



Inspection Matters

Over the past year, there has been a surge in international students in both independent and state sectors, boarding and day. A consequence of this is the increasing number of Guardianship Organisations seeking accreditation. More and more schools recognise that AEGIS, through its rigorous inspection process, provides a guarantee of quality and standards. Many schools will now only accept international students from AEGIS accredited Guardianship Organisations. For AEGIS, these factors represent opportunities as well as challenges.

AEGIS is seeking to recruit more inspectors. We are particularly interested in receiving applications from those professionals with Ofsted and ISI inspection training and experience. In the first instance, please contact info@aegisuk.net.



Boarding sector support Syrian refugees

Aileen Kane, Assistant Director of Boarding Schools' Association (BSA)

In September 2015 the Boarding Schools' Association (BSA) and its members made an offer to the UK Government to assist with the Syrian refugee crisis. Collectively the sector has offered 80 fully funded boarding

places from boarding schools around the UK prepared to educate the refugees. The BSA, which represents over 450 state and independent UK boarding schools, is acting as a single point of contact for the boarding sector providing a coordinated approach to help match children and help with the right school and community.

BSA members are under no illusion this will be a difficult transition for refugee children. Schools will work closely with the relevant local authority to find the best possible solution for each child. We know education is key to changing and positively shaping the lives of young people and believe a boarding education can provide refugee children with a good, continuous education in a secure, caring environment.

UK boarding schools have considerable expertise and experience in supporting children from overseas or vulnerable children on bursary places. All our members have a strong network of pastoral support within their schools, including counsellors, tutors, houseparents, independent listeners, health centres, EAL (English as an Additional Language) provision, SEN (Special Educational Needs) provision and, of course, are communities through which we can provide stability and continuity of learning.

The Growing Chinese Student Population and the Need for an Evolving Payment Process

For years in China, going abroad for your education was considered a coveted but exclusive opportunity reserved for the most affluent families. Nowadays, international study is an achievable dream for many Chinese.

Institutions must re-evaluate their ability to process cross-border payments. The new challenges institutions face stem from the sheer amount of students inundating the system, as well as complexities in China's banking system. In addition to bank transfers, students and their parents want to be able to make tuition payments online through a secure website that supports familiar payment methods, such as UnionPay and eWallet.

Flywire provides customized payment solutions. For payers using Flywire, tuition payments can be made in their home currency via preferred payment methods, and notifications updating payers on their payment's status can be received through email, text, or WeChat. They also benefit from low exchange rates, quick delivery times, and 24/7 multilingual customer services.

To learn more about Flywire, visit www.flywire.com/school or contact Tom Jones at tom.jones@flywire.com

Interview with Adam Lubbock, our new Trustee:



Adam Lubbock with his wife Cara and daughters Olivia and Ruby outside School house.

When did you first hear about AEGIS?

I originally found out about AEGIS after taking over as Director of Boarding at Woodbridge School in Suffolk. Seeing the AEGIS logo on some of the Guardianship Agencies websites gave me a sense of security that my boarders' safeguarding was being taken seriously.

Does Woodbridge School recommend AEGIS accredited Guardianship Organisations?

International boarders are our responsibility when in the UK and we need to do all that we can as a school to maintain their safety. I do believe that it will not be long before all schools insist on guardians being AEGIS accredited. At the moment we advise parents to appoint their guardians from the AEGIS accredited list on the website.

What attracted you to becoming an AEGIS Trustee?

I have been interested in the guardianship side of boarding for a number of years and often discussed this area with larger Guardianship Organisations who visited the school to see their students. The opportunity became available and I am very pleased to be involved.

How would you like to see AEGIS develop?

I feel that AEGIS has a great deal to offer schools by providing the safety net that is so important when dealing with international students and guardians. I would like to see AEGIS supported further by the Boarding Schools' Association

and the UK Visas and Immigration (UKVI) in the future, as this will only enhance the importance of appropriate guardianship of international students within boarding schools.

How do international students benefit your school?

We like to have a good blend of different cultures represented alongside our British students. We have been working hard on integration and have enjoyed seeing lifelong international friendships gained alongside achieving academic success.

Patricia's Visit to Auschwitz

Sixth Form students at Fulneck School, Patricia Owino and Kara Farrar, were selected to take part in the 'Lessons from Auschwitz' project run by the Holocaust Educational Trust which allowed them to visit the concentration camp at Auschwitz.



Patricia describes her experience:

I thought Auschwitz I was big, so when we got to Birkenau (one of several sub-camps of Auschwitz I) and immediately went to the guards' tower with pretty much a bird's eye view of Birkenau, I was left speechless. This was actually endless. One of the major differences I noticed first, though, was that many of the buildings were no longer standing. We were told it was because after the Nazis realised that they had lost the war they tore them down. This again left so many questions in my head. The fact that the Nazis decided to tear down these buildings in an attempt to eradicate any evidence of this camp, clearly shows that even they knew that it wasn't right.



Gates of Auschwitz



Patricia Owino – Sixth Form student

Agents integral to UK recruitment

Matthew Knott, News Editor of StudyTravel Magazine



Delegates at last year's Alphe Secondary Focus Conference.

In StudyTravel Magazine's annual surveys of UK secondary schools, agents play a vital role in the recruitment of international students, and agent interest in the sector is rising.

In our most recent survey, published in March, 63% of the international students at the reporting institutions were sourced via agents. The ratio has remained consistent between around two-thirds and three quarters across the last five years. Direct reservations via the internet and word-of-mouth recommendations are the other most common means of recruitment, averaging between 10 and 20%.

The secondary sector appears increasingly important to agencies. Every month, StudyTravel Magazine surveys agents in a different country, and in every single survey published in the first half of 2016, the secondary sector constituted a larger share of business than in our previous questionnaires.

Thailand was a particularly noticeable growth market in this area. In our January 2016 survey, the secondary sector accounted for 19% of all business for contributing Thai agencies, compared with 3% in June 2014. In parallel with this increase was a 14% in Thai market share for the UK.

Spain is another student recruitment market that has registered greater interest this year; 11% of business for Spanish agents in our April survey came from clients booking secondary programmes, almost double the ratio of our prior survey in November 2014.

The secondary sector also increased share in markets as diverse as Argentina, Turkey, Russia and Taiwan.

Location and a range of course subjects not available back home were key elements for one responding German agency in our survey of what agents look for in a partner school, adding that facilities, extra-curricular activities, pastoral care and school atmosphere also informed choice. For an agency from Kazakhstan, acceptance rates into university and support for international students were key aspects.

There was also wide agreement on the necessity for visits in both directions. Preference for a limited number of contacts at schools, prompt response times, flexibility in meeting requests and joint marketing initiatives were cited as important for building favourable relationships.

www.studytravel.network/magazine/ (Magazine home page) www.studytravel.network/alphe/ (Alphe page)

Culture Shock and Integration

Peter Etherton, Director of Etherton Education

In the mid-1950s, my father was appointed to the post of Head of English at Anderson School, Ipoh, in Malaya. Leaving our home in sleepy Devon, within a few weeks I was enrolled in Primary Five in the same school. Aged eight, I was one of two British boys in a population of 2,000 Malay, Chinese and Indian boys.

Everything was different. Although the teaching language was English, I struggled to understand the accents of the teachers. Science subjects focused on the ground nut cycle and ring-worm and the importance of preventing mosquitoes from breeding. Malay language classes were impenetrable – everyone else had been studying the subject for five years. Sport was different – hockey in the hot sun on rock-hard pitches on which grew razor-sharp grass. I did not understand the playground games, and the food was yet another culture shock.

In my subsequent years as an educator, I have always been grateful for this early experience of the challenges of integrating into an international school. It has enabled me to empathise with the issues faced by international students who come to study in UK boarding schools.

This is the subject of a short book I self-published a couple of years ago called *The Integration Handbook*. (It is not a commercial venture: we gave away hundreds of copies). The theme is that independent schools should pursue positive social engineering within their communities, to facilitate better integration.

We will be publishing a second edition of the book, and I would welcome feedback from AEGIS members on this topic.
peter@ethertoneducation.com



Going Global

Jonny Thomson,
Chair of Overseas Committee,
St Edward's, Oxford



If you think of St. Edward's as being monochromatic and uniform, you need to think again. There are 63 different nationalities, 13 different religions, 160 non-British pupils, and 140 pupils born overseas.

This term alone has seen a jam-packed calendar of international events thanks to our Overseas Pupil Committee who have been working alongside members of staff to think up new and fresh ways to celebrate our rich cultural diversity. We established a mock UN recently, which allowed both British and overseas pupils the opportunity to discuss and debate world issues.

St. Edward's accommodates and celebrates diversity. With an ever-shrinking world and a globalised economy, the multicultural friendships developed at St. Edward's help prepare our pupils to be successful and well-rounded adults with a global outlook.

International Student Success Story

Jovana Milosevic, d'Overbroeck's Oxford

Montenegrin student Jovana first came to d'Overbroeck's for our Summer English course. She then joined our one - year IGCSE programme and subsequently progressed to our Sixth Form for A levels. She is on course for excellent grades in her A level subjects of Psychology, Maths and Sociology.



Jovana has offers from University College London (UCL) and the London School of Economics to study International Relations as she is passionate about improving the lot of people throughout the world. Having seen the political and social breakdown of the former Yugoslavia she is keen to support the development of a peaceful and successful world community. Her course at UCL includes two years of study at Sciences Po, one of France's top universities.

During her time with us Jovana has set a wonderful example of an international student flourishing and adding to the life of the school and being an important element of the school community. We wish Jovana the very best in her university studies and hope to see her at one of our Alumni events next year.

News

- Yasemin will be attending ST Alphe Secondary Focus www.studytravel.network/alphe/conferences/germany in Frankfurt from 30 September - 2 October 2016 and British Boarding Schools Workshop www.bbsw.org.uk from 10 - 12 November 2016. Look out for the AEGIS stand!
- Bright World Guardianships is delighted that their new half-term and Easter courses - Relax and Revise - have been a tremendous success. These are open to all students so if any Guardianship Organisations or Schools need a programme in London for the holidays, then please get in touch.
Charlotte Hamson, Director of Sales & Marketing, Bright World Guardianships
- Studylinks had some good news in March when Angela Fan was crowned Woman in Education at the Network She International Women's Day Awards 2016!
www.studylinks.com/news/angela-crowned-woman-in-education
Rebecca Duggan, Marketing Manager, Studylinks
- Since receiving AEGIS full accreditation guardians etc. has gone from strength to strength, particularly with school placement, having recently placed students in Cheltenham Ladies College, Downe House, Taunton International, Badminton, Queens College Taunton, Horris Hill and Sherborne Prep. Being able to get to know the student through the placement and then becoming their guardian is very rewarding and is a very good start to a long term guardianship relationship.
Kate Coveney, Director, guardians etc.

Thank you to all our member Schools and
Guardianship Organisations for your continued support.

 Follow us on Twitter @ukaegis

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