UNESCO consultative status

ISA NEWSLETTER

Education is the best instrument to build a better world.

ISA WEBINARS IN THREE DIFFERENT LANGUAGES: SPANISH, ENGLISH AND FRENCH

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We present our new section of ISA webinars where experts on different educational backgrounds will tell us about their experience and different themes on international education. The talks will be broadcast throughout our YouTube channel and will be in the three different languages of ISA: English, Spanish and French. You can watch them by entering here.

You can complete the registration form by scanning the QR code on each flyer. We already have had two webinars with great experiences. Please don’t miss our next educational webinars!
WE WELCOME THE SPANISH SCHOOL OF ABU DHABI TO OUR INTERNATIONAL EDUCATION COMMUNITY!
Founded on the basis of strong cultural relations between the United Arab Emirates and Spain, the Spanish School of Abu Dhabi (SSAD) is committed to providing quality education based on the Spanish curriculum. SSAD believes a successful student is a happy child, and we are committed to providing a safe, positive, engaging and stimulating learning environment that prepares students to become life-long learners and global citizens.

The Spanish School of Abu Dhabi will be the only school offering the official Spanish curriculum in the Gulf region. Students will also benefit from Arabic and English classes.

The Spanish School of Abu Dhabi’s extraordinary campus is ideally located close to the Corniche. The facilities are purpose-built with ample social gathering spaces in addition to those designed for study and campus activities. The campus also features state-of-the-art classrooms as well as an auditorium that serves as the performing arts center for talent shows, dance recitals, theatrical productions and all school community gatherings. Students at The Spanish School of Abu Dhabi enjoy access to excellent sports facilities such as tennis courts and playing fields.
Hypatia International School, es un colegio fundado hace 30 años como “Liceo Hypatia”, en conmemoración a Hypatia de Alejandría. A lo largo de los años, hemos obtenido logros y transiciones importantes, como la de promover la música como herramienta esencial para el pensamiento creativo, y como complemento fundamental para nuestro énfasis: “las matemáticas”. En nuestro aniversario, además de celebrar nuestros resultados extraordinarios a nivel nacional, logros como la participación de nuestros estudiantes en competencias nacionales de matemáticas, el mejor proyecto de educación virtual nacional, la apertura de artes plásticas como nuevo énfasis, y el éxito en nuestro primer intercambio cultural en línea con colegios de Turquía y Bermuda, quisimos abrir aún más puertas, entrando a formar parte de ISA, lo cual es nuestro nuevo motivo de orgullo. Como miembro de la comunidad de nuestro colegio, quiero destacar el enorme esfuerzo del comité directivo, de los socios, y la confianza de Rocío Pérez, nuestra rectora, porque al creer en este proyecto, estamos motivando a nuestros estudiantes a reconocerse como parte de un mundo globalizado y sin fronteras, buscando reinventarnos todos los días para ser mejores ciudadanos, cada vez más instruidos, y con todo el ímpetu para cambiar la reacción, por propuestas, disposición y solución. Agradecemos a Edgardo Manzitti que, como líder regional, nos ha orientado en todo el proceso, a Luis Madrid Giménez por apoyarnos en momentos clave, y a los demás miembros del Board por aceptarnos. Nos comprometemos a aportar nuevas ideas, contribuir con las oportunidades que se presenten, y enaltecer el nombre de ISA en nuestro país, Colombia.

Laura De Grazia Líder Pedagógica y de Internacionalización

Hypatia International School

WE WELCOME HYPATIA INTERNATIONAL SCHOOL! (COLOMBIA)
In March, our school abruptly closed its doors and our students quickly turned on their iPads. Turning on their iPads was nothing new for them but remote learning was, and so it was for teachers. However, we all have quickly became adept at using unfamiliar technology and finding creative ways to connect and share work or ideas, pushing everybody's creativity to the edge. During these months of distance learning we have used different platforms and resources. For example, Google Classroom, Educaplay, Zoom, Moodle and even Tik Tok, one of the most widely used social media amongst people these days. All these means help us to present themes in a closer and more creative way.

To sum up, technology not only has allowed students to keep a sense of normality by having regular classes, but it has also made us realize that if we use it correctly, technology is a crucial ally for teaching and there is no turn back on that.

Camila Corro Teacher of English.

Colegio Internacional SEK Chile
Our planned April Board meeting in New York was postponed to the end of May and was conducted virtually, thus making it the first virtual Board Meeting in ISA’s history. Board members live in different parts of the world, so the meeting was timed to accommodate different time zones. A challenge, but we managed it.

The members present were:

- Ashok Gupta (India)
- Luis Madrid (Spain)
- John Lees (Turkey)
- Iskandar Rizal (Malaysia)
- Andrew McEwen (United Kingdom)
- Edgardo H. Manzitti (Argentina)

Among topics discussed were the activities of this year and how to work in the current pandemic conditions. We also planned and discussed future events and our preparation for our 70th Anniversary next year. We hope circumstances will allow us to celebrate as planned. Our next virtual Board Meeting and Annual General Assembly will be in September. We hope to see you as participants, in spite of different time zones.
SHORT FILM CONTEST

2021

ISA INTERNATIONALISM AWARD + PRIZE OF 3000 CHF (SWISS FRANCS)

UNESCO
CONSULTATIVE STATUS SINCE 1951

For more information, please click [here](#)
Things to remember

- Eligibility: The Contest is open to all students of ISA Schools, in the 14-18 age range, with a teacher mentor.

- Length of film: 3 minutes

- Format: Provide a link to your Short Film using for example YouTube or Vimeo

- Participants: The film producer group can be one person or several

- Photo: A photo of the filmmaker/group.

- Language: Visuals and music. Any language is acceptable but it should also incorporate the main international language of English with French and Spanish subtitles. You may find it easier to avoid language altogether but illustrate with graphics or music, mime.

- Content: What is Internationalism? The importance of international mindedness

- Synopsis: A 300 word synopsis explaining the concept of the short film. Period of preparation July 2020–April 2021

- Application to be submitted by December 31st, 2020

- Deadline: April 23rd, 2021

- Address: ISA email address- info@isaschools.org

- Jury: Board of ISA

- Publication of winners: October 31st, 2021

- Award: Award Trophy showing the winning school plus 3000 CHF (Swiss Francs, to be deposited in an agreed school bank account. The 3,000 CHF (Swiss Francs) will be divided as follows 2,000 CHF to the film team, 1,000 CHF to the teacher mentor.

- Copyright: The intellectual property belongs to the producer of the material but unconditionally allows ISA the sole right to use the short film for promotional purposes at no expense. The material cannot be presented for use by others but is exclusively for use within the framework of the ISA Short Film Contest. ISA Internationalism Award is a product of the International Schools Association. All decisions related to the Award and the Jury's decisions about prize winners are non-negotiable and non-disputable. Winners are considered as individuals or a group.

All participants should ensure that their entries comply with rules pertaining to intellectual property rights. Any music used should either be out of copyright or have the appropriate permission for use. Ideal would be to use original music where possible. Equally all efforts should be made to exclude any filming where branded products or merchandise appears (e.g., cereal packets, juice cartons and the like). The submitter should state that every effort has been made to identify holders of brand rights.

ISA: Please visit the International Schools Association website at www.isaschools.org to familiarise yourself with the nature of the work of ISA.
Los resultados obtenidos por el Lledó en Bachillerato Internacional devuelven a Castellón a la primera línea de la educación en Europa. El colegio Agora Lledó International School, de Castellón, ha obtenido de nuevo unos resultados sobresalientes en las pruebas evaluativas de Bachillerato Internacional (IB). El centro escolar del grupo Globeducate, ha conseguido una vez más un 100% de aprobados y una nota media de 35.1, equivalente a un 8.83 en las pruebas EBAU (antiguo selectivo). Unos resultados que situarán nuevamente al Lledó por encima de la media mundial de Bachillerato Internacional y sin duda en uno de los primeros puestos de IB entre los colegios españoles. La situación producida por el cierre de los centros escolares tras el estado de alarma por la pandemia Covid-19 dificultó enormemente al normal desarrollo de las clases y la preparación de trabajos y exámenes, también en el caso del Bachillerato Internacional, e incluso afectó a su sistema de evaluación. Sin embargo, el colegio castellonense, tras haber continuado atendiendo y motivando a los alumnos con total normalidad por vía telemática, ha vuelto a situar a la ciudad de la Plana en primera línea educativa internacional y los resultados de Bachillerato Internacional, sistema que imparte desde el curso 2011-2012, así lo demuestran. Ya veterano en situarse en los primeros puestos de los rankings escolares, ha aparecido varias veces entre los 100 mejores colegios de España en la prestigiosa lista de la élite escolar nacional publicada anualmente por el diario El Mundo. El curso pasado apareció incluso como el único colegio de la provincia recogido en esta clasificación, siendo el tercero mejor de la Comunidad Valenciana. Incluso en 2018, el Lledó apareció encabezando la lista anual de los mejores colegios IB a nivel europeo que aparece en IB-Schools.com lo que supuso una consolidación en el posicionamiento del Lledó como uno de los colegios situados siempre en la vanguardia pedagógica. A su vez, y demostrando estar siempre en el camino de la innovación educativa, han sido el primer colegio de la provincia en haber implementado este curso el modelo de Bachillerato Internacional en la etapa de educación primaria (PYP).
WE WELCOME WEST NOTTINGHAM ACADEMY! (USA)

West Nottingham Academy (WNA) in Colora, Maryland, U.S., is committed to an educational experience that compels our students, teachers, and staff to lead and inspire each other, our community, and the local and global worlds beyond our campus. We are dedicated to an educational environment that provokes deep thought and a desire for ethical action.

At WNA, we have a foundation in history and tradition that starts with the founding of the country and a progressive vision in environmental justice and sustainability, STEM and innovation, and the arts that will propel us into the future. Our students are a globally diverse population who learn what it means to engage with our local community in ways they can model all over the planet. Our beautiful campus with its rural location is an hour’s drive to Baltimore and Philadelphia and only two hours from Washington D.C.

WNA has many special features. We are a Maryland Association of Environmental and Outdoor Education Sustainable School (MAEOE). Our environmental sustainability program is based in an ethic of reciprocity: We sustain the earth that sustains all our lives and communities. WNA's environmental sustainability program connects our students to local, state, and national sustainability professionals for school projects like food waste diversion and for opportunities to participate in environmental justice initiatives. Our Artist-in-Residence program is supported by Eric Fischl, a renowned American painter and sculpture. With Mr. Fischl's support each year, WNA brings three professional artists from the NY Academy of Art to teach our students. These artists teach classes in their diverse mediums, mentor our aspiring artists, and do individual gallery presentations in WNA's Gates Gallery. WNA's new Innovation Center is a state-of-the-art facility where students develop 21st-century skills they need to thrive in college, in the ever-evolving workplace, and in a quickly evolving world. Innovation is present in all parts of our college-preparatory curriculum grounded in the liberal arts and sciences. The Innovation Center provides resources for students to engage more deeply with classroom content through collaboration and project-based learning.

WNA is the oldest boarding school in the U.S. From its founding in 1744, the development of the whole student has been at the center of campus life. Academics form the core of our program, but the development of each student's character is addressed in myriad forms from first arrival on campus to graduation day. We are determined that our students graduate from West Nottingham ready to choose their journeys and embark upon them with resolve and all the intellectual abilities and strength of character they need to succeed.
At midday on Thursday 12th March, we received the news that Catalunya and the whole of Spain would be placed in lockdown from Friday 13th onwards. Nobody could have really known what it would mean but the news brought feelings of fear, anxiety, chaos and emotional stress because of the many changes it meant for everyone on a personal level. Fortunately, we had been in contact with our other schools in the Globeducate Group in Italy who shared their ideas and methods with us and we took them on-board. In the days leading up to the lockdown, our Directors, Coordinators and teaching staff worked until late into the night to ensure that everything was organised and it meant that online classes could start immediately on the day after lockdown. It was far from easy and, like everything new, mistakes were made and methods had to be adjusted, but, after a period of adaptation by students and teachers, the results have proved that the online teaching and learning has been a great success.

This is not just the opinion of the School or the teachers but the opinion of the students too. In the words of one of our Primary 6 students, Marc Garriga, “I feel very lucky to be in this School because the teachers always worked really hard to help us learn in this exceptional circumstances and we have had non-stop lessons and video calls.” He also highlighted that this experience has helped him to learn to use different technologies that in normal circumstances he did not use. In Primary, Secondary and Baccalaureate, Microsoft Team classrooms were created for every class and the normal timetable was followed. This meant that students from Primary 1 to Baccalaureate 2 received the same lessons as in the usual timetable from 08:50 to 16:50 and included the usual routine breaks. In general, the students adapted well to the online lessons, with personalised tutoring or accompaniment due to different difficulties given to those that required it. The School and its entire staff provided the resources and help required to support all the families and students who needed them.
Students in Baccalaureate 2, one of the most important year groups in education as they prepare for their university entrance exams, had the unconditional support of their teachers, tutors and Coordinators who know first-hand the need and urgency of preparing students for university. In the words of one student, Paula Hidalgo, “I think we have been better prepared for the entrance exams that we would have been in normal circumstances. Also, Online learning has served to prepare us for a future reality because when we are at university, professors and lecturers will not be on top of us to make sure we are doing our work, it all depends on us.” In the case of our children in the Infant School, it was very different. Children at this age cannot and should not spend so many hours in front of a screen and so online connections with their teachers were just one or two a day.

Our very youngest children from 0 to 5 years of age needed support from their parents or legal guardians to carry out the activities and so, to help parents as they tried to balance their family and work lives, there was a greater freedom given in the handing in of the different exercises and activities. For teachers this experience has been very intense with their work hours multiplying. Even though they made use of tools they knew, they also had to change their way of teaching and setting exercises and activities. The school day began and ended with a session led by the class group tutor. This session was live and students were able to see and interact with their teacher and classmates that helped maintain the feeling of being part of a class group and gave importance to the socialising function of the school. During the day, there were live lessons in all the different subject areas which were recorded on Teams and made available to students who, for whatever reason, could not connect at that time.

Some of the resources used were made by our teachers who had to make use of their own creativity to make and record educational and eye-catching videos, especially designed for the little ones. Other digital resources were used from different publishers such as Aula Planeta or Santillana and which students had already been using in their face-to-face education e.g. ThatQuiz, Lectominion, Star Maths and Mindomoy Kahoot etc. The partial return to School began in Phase 2 of the confinement but only key workers’ children were able to attend which meant we were coping with face-to-face learning at the same time as continuing with online learning. Despite the smaller numbers of students returning, the School was totally prepared for them with everywhere having been deep cleaned, distances marked out throughout and every classroom having its own hand cleanser dispenser. While this period has been far from easy for anyone students, teachers or parents - we can say that we are tremendously satisfied with what we have achieved and with knowing that our students feel fortunate that they belong to Agora Sant Cugat International School.
Jaime Carbonell Díaz, a trained teacher from Spain, holds a Bachelor's and Master's in Education. He teaches Spanish as a Foreign Language and is also the Academic Co-ordinator for the Middle School.

With our school remaining closed longer than initially anticipated, I knew that I would not have any problem with the use of online tools since Middle School teachers use it almost every day, in the form of Google Classroom homework and projects, etc., but as a teacher with more experience with physical environment lessons than online lessons, I probably would have the tendency to make a straight connection between what I am used to doing in a physical classroom and what I have to do for online teaching.

Therefore, I started to think how these 1 to 1 lessons could be adapted to a larger number of students and a larger number of hours, having to consider that I wouldn't be teaching at school. After reading school policy for distance teaching, for me, the solution was 5 simple principles that help me out while setting my teaching routine. Once you read them, you will realize these are not revolutionary, they'll probably seem like common sense... but often common sense is in short supply.

1. Be present in class. Good teaching requires you to be in the classroom with your students: explaining, guiding, asking, illustrating, answering questions... I used to do all this before and after every lesson when teaching in person. Now I might not be able to do it face to face, instead, I have created an alternative timetable when I am available (as well other teachers are) during certain hours just for this matter and with online tools such as forms or Google classroom, I can give an individualized feedback to my students any time they need it.

2. Be Yourself. The best part of teaching, in my opinion, is the opportunity that it gives us to share our passion for our subject, and watch understanding dawn on the faces of the kids. I personally enjoy the performative aspect, since I have a unique teaching persona - different from the person I am within an adult conversation or in a Departmental Meeting. But how to put this in an online classroom? The solution, be creative. Record a video of you talking could be a great idea, bring role plays to online lessons, drawing explanations... all this helped me avoid the essence of my teaching style.
3. Contents organization. I tried to make everything as handy as possible for the student. With the experience I have learnt over the years, I realized that sometimes as teachers we have a tendency to believe students can read our minds, and so, will be able to do everything in the way we want, with no effort because “I can do it, how can they not? Therefore, I try to think from a student’s perspective, while organizing course materials. Students have access to a lot resources from a lot of different subjects, just trying to figure out where to go or how to access readings, videos, discussions, or quizzes might consume much of their mental energy and leave no time for the content itself.

4. Explain Your Expectations. I have to admit that my first lesson was not as good as I would have liked. And it has a simple explanation - my expectations did not match with the context. When you’re standing at the front of a classroom and you assign a task, a paper, or a project, you don’t simply hand out written instructions and not say a word about the assignment. It should be the same for an online lesson using as many methods as you need (videos as a support, audios, external sources, examples...) and the most important for me is to make them work in groups, so they can help each other. It is also important to remember the previous point and don’t go to the other extreme and create pages and pages of material that students won’t bother to read. I try to provide as much meaningful support as I can, so that students don’t have to guess what I want them to do.

5. Feedback during and after the session. I do follow the recommendation for lesson break down (20 + 20 min) but I make an extra division for my “teaching time”. During these 20 minutes I try to get all assignments understood by ALL students so the last 5-10 min are more like a feedback session. By feedback session, I mean giving students an explanation of what they are doing correctly and incorrectly. However, the focus of the feedback in this part of the lesson is based essentially on what the students have to do and what they have understood from my explanations or their classmate explanations. After each session there is another feedback session (already arranged with students), when I provide feedback by answering to the following four questions on a regular basis

• What can the student do?
• What can’t the student do?
• How does the student’s work compare with that of others?
• How can the student do better?

With these 5 principles in mind I have been teaching, since we started our distance learning practice. I have always believed that crisis is not a bad word but a synonym of opportunity, for us, an opportunity to revise everything we are as teachers: our methodology, our ideas, our approach, our classroom management control... it’s learning that helps you to grow and improve from day to day. So for me, it actually is more like a blessing - the fact we had to use a new concept of teaching.
Colegio El Roble es una institución educativa comprometida con los niños y jóvenes de nuestro país, con base en una metodología de vanguardia propia, única y diferente, para que nuestros alumnos respondan con éxito a las necesidades del mundo.

**Misión:** “Ser un sistema educativo de excelencia con la vocación de formar hábitos de cuerpo, mente y corazón para una vida exitosa y feliz de propósito y servicio”.

**Visión:** “Ser la comunidad educativa de clase mundial que se distingue por la formación integral y altos estándares de docentes, alumnos y metodologías para enfrentar los retos de México y el mundo”.

**Clases especiales**
Con el propósito de fomentar en nuestros alumnos aptitudes que enriquezcan su formación educativa, nuestro modelo pedagógico incluye clases de baile, artes plásticas, música, innovación y tecnología, entre otras.

**Programas diferenciadores**
- No estás solo
- Cuidado del cuerpo y la salud
  - (Happy and Healthy)
- Educación para la vida
- Alumno digital

**Clínicas artísticas y deportivas**
Con la finalidad de fomentar el descubrimiento de talentos en los alumnos y promover en ellos un sentido de balance/armonía, por las tardes los alumnos tienen la opción de cursar alguna de las clínicas artísticas o deportivas que ofrecemos, en beneficio de su cuerpo, mente y corazón.

**Metodología**
La metodología es Roble, única y diferente. Siempre centrada en los alumnos y su aprendizaje, ésta integra lo mejor de varias corrientes pedagógicas con la finalidad de que nuestros estudiantes desarrollen una excelente capacidad de lenguaje y comunicación, con base en un pensamiento lógico-crítico y con el apoyo de diversos tipos de conocimiento aplicados durante su formación educativa.
1951
Founded in Geneva, Switzerland

1951 - UNESCO Consultative Status

2021
70 years!
MORE OF OUR HISTORY...

When we came to Singapore in 1988,
We discovered this as soon as we got to the gate,
It was Orchard for the best
And the College for the rest
It's a small world ISA

Chorus: It's a small world, ISA (3 times)
It's a small, small world

Technology this year is the magic word we find,
For solving all the problems that boggle the mind.
It's technology for wealth
And women, sex and health
It's a small world ISA

Community Service is at last in the book,
In the integrative field you will find it if you look.
You must lose the pentagon
Right inside the octagon
It's a small world ISA

At a barbecue one night, we saw a lion dance.
As the shaggy fearsome beast began to skip and jump and prance
At the pool we ate and drank.
No-one in the water sank
It's a small world ISA

It's a small world ISA, Sweden 1991

It's a small world ISA, Argentina 1993

It's a small world ISA, France 1986

It's a small world ISA, Denmark 1987
My Experiences With ISA

As I look back on the years of work with ISA, most impressions upon my memory are the friendships with people working with spirited commitment to our shared goals. Our common mission was the education of the world's children. We came together in short but vitally productive meetings, perhaps once or twice a year, communicated between conferences and workshops by mail or telephone or shorter, personal visits, as we planned agendas, targets, recruiting of colleagues.

Early Board member, Dorothy Goodman, founder of my School, the Washington International School, recruited me (then Research Associate at the School, later Director of Studies and Academic Head, and "Director" of our IB Program) and Barbara Walker (also working on curriculum, especially in science, on community service, on outdoor learning, and later university guidance counselor, guidance counselor, and teacher of TOK for our non-Diploma candidates, a seminar that we named "Approaches to Learning" before naming the middle-year area of interaction the same) to work for the ISA. Barbara served on the Board from 1982 to 1986.

Through the years, I worked with and took inspiration from so many. To list a few, there were the stars, Robert Belle Isle, Paul Scheirch, about whom much will be found in this volume. Pioneers included Charles Gellor and Desmond Cole-Baker among others.

The ISA was founded in 1954 by UNESCO. In 1962, ISA member schools began planning programs for the primary school. In 1969, middle school curriculum was discussed, but with the need for university recognition of an international diploma, ISA concentrated on the formation of the International Baccalaureate. Leadership of this work came mainly from the history department of the International School of Geneva, eventually involving Alec Peterson, chairman of the Department of Educational Studies at Oxford, and his assistants, Elisabeth Fox. The first experimental years brought the United Nations International School into that program, and we at WIS began, in late 1972, a thorough study of the IB examinations prepared for the 1980 annual ISA Conference set for Tanzania, teachers at Moshi International School (some of them British), developed sample international syllabuses.

In 1982, I began my involvement in ISA working on the preparation of a syllabus for first language and on the program in general, especially on Approaches to Learning. ATL became the focus of one annual conference, held at Wellesley College, IRA, which was organized by Barbara with input and assistance from a number of us here and from some at UNIS, especially Elisabeth Fox. The philosophy articulated at Moshi International School, Tanzania, (where the 1980 Annual Conference was held) remained operative. Ruth Bonner wrote: "It may not be accidental that the interest for a curriculum for the Middle School originated in the Third World where EDUCATION FOR ALL AND FOR LIFE has priority over PREPARATION FOR HIGHER EDUCATION."

Most of the work on the ISA. ISA Curriculum for 11 to 16 year olds, later the IB MYP, was accomplished at the annual conferences, usually held in the summer, and at workshops held at member schools. I would appear at these caring occasions weekly with published curriculum collected from ministries and boards of education, from "best" national schools, from educational institutions for us to examine, and soon we all were researching and referring to records of what was being done in countries all over the world, comparing and selecting and organizing. It gave me one more satisfaction to see this scholarly practice of investigating practices in schools worldwide, of examining and researching education internationally, manifesting itself in subsequent conferences and workshops.
This year our Youth Leadership Encounter will be online, and we thought, what better way to engage our young students than to debate global issues with their peers from around the world at the award-winning WFUNA International Model United Nations (WIMUN) Online Conference. WIMUN Online offers students the most realistic experience of how decisions are made at the UN today. With no possibility to travel in this particular year, we can meet online and share our views and solutions to the problems of the world.

Important things not to forget:

- The conference will be organized over two weekends separated by a week of side events.
- The side events are optional.
- ISA students registering as a group will pay USD 80 per student and USD 50 per faculty advisor. (This is a special fee for ISA schools.)
- Delegates that join as a group have additional benefits as well. They are:
  
  - Given priority for country assignments.
  - Eligible for Security Council assignments.
  - Eligible to be considered for group Delegation Awards given out at Closing Ceremonies.

- All registration fees have to be paid by 16 October 2020.

All ISA schools who are interested in participating should contact edgardo.manzitti@isaschools.org so that we can register as one group.

Do not miss it, we will be there discussing and thinking what world do we want to live in. See you there!!

For more information, please click here
Contact Information

Administration and Communications Office:
3 Rue Schaub
1202 Geneva Switzerland
Email: info@isaschools.org

ISA Board Officers:
Chairman: Mr. John Lees
Secretary General: Mr. Andrew McEwen
Treasurer: Mr. Luis Madrid

ISA Board Members:
Mr. Laurent Bonardi
Mrs. Mala Agnihotri
Mr. Luis Martinez
Mr. Iskandar Rizal

Co-opted Board Members:
Dr. Ashok Gupta

India & Southeast Asia Regional Office:
Dr. Ashok Gupta
India International School
Email: ashok.gupta@isaschools.org

Argentina Regional Office:
Mr. Edgardo H. Manzitti
St. Catherine’s Moorlands School
Email: edgardo.manzitti@isaschools.org

Turkey Regional Office:
Mr. John Lees
Istanbul International School
Email: john.lees@isaschools.org

General Contact Information:
Edgardo H. Manzitti
Executive Secretary
Email: edgardo.manzitti@isaschools.org

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