
8 Quantitatively Correlated Global Competencies	(1) adaptability, (2) attitudes toward immigrants, (3) awareness of intercultural communication, (4) awareness of global issues, (5) global-mindedness, (6) openness to diversity, (7) perspective taking, (8) respect for people from other cultures
7 Qualitatively Associated Global Competencies	(1) ability to solve problems, (2) commitment to sustainability, (3) courage, (4) inventiveness, (5) self-awareness, (6) sense of responsibility, (7) teamwork
Perceived Effectiveness (percentage rating activity 'effective' or 'very effective')	Students: 71.4% Teachers: 82.2%

Figure 8. Relationship between learning to solve conflicts and PISA global competencies

Survey data showed a significant correlation between learning how to solve conflicts with other people in the classroom and students' global competence scores in adaptability, perspective taking, openness to diversity, respect for people from other cultures, attitudes toward immigrants, and awareness of intercultural communication. These specific competencies relate to students' capacities to step outside of familiar territory, understand a contrasting viewpoint, and engage meaningfully with cultural thinking different from their own.

Students and teachers both offered examples of situations in the classroom in which a discussion or an activity aimed toward identifying solutions to conflicts allowed students to share and gain from one another's perspectives. For example, one student from Hotchkiss school in the US spoke to the effectiveness of talking "about the political conflicts between international countries and our thoughts about it. It is a good experience of exchanging ideas and I really enjoy hearing about other's perspectives." Another student from Hotchkiss in the US expressed a similar sentiment: "In a classroom setting, we learn to resolve conflicts and talk through different opinions."

Further, a response from student from the Doon School in India suggested that diversity in the classroom serves to enrich the experience of solving conflicts in the classroom: "I believe that my school has students of many [backgrounds] and talking and interacting with them has [helped] me broaden my understanding of different cultures so I can have an open mind to other cultures around the world [in a way] that will help solve global problems." A teacher from Bridge House School in South Africa also spoke

to the importance of an inclusive school environment particularly in areas where the number of immigrants are few: "We're fairly secluded from any immigration 'issues.' We have a diverse student body, which almost certainly helps to dissolve barriers between people from different backgrounds. Our country's history has also shown us exactly what happens when different races and cultures are not given the same respect and acknowledgement, so it is something that we are very conscious of including in our education."

Learning how to solve conflicts with others in the classroom was also correlated with competencies such as awareness of global issues and global-mindedness. Examples offered in teacher and student survey responses suggested that solving conflicts in the classroom may aid in the development of a student's understanding and affinity for topics of global significance. As one teacher from King's Academy in Jordan suggested: "School experiences have provided students with the foundational skills of critical thinking, research, problem solving and creativity. Students have been taught and have had hands on experiences in identifying global issues, and working together with teams to come up with solutions."

A German language teacher at Brookhouse School in Kenya further spoke to the integration of this learning activity across school activities: "Model United Nations has activities within the school, between school nationally and internationally. These train the students to think like world leaders and reflect and discuss possible ways of solving global issues. During our German lessons on current affairs affecting Germany, students learn about issues affecting the German society. This happens across all levels of learning." A student in St. Constantine's School in Tanzania also referred to a variety of avenues through which students might develop leadership skills: "The school gives students leadership roles, that give the students space to test their problem solving skills. [For example,] prefect roles and student council roles...give us experience in solving small problems, which then gives us the confidence and ability to solve global issues."

This last example serves to suggest that learning how to solve conflicts in the classroom could also be positively associated with other global competencies, such as courage, ability to solve problems, and inventiveness. As a student from Radford College in Australia noted, "My school experiences have taught me how to deal with social situations and conflict in the real world. [They have] given me a greater understanding of how people tick and think. I know how to [problem solve], interact with others and lead through school experiences and my life experiences in general. I have built a sense of resilience and determination at the challenges I have faced." School experiences that involved collaboration in solving conflicts also contributed to students' expressed sense of responsibility, teamwork, commitment to sustainability, and self-awareness with respect to global issues.

More than 100 students from Latymer Upper School in the United Kingdom expressed that they found the Global Goals and World Perspectives programs at their school to be effective in giving them a pathway to solving problems occurring both locally and globally. In reference to Global Goals, one student at the school noted: "We were given the task to solve issues in our community which could potentially lead to the ability to solve global issues as well... Class discussions on global issues almost always [resulted] in various solutions to the problem." Another student who took part in Global Goals suggested that the experience "helped [students] use critical thinking in order to try and solve problems in [the]

community. [Students] picked an issue, such as ['Life below water'] and used resources available...to try and combat a specific problem, like water pollution. [Some students] did a sponsored swim to raise money for a Thames cleanup, and then followed [up] by going to the Thames cleanup and clearing the shore of any litter they could find."

Illustrative Examples of Learning to Solve Conflicts with Others in the Classroom

Communication-based activities: Exploring potential solutions to conflicts

Learning to solve conflicts with others in the classroom could have at its foundation an intentional exploration into global conflicts as well as the diverging attitudes and viewpoints that relate to their solutions. These can be surfaced through discussions, presentations, dramatic performances, structured debates, and similar interactions both inside and outside of the classroom. In this section, we will assume a broad stance by exploring a set of communication-based activities that, in some cases, could be aligned with overarching and interdisciplinary learning programs that take place both inside and outside of a classroom setting. Listed below are examples from survey data of communication-based activities aimed at building awareness and sharing diverse perspectives around conflicts and their potential solutions:

Table 31: Exploring potential solutions to conflicts: communication-based activities

Class activity	Examples presented
Reading and discussing world literature	Explorations of human suffering and conflict through the lens of literature. Examples include: (1) Discussing apartheid after reading 'The Lemon Orchard' by Alex La Guma (2) Discussing the Holocaust after reading Art Spiegelman's 'Maus' (3) Exploring postcolonial tensions and intercultural identity through books such as Jhumpa Lahiri's 'The Namesake.'
Exploring global and cultural issues through language learning	Investigating global issues as a class in a 'foreign language' framework. Examples include: (1) Analyzing current events through online media in a world languages class (2) Gaining exposure to new cultural insights and perspectives through 'foreign language' films that can then be discussed by members of a class (3) Discussing cultural trends and issues in regions where the language is commonly spoken (ex: education issues, disappearance of indigenous languages, etc.).

Group presentations, performances, and debates	Group work on presentations, dramatic performances, or debates about global issues. Examples include:
	(1) Group presentations sharing economic analysis and policy recommendations for developing countries
	(2) Debate competitions related to global issues
	(3) Dramatic performances highlighting global issues, such as the hardships faced by refugees

Learning how to solve conflicts with others in the classroom can start with exposure to different perspectives and ways of life through literature, film, and other forms of artistic representation. A teacher at the Doon School in India spoke to the importance of exploring apartheid through short stories such as Alex La Guma's "The Lemon Orchard" or the Holocaust through Art Spiegelman's graphic novel series "Maus." A student in Argentina also expressed that reading the book "The Namesake" by Indian-American author, Jhumpa Lahiri, was useful in developing students' respect for another culture. While the student did not expand further upon this sentiment, this seems logical in view of the themes related to postcolonial tensions and intercultural identity represented in the book.

Opportunities to engage with and discuss these differences within a class can allow for useful entry points into different cultural thinking whether or not students have a chance to experience it firsthand. A teacher at Wyoming Seminary in the US expressed the importance of books in immersing students in a different mindset as follows, "Lessons such as this take kids out of their environment and encourage them to think differently, to be more sensitive to things that may not [affect] them directly but that they have an opinion about. These lessons give students the opportunity to find ways to interact in the bigger world."

A teacher from the Doon School in India also expressed the importance of a student's engagement with characters beyond the lived experience in promoting new viewpoints and stimulating discussion: "Any experience in which students are caused to think and then articulate their thoughts and understanding helps. Practice at respectful exchange is what is needed to develop capacity. The more people they meet who have different ideas from them and different experiences the better, and that 'meeting' can happen in the pages of a book, through a play, film or video as well as in person with exchanges, visiting speakers, alumni and teachers."

Students also shared opportunities to learn to solve conflicts in the context of language learning classrooms with some describing instances in which students explored social issues prominent in countries in which the language in question is spoken. These included issues related to education, the disappearance of languages, and cultural perspectives around beauty. Other students found language learning to be a suitable entry point into going beyond language to understand cultural thinking. One student from Colegio Los Nogales in Colombia spoke to the usefulness of "discussing...global problems in…[language] classes and watching [TED] talks to further explain those problems."

Opportunities at collaboration in a group activity with a communicative focus can also develop students' capabilities at teamwork and inventiveness. Students and teachers shared numerous examples of ways in which group presentations, performances, and debates enabled mindful explorations of conflicts and potential solutions. In reference to debates, one student from Tiger Kloof Educational Institution in South Africa stated: "Having debate competitions based on international events and other things in the world helps us get a better understanding of those situations. it also gives us a chance to be able to work together and have conversations to find solutions to problems we are facing in the world."

Students at Singapore International School in India had opportunities to make group presentations about the economic indicators relating to sustainable development as well as the relative success of various policy initiatives. The opportunity to collaborate on a presentation with this level of difficulty may create opportunities for students to develop skills at teamwork and problem solving. As a student from Dhirubhai Ambani International School in India noted: "Group activities and projects, such as drama performances or group presentations in English or Science, have helped me develop my ability to work in a team and be supportive and tolerant of different perspectives and points of view. Co-curricular activities such as participating in the school play and being a part of the school magazine and newsletter editorial club has also made me more open-minded and willing to hear other people's thoughts and ideas."

As suggested here, the opportunity to work collaboratively toward a goal, academic or otherwise, could enable students to consider and benefit from different perspectives. It can also allow for articulations of what students have learned. When asked to share a learning experience that has enabled her to become a more active global citizen, one student at St. Stithians Girls' College in South Africa responded: "One such experience includes the physical theatre performance presented by one of the groups in our drama class, who highlighted the horrors of the refugee crisis."

Project-based activities: Working collaboratively toward potential solutions to conflicts

Learning to solve conflicts in the classroom can go beyond exploration and discourse and attend directly to the problems themselves. Project-based activities aimed toward identifying and acting upon potential solutions to conflicts can incorporate both in-classroom and out-of-classroom elements. We will assume a broad stance in the case of project-based activities that occur both inside and outside the classroom, as well as those which are otherwise aligned with overarching and interdisciplinary learning programs (including programs that include multiple schools). Listed below are examples from survey data of project-based activities aimed toward the collaborative research, planning, and implementation of potential solutions to conflicts. Please note that this is not a comprehensive list of project activities in Round Square schools, but that it serves to illustrate the range of existing project types:[36]

Table 32: Project-based activities: collaborative problem solving

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[36] *Ibid.*

Project Type	Examples of project activities
Global Citizenship	(1) The Global Goals Course at Latymer Upper School, in England, ties into the school's strategic aim to help pupils become active global citizens. The students identify a UN goal to research and devise a plan to realize this goal. Their resulting project is celebrated at a 'Global Goals Festival'. (2) The "World Perspectives course" is a GCSE equivalent course for 14-16-year-olds that incorporates the 17 UN Sustainability Goals. (3) Lower Canada College in Canada has a Certificate of Sustainable Global Leadership (CSGL) extracurricular activity. Students lead and assist in bi-weekly discussions in Global Leadership Seminars that focus on developing global citizenship, perspectives on global issues, and sustainable initiatives.
Service learning	(1) Students at Scindia Kanya Vidyalaya in India worked with a World Bank-funded non-profit organization called Sankalp to make sanitary napkins for women in a nearby village unable to afford their own feminine products. (2) Students in Brookhouse school in Kenya participated in the EU-funded Kajiado project, which seeks to improve healthcare for women and children in semi-arid areas of Kenya and educate for risk prevention and safe motherhood
Creative Problem Solving	(1) Students from multiple Round Square schools participated in a design thinking summit. Participants worked on teams to seek solutions to a global issue. They followed the design-thinking methodology, which required them to interview people in the group and work collaboratively toward a prototype of a solution. (2) Students at Colegio Anglo Colombiano in Colombia organized and participated in a TEDx Conference focused toward creative and inventive solutions to global issues

Project-based activities aimed, fully or in part, toward learning how to solve conflicts with others in the classroom may serve to develop students' awareness of global issues, global-mindedness and a host of other global competencies that could be precursors to active engagement. Students at Latymer Upper

School in the United Kingdom have opportunities to take part in two key courses that engage them in planning and implementation of initiatives related to global issues. The first of these is Global Goals, which involves research, planning, and presentation around solutions related to a prescribed UN Goal. According to teachers at Latymer, the program aims to develop "'21st century' skills such as teamwork, independent research, problem-solving, and communication skills."

In survey responses, students shared examples of project themes such as inequality, poverty, river pollution, and conflict. The World Perspectives course, as discussed in the previous section, adopts an interdisciplinary approach to the 17 UN Sustainability Goals. As one student described it: "Our world perspectives lessons have been really helpful, with the religious literacy course aiding my acceptance of different [religions] and cultures, and my understanding of why they came to be as they are." A similar initiative takes place on an extracurricular level at Lower Canada College in Canada. Students there are empowered to lead and assist in bi-weekly discussions around global issues with the aim of developing skills at global citizenship and identifying actionable solutions to global issues.

Learning to solve conflicts can also be a component of service initiatives in the local and global community. As indicated in previous sections, students shared examples of service initiatives that allowed them to learn to work with others in solving conflicts.

In some cases, students were engaged with non-profit organizations aimed at solving problems existing domestically and abroad, such as World Bank-funded non-profit Sankalp in India and the European Union-funded Kajiado project in Kenya. In describing the Sankalp initiative, a teacher at Scindia Kanya Vidyalaya in India shared the following: "Our school has set up a manufacturing unit for production of low-cost sanitary napkins for underprivileged women in a rural slum. We set up non-stop relay lines for production to supply for [disaster] relief, for instance during Kashmir floods and Nepal earthquake. Whenever our school hosts an inter-school event, we provide opportunities for all participating [students] to work the machines to develop gender sensitivity. We are working on collaborating with countries in Africa to join the 'menstrual mission'. All these initiatives have helped a lot in understanding how communities across the globe deal with issues like women's health and hygiene."

Solving conflicts can also involve elements of creative brainstorming and problem solving. In describing the experience and impact of a global design thinking summit with participants from multiple Round Square schools, a teacher from Providence Day School in the US noted: "[the] design thinking protocol required students to interview each other and for everyone in the group to listen to the interviewee. Each group worked on a project collaboratively and created a [prototype]. By the end of the first session (out of 5 days), students from the different schools were talking with each other in very open ways, expressing their school situation and environment." Another excellent example of engaging students in creative problem solving to address conflicts is an activity at Colegio Anglo Colombiano in Colombia in which students had the opportunity to organize a TEDx conference aimed at inventive solutions to global issues.

Recommendations for Implementation based on findings from Round Square Schools

We recommend engaging students in learning to solve conflicts with others in the classroom. This can include communication-based activities in which students explore potential solutions to conflicts. Further, it can also involve project-based activities that actually engage students in actively working toward solving conflicts.

Incorporate leadership development into activities related to solving conflicts

When asked what skills were needed in order to be a good citizen or to be successful in a career in the globalized world, many students responded "leadership." Indeed, it is important for students to learn about effective leadership at school.

Fortunately, many students already imbibe the principles exemplified by the Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service) that underpin its Discovery Framework. As one student from Brookhouse School in Kenya noted, "My school provides us with IDEAL leaders that are dedicated to ensuring that that particular [Round Square] pillar is represented in the school to the best of its ability and beyond. When I was elected as the L (Leadership) leader, I found that I as an individual grew in terms of my understanding of how to account for everyone in the most efficient way available. I HAD to learn how to understand an individual person. Thus, I've found that I am able to link all the ideals with what I learnt as the leadership prefect. For example, with internationalism I must communicate with them in a friendly and diplomatic way." This ability to empathize and communicate effectively with due consideration to one's audience is crucial to the development of global competencies. Therefore, enabling more students without leadership experience to develop a sense of accountability and to grow in the manner expressed by this student at Brookhouse would seem beneficial in the context of solving conflicts in the classroom.

Students discussed how leadership skills can support them to solve conflicts in the real world. For example, a student from Brookhouse School noted, "Leadership Roles in the school [have] taught me how good leadership with strong morals, courage and integrity can lead to solving global issues such as poor leadership in various countries. Therefore, having an opportunity in leading my schoolmates helps me exercise [these] key values." Another student from Buckingham, Browne & Nichols in the US noted, "taking leadership when solving conflicts in a classroom or club environment [because] those same skills can be applied to the real world." Teachers and students both made references to issues in their countries and around the world that resulted from ineffective leadership. Therefore, it should follow that activities promoting skills in relation to solving global conflicts would themselves incorporate elements of leadership development aimed toward effecting change.

It is important that students learn effective leadership. One participant from Gordonstoun School in Scotland shared a beautiful reflection on effective leadership: "Having opportunities to take leadership roles at school helped me understand that leadership isn't necessarily about being the first, or necessarily the best, but being the one who can bring people together towards a shared goal and create a team spirit. I started to learn that Leadership isn't about making yourself the priority, it's about representing your team members."[37] Indeed, effective leadership involves listening to others, empathizing with others, and inspiring others to join together in working toward the common good.

Conclusion

Our results indicated that Round Square schools demonstrate a deep commitment to Internationalism. Quantitative and qualitative results point to a careful and strategic integration of this principle throughout the curricular and co-curricular programs offered within and between Round Square schools. Further, our results indicated that students at Round Square schools display a wide range of global competencies.

Finally, our study identified five learning activities that support students to develop global competencies:
- Volunteering services to help people in the wider community
- Participating in events celebrating cultural diversity throughout the school year
- Learning how people from different cultures can have different perspectives on some issues
- Participating in classroom discussions about world events
- Learning to solve conflicts with other people in the classroom

These learning activities can be implemented in a diverse range of schools across many different countries. They do not necessarily require significant financial resources; as such, they can be implemented in a broad range of schools with varying levels of resource. Moreover, our results showed they can be effectively adapted for use across a wide range of cultural contexts. With this, these learning activities have great potential to promote students' global competence in schools around the world!

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[37] From the Round Square website: https://www.roundsquare.org/educational-insights/nimet-rener-director-of-the-aga-khan-education-services-gordonstoun-school-scotland/

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SCHOOL	COUNTRY
Abbotsholme School	United Kingdom
Aiglon	Switzerland
AKS Lytham	United Kingdom
All Saints' College Nanital	India
Amman Baccalaureate School	Jordan
Anania Shirakatsy Armenian National Lyceum	Armenia
Appleby College	Canada
Armidale School	Australia
Ashbury College	Canada
Assam Valley School	India
Bangalore International School	India
Bayview Glen	Canada
Beaconhurst School	United Kingdom
Beijing Concord College of Sino-Canada	China
Belgrano Day School	Argentina
Billanook College	Australia
Birla Public School (Vidya Niketan)	India
Bishop's College School	Canada
Box Hill School	United Kingdom
Bridge House School	South Africa
Brookhouse School	Kenya
Buckingham Browne & Nichols	USA
Calgary French & International School	Canada
Cate School	USA
Chadwick International	Korea
Chadwick School	USA
Chanderbala Modi Academy	India
CheongShim International Academy	Korea
Chittagong Grammar School	Bangladesh
Christ's College	New Zealand
Cobham Hall	United Kingdom
Colegio Anglo Colombiano	Colombia
Colegio de Inglaterra - The English School Bogota	Colombia
Colegio Gran Bretagna,	Colombia
Colegio Los Nogales	Colombia
Collingwood School	Canada

SCHOOL	COUNTRY
Craighouse School	Chile
Dainfern College	South Africa
Daly College	India
Dhirubhai Ambani International School	India
Enka Schools	Turkey
Felsted School	United Kingdom
Fountain Valley School of Colorado	USA
Genesis Global School	India
Geraldton Grammar School	Australia
Gordonstoun, Scotland	United Kingdom
Hackley School	USA
Herlufsholm Skole	Denmark
HIM Academy Public School	India
Holy Innocents' Episcopal School	USA
Hotchkiss School	USA
Hunan Concord College of Sino-Canada	China
Indian High School, Dubai	United Arab Emirates
Indian School Al Ghubra,	Oman
Instituto Anglo: Cordoba-Orizaba	Mexico
Inter-Community School, Zurich	Switzerland
International School of Kenya	Kenya
International School of Ulaanbaatar	Mongolia
Inventure Academy, Bangalore	India
Ipswich Grammar School	Australia
Ivanhoe Grammar School	Australia
KC Public School	India
Keystone Academy	China
King's Academy	Jordan
King's College	New Zealand
Lakefield College School	Canada
Latymer Upper School	United Kingdom
Lawrence School Sanawar	India
Le Salesien	Canada
Lower Canada College	Canada
Markham College	Peru
Mayo College	India
Mayo College Girls' School	India
Miles Bronson Residential School	India
MLC School Sydney	Australia

SCHOOL	COUNTRY
Mody School	India
New England Girls' School	Australia
Ningbo Huamao International School	China
Palmer Trinity School	USA
Pathways World School	India
Penryn College	South Africa
Pinegrove School	India
Providence Day School	USA
Radford College	Australia
Rajkumar College	India
Rajmata Krishna Kumari Girls' Public School	India
Regent's International School Bangkok	Thailand
Renaissance International School, Saigon	Vietnam
Rockport School, Northern Ireland	United Kingdom
Roedean School	South Africa
Rothesay Netherwood School	Canada
Saint Andrew's School	USA
San Silvestre School	Peru
Sarala Birla Academy	India
Schule Schloss Salem	Germany
Scindia Kanya Vidyalaya	India
Scotch College	Australia
Scotch Oakburn College, Tasmania	Australia
Shenzhen (Nanshan) Concord College of Sino-Canada	China
Singapore International School	India
St Andrew's College, Grahamstown	South Africa
St Andrew's School, Turi	Kenya
St Clement's School	Canada
St Constantines International School	Tanzania
St Cyprian's School	South Africa
St George's Diocesan School	Namibia
St George's Grammar School	South Africa
St John's-Ravenscourt School, Winnipeg	Canada
St Mary's Colchester	United Kingdom
St Mildred's-Lightbourn School	Canada
St Paul's Coeducational College, Hong Kong	China
St Philip's College, Alice Springs	Australia
St Stithians Boys' College	South Africa
St Stithians Girls' College	South Africa

SCHOOL	COUNTRY
Stanford Lake College	South Africa
Starehe Boys' Centre & School	Kenya
Stifung Landheim Ammersee	Germany
Strathcona-Tweedsmuir School	Canada
Sunbeam School Lahartara	India
Tamagawa Academy	Japan
The Athenian School	USA
The Bermuda High School	Bermuda
The British School Jakarta	Indonesia
The British School, New Delhi	India
The Doon School	India
The Emerald Heights International School	India
The Lawrence School Lovedale	India
The Lyceum School	Pakistan
The Marvelwood School	USA
The Millennium School Dubai	United Arab Emirates
The Punjab Public School	India
The Sanskaar Valley School	India
The Shri Ram School – Aravali	India
The Southport School	Australia
Tiger Kloof Educational Institution	South Africa
Transylvania College	Romania
Trinity Anglican School	Australia
Trivandrum International School	India
Vidya Devi Jindal School	India
Vivek High School	India
Welham Boys' School	India
Westfield School,	United Kingdom
Westminster School	Australia
Windermere School	United Kingdom
Wyoming Seminary	USA
Yadavindra Public School	India
YK Pao School	China