WFUNA and ISA partner to promote Global Citizenship among Youth

NEW YORK, NY – The World Federation of United Nations Associations [WFUNA] and the International Schools Associations [ISA] have signed a two-year agreement in an effort to promote the Sustainable Development Goals and global citizenship. The collaboration will leverage WFUNA’s expertise in youth engagement and ISA’s position as a leader for International Schools.

As part of the agreement, two of WFUNA’s online educational programs, the WFUNA International Model United Nations (referred to as WIMUN) and Mission Possible will be made available to ISA member schools. The first event in which WFUNA and ISA will collaborate will be WIMUN’s Fall online conference that will take place from 30 October - 8 November 2020.

WIMUN is a multi-award-winning Model UN program which offers participants the unique opportunity to learn about current global issues and the decision-making process that real diplomats follow at the UN today. Participants will have access to the most up-to-date materials and other online resources to prepare for sessions; participate in a briefing by UN (or other) experts on the agenda item assigned followed by Q&A; work with delegates from around the world to find solutions to global issues; and choose from a wide range of simulations that include the General Assembly, ECOSOC, UN Environment Assembly, Human Rights Council, Security Council, and ILO among others. In addition, students will receive training about the history of the UN body they will be simulating and the rules of procedures that it uses.
WFUNA’s second education program that will be made available to the ISA community is Mission Possible, which has two online programs that challenge high school students across the globe to connect virtually, collaborate across cultures and engage in meaningful action. Kick-Start Your Action: An Introduction to Global Citizenship and the SDGs is a 3-session program (6 hours total) which guides students in identifying an issue and crafting a personal action plan to address that issue. Past projects included social media campaigns, community service, and workshops building a community and addressing shared issues.

Youth Connect: Become an Agent of Change with Youth from Around the World, is an extensive program spanning over 9 weeks. Students collaborate in teams on a project that addresses one of the Sustainable Development Goals. In past projects, students have created projects such as providing care packages for orphans and those affected by COVID-19, a community refrigerator to provide food for the homeless, and awareness campaigns on the plight of migrant workers during the pandemic. The integration of Mission Possible into ISA programming and their schools’ curriculum is scheduled to begin in May 2021; however, students are welcome to participate in this programme on an individual basis this fall. For further information, contact Isabelle Tibi (tibi@wfuna.org).

WFUNA’s project aims to build the capacity of key stakeholders to be able to engage in such dialogue and to provide strategic options for defining development goals that integrate peace and security and influence government debate and policy on the topic to lead to a universal framework to eradicate extreme poverty by 2030. IFUNA is working with civil society, the academic community, media and politicians in their respective countries to develop and raise awareness on the need to integrate peace, security and conflict prevention in the agenda and encourage conversations on how this could happen.

This partnership provides an opportunity for both organizations to achieve their like-minded goals.

About WFUNA: The World Federation of United Nations Associations (WFUNA) is a global nonprofit organization established in 1946, and registered both under the laws of the State of New York of the United States of America and under the law of Geneva, Switzerland, with Category One Consultative Status with the UN Economic and Social Council as well as Association with UN DPI, and having its office located in New York, USA. WFUNA represents and coordinates a membership of over 100 national United Nations Associations (UNAs) and their thousands of constituents. Guided by the vision of a United Nations that is a powerful force in meeting common global challenges and opportunities, WFUNA works to strengthen and improve the United Nations through the engagement of people who share a global mindset and support international cooperation – global citizens.

About ISA: The International Schools Association was founded under Swiss Law in 1951 and as such is the most senior organization in the world of international education. It is an international non-governmental organization and the first educational NGO to be granted consultative status at UNESCO. Since 1951, ISA has been dedicated to consulting and providing educators with the necessary guidance that is needed to help schools define their understanding of the term “international” in education. The ISA works to promote international and intercultural understanding. In so doing the Association espouses a number of values – peace, freedom, equality, tolerance and the celebration of both diversity and similarity – which express for the Association the essential meaning and purpose of multiculturalism and international mindedness.
We continue providing ISA Webinars by experts with different backgrounds discussing various topics on international education. The topics are broadcast on our YouTube channel and can be in English, Spanish or French. You can watch them by entering [here](#). We are currently developing a new group of webinars hosted by students, an opportunity for students to share with their peers around the world.

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 ASIC OUR FIRST COMPANY MEMBER!

We are an independent UK quality assurance body specialising in the institutional accreditation of education providers worldwide.

We operate in over 60 countries working with institutions, and governments, to improve the quality of their education provision. Our accreditation is holistic; we examine an institution as a whole, inspecting over ninety different criteria across eight areas of operation. We benchmark education providers against rigorous UK quality standards and ASIC accreditation is an internationally-renowned recognition that an institution meets the highest standards of education, welfare and best practice. How ASIC accreditation can benefit your institution: The international education market continues to grow each year but, with the number of education providers growing too, the competition is fierce and the quality of your educational offering will determine how you perform in a tough market. Accreditation by ASIC will boost the profile of your institution and demonstrate its commitment to being a quality education provider, respected worldwide.

Our international accreditation will reassure students, parents, and agents, that your institution is a safe investment and that you will provide them with professional teaching, valuable qualifications and a positive learning experience.
ASIC accreditation is not simply a one-off award, and we are not only about the regulation and assessment of institutions. We are dedicated to developing productive partnerships with institutions and working with them over the long term. Our accreditation comes with a range of benefits and continuous support throughout. Once an institution has been accredited we are also able to work with them to develop and improve their international strategies, as well as offering quality enhancement and consultancy services.

OUR GOALS ARE:

- To protect students and stakeholders from unethical institutions who make false or misleading claims about their curriculum, their teaching methods, and other matters either verbally, in writing or via electronic means.
- To defend the reputations of genuine institutions, their staff and representatives, allowing them to show that they can offer high-quality education, and that their good names are not tarnished by the actions of a minority of disreputable establishments.
- To ensure that staff act professionally at all times, that institutions promote and market themselves in a truthful and ethical way, and that they continue to take responsibility for the welfare and education of their international students.

When carrying out an inspection, we are extremely thorough and take many different factors into account, including the health and safety of the premises, resources available to staff and management, delivery of the course material, welfare of the students, qualifications and awards offered, and marketing and student recruitment procedures. Each of these areas are graded and considered when we are deciding whether or not to award accreditation.
On August 21st, we had what we call the “English Diamond Project” at school. Although we were getting ready for it throughout the year, and especially during our last unit of work, students were both eager and hesitant to present their University interviews. In the unit, students were encouraged to research about all possibilities they might have to get scholarships, what documents they were asked to gather, they were introduced new academic language and vocabulary, as well as they had the chance to find out about exams they needed to present, and also the letters and/or essays they had to write.

It was a whole journey around something some of them didn’t even know existed, they discovered they actually had good chances to pursue what they thought was an unreachable opportunity. In order to make this more lively, I asked our ISA Board Member, Edgardo Manzitti, to give us a hand by pretending to be the University Interviewer. Not only did he accept the challenge, but also he helped my students experience something new for them: being interviewed by an unknown person, who might influence their own future decisions.

I want to thank Edgardo for his active participation, for giving my kids the chance to open up to an existing world they were not familiar with, and also I want to invite all our ISA partners to get more active in these projects, which let us see the glass half full, rather than half-empty, especially these days. Last but not least, my students were happy to receive the announcement that some of them, due to an extraordinary performance, would get the chance to give a webinar on a topic of their choice, so be ready for your kids to get invited, and help us to be seen!
At Colegio Internacional SEK Chile, as in most of the schools in the world, going from face-to-face classes to online classes has been a time of adaptation and of working more closely with families. Logically, the dynamics of the classes have changed and the absence of physical contact has had to compensate with more playful and emotional activities, which also allow moments of relaxation.

The resources used, to name a few, have been story-telling, use of videos, platforms such as Moodle, Zoom, Google Meet, digital books, etc. From time to time, we try to introduce an activity that breaks a bit with the routine and allows students to express themselves more freely. In this work, the support of the families has been fundamental, because, especially with the youngest ones, the support of the parents is necessary, with whom we also have periodic contacts to attend to aspects of integral education.

From these contacts with parents we also get the necessary feedback in order to improve and provide what our students and families need.

At the same time, the Psychology Department has been in constant contact with students, their families and teachers. We want to be true to our motto: be better. We can say that we are doing a fantastic team work.
Distance Learning Plan

At TNS Beaconhouse, we are proud to deliver our high-quality education and fulfill our mission in the context of our two Lahore campuses. We are also proud that we will be able to do so under exceptional circumstances that may require partial or full campus closure. Holding true to our motto learning without boundaries. In such circumstances, our commitment is to provide an alternative means of education in the form of the TNS Distance Learning Plan.

The following TNS Distance Learning Plan is designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students at their own pace given certain deadlines;
- Synchronous engagements to support learning and socio-emotional well-being of students through real-time engagements;
- Limited and/or variable online access to technology and internet for some students;
- Extended flexible timeline for Distance Learning delivery (at least, if not more than two weeks)
- A commitment to monitoring and improvement of this plan and the student experience during the time of its implementation.

The following Online Platforms support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. Beaconite emails, Google Classroom and ManageBac are the communication tools used to contact and communicate with TNS families, Nursery-DP2.
2. Beaconite Emails, Google Classrooms and Zoom/ Google Meet are the online Distance Learning platforms/tools used in the Early Years.
3. Google Suite used in the Primary Years through the student Beaconite email address.
4. MYP and DP, Google (Classrooms, Meet, Docs, Slides, Sheets), Zoom, ManageBac and Whatsapp are the learning platforms used in MYP and DP.

In addition to the above resources, we encourage faculty, students, and parents to contact section coordinators for any questions and to expect a response within 24 hours. So far the Distance Learning programme has been a huge success and we can say that by looking at the attendance that section coordinators are strictly monitoring. Students are happy and putting their energy to continue learning.
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 (eg 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.
Después de los meses de confinamiento y vacaciones de verano, miles de niños de Castellón han vuelto a sentir los nervios del primer día de colegio, el peso de los libros en la mochila y la emoción de encontrarse con sus nuevos compañeros y profesores. Durante estos días la nueva normalidad llega también al colegio Lledó, de Castellón. Hoy jueves han empezado los de niños de infantil, el viernes les toca a los de primaria, y lunes y martes de la próxima semana a los de secundaria y bachillerato. La prioridad en esta vuelta al cole es garantizar la seguridad sanitaria. Fuentes del centro escolar aseguran que el regreso de los estudiantes a las aulas se va a producir no solo atendiendo a todas las indicaciones y normativas de las autoridades sanitarias y educativas, sino que los protocolos de seguridad del colegio van a tener en cuenta la experiencia internacional de todos los colegios de grupo educativo Globeducate. Unos protocolos diseñados para garantizar la máxima seguridad e higiene entre los alumnos y los trabajadores.

El colegio Lledó cuenta con unas aulas amplias que tienen más metros cuadrados de lo que establece la normativa y permiten garantizar la distancia de seguridad de metro y medio, así como con una enfermera escolar. A su vez, los grupos de convivencia estable (los conocidos como grupos burbuja) desde 1 año hasta 2º de primaria, tendrán toda la jornada lectiva la presencia de la tutora para garantizar el cumplimiento de las medidas de seguridad y minimizar los contactos personales, con la posibilidad de contar con la presencia de profesores especialistas in situ o incluso por videoconferencia. También contemplan establecer medidas de seguridad y distanciamiento en entradas y salidas o en las horas de patio dentro sin olvidar la gran extensión al aire libre con que el centro cuenta, situado en un entorno rodeado de naturaleza.

Antes del comienzo de las clases todos los profesores y resto de la comunidad escolar han pasado unos test rápidos para minimizar los riesgos de contagio en el colegio.

El Lledó cuenta ya con la experiencia práctica de haber abierto sus puertas el pasado 1 de junio con todos los protocolos de seguridad activados, para atender de manera presencial a los alumnos de 2º de Bachillerato, quienes obtuvieron los mejores resultados de la provincia la Comunidad Valenciana. Asimismo, y con protocolos muy similares a los que se van a aplicar ahora, el Lledó puso en funcionamiento un año más la Summer School que atendió a más de 200 alumnos hasta el 14 de agosto, afortunadamente sin ningún incidente que destacar.
COLORA, MARYLAND. On Monday, August 17, West Nottingham Academy welcomed students back to campus both in-person and virtually to celebrate “Nottingham Open” - an orientation week dedicated to introducing students to their new home and vast curriculum. Over the weekend, 9th to 12th grade day and boarding students arrived from around the country and as far as China and Africa to set forth on a particularly unique school year - all while wearing face masks and getting to know one another six feet apart.

Over the weekend, all staff members, faculty, day-students, and boarding students participated in professionally administered COVID-19 tests. Head of School, Dr. Virginia Kennedy, says, “Everyday, we're taking the health and safety of our students and staff seriously. Although there is no such thing as 'no risk', we've implemented countless tactics and measures to ensure WNA remains a safe place to live and learn.”

Per recommendations from the CDC, dietitians, disease specialists, and fellow educational institutions, Dr. Virginia Kennedy and staff have led the charge to assure consistent and mandatory face mask use across campus, an increase in availability of sanitation supplies in classrooms and living spaces, single dwelling dormitories, and a designated quarantine dormitory. As the first full week of class continues, teachers and staff are utilizing the Great Outdoors for activities and exercise, windows are open to increase air circulation, and the dining hall has been rearranged for meals to occur at a 6-feet distance apart.

To ensure educational accessibility to all students throughout the year, cameras have been placed in all classrooms and live-feed instruction has been made available to virtual students around the world - or students who might need to quarantine at any point during session.

As new students arrive on campus, WNA will continue testing and prioritize coronavirus protocol. West Nottingham Academy’s COVID-safety protocol ensures this historical and prized school remains a place educating and inspiring future leaders to have a positive impact on their communities across the globe - now and in the future.

West Nottingham Academy is a diverse, student-centered day and boarding school for students in 9th through 12th grade and post-graduate. Since its founding in 1744, WNA has stood as an institution as one of the most influential and impactful providers of private education, educating and inspiring future leaders to make a positive impact in their communities and across the globe.
My dear beloved students,

We have now been under the Movement Control Order (MCO) for a few weeks a result of the COVID-19 pandemic that deprives us, and you most especially, of being at school and having your normal lessons. We miss being with you and our teachers, and having the freedom we often took for granted.

Nevertheless, our school has been prepared for these challenges and made sure that you are still able to keep learning. Our teachers are committed to prepare all the learning materials, which can be shared with you during the MCO.

However, without the support and cooperation of students and parents at home it is difficult for the teachers to reach their objectives in ensuring that you continue your learning journey with us through Schoology. Other than learning virtually with your teachers, you can also take this opportunity to spend quality time with your parents at home, pick up essential skills such as cleaning your house; washing your clothes as well as helping your parents prepare meals.

Lastly, I am very happy to convey my greatest appreciation to our senior students for their excellent participation in our virtual lessons. Congratulations! Keep it up. To the rest, do keep in touch with your teachers. “Stay Home, Stay Safe”.

Fadlin Aimuni
How does digital teaching work?
The entire staff of teachers are dedicated to providing the highest quality of online lessons. They update Schoology course pages daily and fully utilise new technologies to aid learning. For example, Mdm Warnnie creates multiformat quizzes and embeds Google Documents in the assignments where she can see the students do their work in real-time mode. Mr. Huzaifah creates tutorial videos for students to learn in their own homes. Mdm Elizabeth is dedicated to making E-learning more fun by teaching through conference apps and directing students' puppet shows and home-made cartoons. Teacher Rizuan teaches Art online classes using Autodraw Apps so that students can produce artwork fully online. LIS students are learning new skills and enjoying their studies. However, Mdm Julie perfectly conveyed all the teachers' feelings when she explained, “The online learning is going well so far. Although, I would prefer teaching in the physical classroom as I can interact more with my students. I miss them!”

Students' Views

by Alenna
Chong Yee Shwen (Year 10) and Nichlos Leong Chao Ren Leong (Year 11) Stuck at home, no chance to see friends, cut off from the outside world- woe is us! But it’s not all doom and gloom. The opinions on online learning during MCO are very neutral but still many students are having a bit of a struggle adjusting, as Khalid Tawasil (Year 11) put it “online classes can be quite hectic and frustrating due to limitations such as slow WiFi or a website lagging due to the heavy online traffic”. Victor Goh Jun Wei (Year 11) said “Online lessons are a change for me as I have never tried it in my life. It is a great experience but still prefer being in class as there will be more interaction going on and we could learn much more like that”. Others like Christine Grace Galawis, Nur Dylaina Merza Binti Drahman (both Form 5), Abu Ali Datuk Rozman (Form 4) prefer online lessons as it’s “fun and efficient”, “help me in keeping track of my studies” and they can learn at their “own pace”. Standard 6 student, Fara says “Learning online makes me more punctual and disciplined”
Woodside International School (Uruguay)

Our experience with virtual learning

Here in Woodside Punta del Este, in Uruguay, although we had been planning ahead in case of a possible school lockdown, analysing what was going on in other parts of the world, when the announcement actually was made we couldn’t avoid feeling shocked wondering if we were going to be capable to cope, under such extreme circumstances, with the challenge of continuing the learning process of our students in a full virtual environment.

The school lockdown was announced on a Friday when our students had already left to go home. Books, copybooks, school stationary and even some PCs (from Secondary Students) were left in their lockers for the following week, as well as, teachers’ material. That was our first challenge.

Preschool
When we were told that we were going to stay at home, we first felt a little bit nervous and anxious. We took a week to think about it and make strategies. That time was great to share ideas with the staff, investigate the possibilities and make a plan. At the beginning teachers prepared videos with songs to get in touch with students (these videos are being posted at Edmodo Platform twice a week). They also added activities for them to do at home, most of the time with their parents’ help. At this point, we realized that it was crucial to interact with them, so we started working with Zoom videoconferences as well. Before these classes finish, we let them interact with each other as if they were at playtime.

Nowadays, planning is done weekly, taking into account the academic program of each level. We include Zoom classes, videos, homework, and extracurricular activities such as yoga, art, music, drama, environmental education, etc.

Because they are very young learners we try to improve every day, innovating and combining teaching techniques as dramatizing or singing; balancing between one another.
Primary

It’s been 8 weeks of work in this virtual mode. Primary works on the Edmodo platform for English and Ceibal platform for Spanish which have formed the backbone that has allowed us structure the curricular content of all areas and subjects, so that courses continue to be taught according to what is scheduled for this 2020.

This work has been enriched with Physical Education, Art, Music, Tics, Conscious Breathing, Workshops and new tools and strategies as teachers, students and families became familiar with these platforms and we can affirm with great satisfaction that we have been meeting the academic objectives at each level.

Virtual classes through Zoom have allowed us to get closer, interact with each other, fact that is so important to sustain us in this stage of social distancing, but also to deepen the processes of collective learning and consolidating the content worked on. This virtual space has also allowed us to give individual support in Counseling, Coaching, Learning Center, personal interviews with students and parents with the Psychological Department, Teachers and support teams. We will also add in Primary the Virtual Encounters “We connect with Our Emotions”, in order to deepen these areas.
Distance Learning Protocol

We have shown leadership and awesome service to our students and families during Distance Learning, due to not only our digital platforms but our highly effective teachers in On-line pedagogy. The school climate let our body of teachers learn and collaborate among each other. We do not call it "on-line learning" since our teachers do so many things as projects, Rafts, on hands learning that goes beyond screen exposure. México will not start with distance learning until we have the Green Light from the Health and Education Ministries.
Towards being responsible global citizens......

Over the years as a school we have had a number of projects connected with our stewardship of the environment. The efforts have been easy to manage and created awareness and interest on the part of students and parents.

**Forestation:** We have collected money for saplings and were involved in planting them in a designated, new forestation area.

**Litter collection:** Students with teachers were involved in collecting litter in the wooded areas near our school.

**Food waste:** In a scheme with our local municipality, we have collected waste food and had it collected to help feed the street dog population.

Following the ISA decision to partner with FEE (the Foundation for Environmental Education) better known as the Eco Schools Movement, we as a school are now looking at our responsibility for the environment in a completely new way. We recently became members of the Eco School Movement in Turkey and once school begins we will put together a Taskforce made up of students and teachers. Their first task is to assess our school community and to set up a programme to educate and influence decisions related to our immediate and wider environment.

The programme will no longer accept an occasional conscience easing commitment but will challenge us individually and as a group to carefully access our responsibility and choices. Environmental issues have been embedded in the curriculum and in school events as well as decisions about purchasing and use of energy. We have already started to consider alternative sources of energy. In the context of raising responsible Global Citizens, we are putting together a programme that touches on our responsibility to each other in society in terms of respect and international understanding along now with our stewardship of the environment.

We invite other ISA member schools to join their national Eco Schools programme to help focus their efforts and raise personal awareness.
ROAD TO ISA’S 70TH ANNIVERSARY 2021!!!

1951
Founded in Geneva, Switzerland

2021
1951

* UNESCO CONSULTATIVE STATUS
IN REMEMBRANCE OF:

Monsieur Gérard Renaud

The ISA community would like to express its deepest condolences to the Renaud family on the passing of former Director General Gérard Renaud. Mr Renaud passed away on August 23, 2020, in Nice, following an extended illness. “DG Renaud served the IB, both as a Deputy Director General and as a Director General, for 16 years. We are thankful for his intellectual leadership during what was a formative set of years for the IB,” said Dr Kumari. DG Renaud was one of the major architects of the Diploma Programme (DP) and the Middle Years Programme (MYP) and a champion for promoting the IB in French-speaking countries around the world.

From 1967-77 he was Deputy Director General of the IB and became Director General from 1977 until his retirement in 1983, working from Geneva. After his retirement he lived in France—within easy commuting distance to Geneva—and remained very involved with the organization. He frequently visited the office to discuss IB initiatives.

During the 1980s, DG Renaud was involved in the organization of a number of meetings to develop the International Schools Association Curriculum (ISAC), which in 1994 became the Middle Years Programme (MYP) of the IB. He was a major contributor to the MYP’s founding concepts and continued to follow MYP developments for a number of years.

In recognition of his achievements, the International Schools Association (ISA) awarded its first Distinguished Service Award to Renaud in 1995, “for the highest ideals in international education, excellent teaching, and leadership in curriculum development and research.”
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 82.5 per student and USD 51.5 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!!
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