

ELITE EDUCATION

REDEFINING EDUCATION

Vol 2 - Special Edition - 2022

THE
MOST
INSPIRING
EDUCATION
LEADERS OF
2022



LIZ
FREE

**Wash Hand
Maintain Distance
Defeat Covid-19**







EDITOR'S NOTE

Switzerland is a mountainous Central European country, home to numerous lakes, villages, and the high peaks of the Alps. Its cities contain medieval quarters, with landmarks like the capital Bern's Zytglogge clock tower and Lucerne's wooden chapel bridge.

The country is also known for its ski resorts and hiking trails. Banking and finance are key industries, and Swiss watches and chocolate are world-renowned.

Inside the Issue

Elite Education Magazine presents to you a special issue "**The Most Inspiring Education Leaders of 2022 (Switzerland)**" that reflects the most promising and growing leaders which are doing an appreciable job for their students.

On the Cover Profile, we have **Liz Free** leaders featured including **Zoe & Katharina, Maxime Riviera, and Michel Philippart.**

We also have two articles on How "How Schools Brought Community Together, Even While Apart", "Why Reading Educational Research can be a Challenge?", "Education Can Really Help Eradicate Poverty" and "School choice is one of the biggest decisions you can make".

Aakriti Singh
EDITOR IN CHIEF

Elite Education

Top Education Magazine



CONTACT US

Email: info@eliteeducationmagazine.com

WEBSITE

<https://www.eliteeducationmagazine.com>

FIND US ON



EDITOR IN CHIEF

AAKRITI SINGH

MANAGING EDITOR

PARTH GOYAL

SALES

PROJECT MANAGER

GEORGE SMITH

BUSINESS DEVELOPMENT EXECUTIVE

ELINA, EVA

MARKETING

DIGITAL MARKETING MANAGER

ADITYA PATRE

RESEARCH ANALYST

ERICA PRICE

DESIGNING

MANAGER

AMAN DIXIT

EXECUTIVES

KIRAN, SAM

Cover Story



09

08

LIZ FREE

14

HOW SCHOOLS BROUGHT
COMMUNITY TOGETHER,
EVEN WHILE APART

16

Zoe & Katharina

20

WHY READING EDUCATIONAL
RESEARCH CAN BE A
CHALLENGE?

22

MICHEL PHILIPPART

26

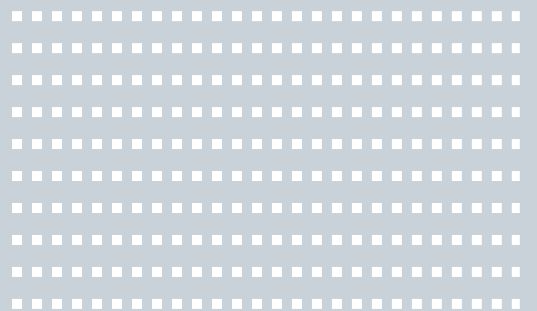
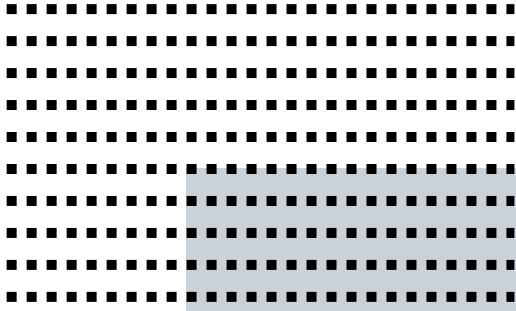
EDUCATION CAN REALLY
HELP ERADICATE POVERTY

28

MAXIME RIVIERA

32

SCHOOL CHOICE IS ONE
OF THE BIGGEST DECISIONS
YOU CAN MAKE

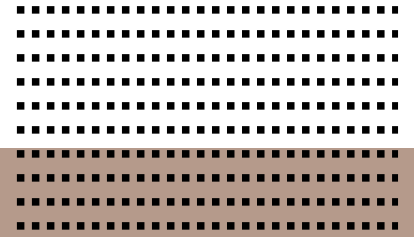


COVER STORY

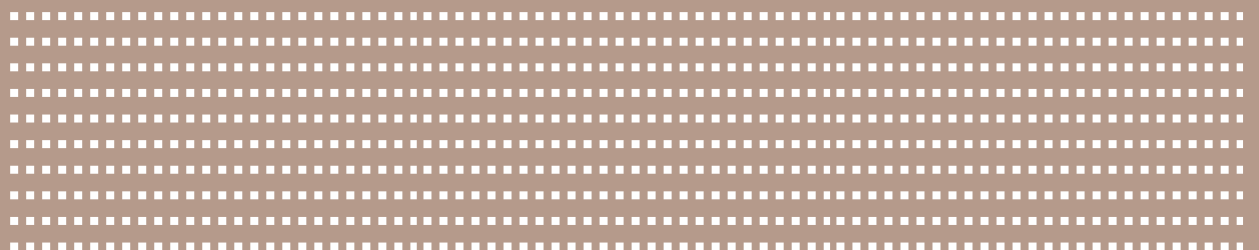
LIZ FREE

Director and CEO International School Rheintal

**AN EXAMPLE OF TENACITY
AND HARD WORK**



“A dedicated educational leader is driven by the enthusiasm to educate others. They are passionate, hardworking, and are always focused on learning something new.”



One such enthusiastic and positive leader with the zeal to educate others and strive for excellence in every activity undertaken is none other than **Liz Free**, she is **CEO** and **Director** of the **International School Rheintal in Switzerland**.

She has led schools across the world and spearheaded the professional development arm of Oxford University Press as well as founded the International Leadership Academy in The Hague. She is an active member of the education community, who was listed as the 33rd most influential international educator in 2021 (ICS), is a global board member for TES Institute, of the Swiss Group of International Schools (SGIS), a global strategic lead for @WomenED, a Founding Fellow of the Chartered College of Teaching and Fellow of the RSA. Liz is a passionate advocate for continuing professional development and learning within the education profession and for promoting education equality for all. To that end, she has published extensively on school leadership and harnessing the potential of the profession.

Past in a Glance

I always knew that I wanted to have a life of service where I would make a positive contribution to those around me. In 2000, I trained as a teacher in my home country, Wales. I worked in a deprived area in a wonderful school. This is where I learned my craft. Initially, with 36 students in grade four, of whom a third were on the special needs register, and over half on free school lunches (a measure of economic deprivation), I learned quickly how important a safe, consistent, and high aspirations environment is for all young people. What I learned then has stayed with me and informs my work now.

“We need safe, caring, and nurturing environments with high academic aspiration and a drive to see every student succeed. My passion for teaching then is only matched by my passion for teaching today.”

Fast forward over twenty years, I have been a head teacher in three countries, held leading positions at Oxford University, at the British International School in the Hague, and am now the CEO and Director of the International School Rheintal in Switzerland.

Studying school improvement, leadership development for improved student outcomes, and how to develop empowering environments has led me to Switzerland. Here we are working as an international team of educators to develop a world-class IB continuum community school where we deliver the best of international-mindedness and a curriculum with the best community environment and engagement.

Use of Technology in the Classroom

Technology, like any other tool in the educators’ toolbox, is

precisely that; a tool. At ISR we believe in the use of educational technologies as a vehicle to open the world and bring the outside into learning. We are a Google school that utilizes applications for increased collaboration and connectedness. Students have 1:1 devices and our infrastructure of learning is built around these tools and others such as ManageBac and learning tools for teachers such as BlueSky and Educare.

In 2023 we move to a new ecologically designed campus with interactive technologies being embedded into the design of the building and the learning environment. From smart use of technologies for climate control through to interactive boards and digital security solutions that allow for zoning in the building. We embrace technology to increase access, security, and safety as well as ed-tech in the pedagogical toolbox.

We also believe in a life beyond technology. We activated a no mobile phone policy on campus to avoid the continuous distraction of TikTok, YouTube, etc. The day after we made this decision, we saw our students talking, reading, or playing at break times. The noise levels and human face-to-face interaction increased. This is good - not only for developing relationships but also for connection, purpose, and a sense of being present. Since removing mobiles, we have also seen a decline in mental health concerns amongst young people.

Appropriate use of tech for life enhancement is encouraged alongside the value of individual and person-to-person relationships and engagement.

Contribution to Institutions

My school was originally described to me as small **and** mighty, although I prefer small and mighty! We are unapologetically small; this is our trademark, our stamp of who we are. Our aspiration is to create a model of community international school, where we create grounded globally minded leaders of the future.

I am now entering my third year at ISR, a school that is now twenty years old and developing from a non-profit start-up initially to a high-performing and established school. I have brought the experience of growing and stabilizing organizations; building infrastructure and empowering the people within the organization to lead the change. In essence, my greatest contribution is to empower the contribution of others. After all, a great leader cannot exceed the quality, impact, and reach of their team.

We now have distributed leadership throughout the school; from fixed-term projects where staff deep-dive into an area of development to greater clarity and segmentation of roles where staff can be operational but also have their eye on the long-term strategic ambition within a clear area and driven by our



underpinning guiding statements. I am building middle leadership capability and removing barriers to teaching and learning. Unnecessary paperwork, processes, and approaches that get in the way of teaching are removed and everything that we do is focused on the students of our school.

I strive for excellence in everything that I, and we, do. From a website that reflects the learning environment, to how we interact with each other, to student achievement and attainment. We model what we value. And, at ISR, we want to offer the very best experiences for everyone in our community. We aspire to be caring, responsible people that make a difference in the world.

About International School Rheintal

ISR welcomes all students aged 3-19 and offers three divisions: Kindergarten, Primary School, and Senior School. ISR was founded in 2002 and opened its doors with 19 students in grades 1-7. Each successive year grade level was added, and the first Diploma class graduated in 2008. ISR has offered all three IB programmes since 2006. Almost all ISR graduates go on to study at university, and although ISR is not academically selective, the overall Diploma pass rate and average score are consistently above the world average. ISR is a non-profit association partnered with HILTI AG, the key international employer in the area. ISR continues to grow and will move a short distance to an ecologically-sustainable and purpose-built campus in summer 2023, designed by Zurich

architects of Kämpfen Zinke + Partner AG.

Overcoming Challenges with a Positive Attitude

At Oxford, my team supported over 120,000 teachers a year and my current role is to support a community of over 165 students. However, whether large or small, challenges always exist, and my approach has been consistent. Communication



and clarity of mission and vision are everything; especially during periods of volatility, uncertainty, and change.

In 2020, I moved from the Netherlands to Switzerland, in the middle of the pandemic. I wasn't even able to meet our students in person before the school year started. Through this, we have made decisions about physically opening, closing, blended learning and at the core, how we keep our community safe through a period of time when the world is not safe. For every decision, we consulted the experts, looked at the known information, consulted with our community, and made decisions that put our community at its heart. This rigor, honesty, and clarity of communication, helped to build trust.

In spring 2022, we were faced with the migration of refugees into our part of Switzerland as they fled the Ukraine situation. Using the same rigorous approach of being informed, sharing information, and engaging with the community, we were able to set up a Scholarship programme for displaced Ukrainian students in Switzerland. Raising over 700k CHF in our community, we have been able to live our mission of being globally responsible citizens where we live the values of an International Baccalaureate approach.

Of course, leading in this way is deeply personal. I care about every person in our community. In order to maintain this level of attention and deep connection, I also have to look after myself, and my team also needs to do this. I monitor workload carefully and give myself and my staff time to engage with professional learning and time to think and engage with the profession. I do not work weekends unless it is a critical situation and I always take my holiday in the summer. I work hard but I also work hard at the things from which I experience joy; such as being a mother, and a wife, hiking in the beautiful Swiss Alps, and eating wonderful food (sometimes a little too much!).

Motivation and Goals

It is quite simple for me; making a positive difference. I hope to leave the world and the people/places I have encountered in a better way than if we had never met. Like most teachers, it was a teacher, Mrs. Kramer, an English teacher extraordinaire, who saw things in me that I had never seen in myself. She believed in me. I now pay this forward in all that I do. In the next five to ten years, I want to lead ISR through to the new campus and its bold future as a world-leading community IB continuum school where every person in the community strives for better and thrives in our school.

Towards a Future of Endless Possibilities

I do a lot of voluntary work for the profession. As a global leader with #WomendEd, it dismays me that women continue to lack representation on a global scale in terms of access to and leadership of education. Whether we are looking at girls' access to education, a massive continuing global issue of inequity, or the continuing discrimination experienced in the profession where women make up over two-thirds of the global profession and yet represent less than half of school leadership, we need to do better. If we are to realize the potential of every person, we need to take action in our communities to ensure that there is equity and representation at every table, in every classroom, and in every boardroom.

Message for Emerging Students

I would like every student to know that they are always enough and to celebrate their unique beautiful place in the world. It is not perfection that we seek but the ability to make a difference, to be empowered, and to empower others as leaders, thinkers, innovators, and responsible citizens of the world.



HOW SCHOOLS BROUGHT COMMUNITY TOGETHER, EVEN WHILE APART





Had you tried to devise a situation that would bring our public schools to the brink, you couldn't have done better than imagining what happened in the spring of 2020. It happened so fast. Suddenly schools had to figure out how to teach students from afar, without the aid of summer planning or extra training. High schools navigated a doubly difficult challenge: balancing teaching teens in the moment while also ensuring they remained on track for the future amid rising anxiety, stress, and depression. Experts warned that the pandemic would have a dire impact on generation COVID and early data suggests they may be right. Since the pandemic struck, more than a quarter-million fewer seniors completed financial aid forms that support affordable college enrollment.

The greatest declines came from the students who likely need aid the most — students of color and students from low-income backgrounds. Even against this bleak backdrop, some high schools managed to shine. The College Success Award identifies high schools that support student college enrollment and success in 25 states.

This year we reached out to the most exceptional of these winning schools to learn about how they had navigated pandemic education. Not only did they meet the moment head on, but they devised solutions that worked so well they made them permanent even after schools returned in the fall. Here's what they discovered: Meeting families where they are. With buildings closed, schools had to get creative about engaging families. For example, some schools took its monthly parent forums online and discovered what happens when you remove barriers to family engagement.

At the first meeting, instead of 50 parents, over 300 showed up and crashed the system. "[W]e see people making dinner, doing laundry, but listening and asking questions. They're taking care of life responsibilities," says recently-retired Principal Paul Covey. With the simple click of a button, hundreds of multitasking parents were given the opportunity to participate in school activities without having to find childcare, leave work early, or take public transportation.

Meeting alumni where they are. They had always invited alumni to visit the school to share their experiences, but once school was online, they discovered that they could access alumni all over the country. "We're doing a lot of presentations with the alumni who... are in Boston, or in... San Francisco," says college. By leveraging the power of video conferencing, the school engaged its alumni community to share their college and career lessons and mentor students.

Meeting teens where they are. As schools went virtual, teachers took it as a chance to speak teens' language. They created online videos of core topics in history classes. A YouTube channel became an evergreen bank students could reference while studying or doing homework. Their biology counterpart made short videos on TikTok and awarded bonus points to students that watched. For these teachers, the language of social media became a friend request they gladly accepted.





Zoe & Katharina

FOCUSING ON HOLISTIC EDUCATION

Beginning of the Journey

Zoe: I've had a long and adventurous journey getting to where I am today. I always knew that I wanted to work with children, support and help them on their individual paths of discovery. After receiving my degrees in both Early Childhood and Education in USA, Vienna, and New Zealand, I worked with children around the globe.

As a former Montessori student, I not only wanted to learn more but also knew that to open a school founded on strong values, codes, and principles, I needed to return to school myself, so I ended up studying Leadership and Management at Oxford University. Having a solid background in both areas has guided and supported me in my decision-making ever since.

Katharina: Inspired by the world's diversity, I have had the honor of building various companies over the years. Understanding human beings, guiding individuals, supporting them, and helping them become their best version have continually inspired me to keep going. My leadership style is backed by my degree in psychology, courses at the Hochschule of St. Gallen, and my knowledge of the fluidity of intelligence, including abilities such as problem-solving, learning, and the discovery of patterns.

Working with children, making a difference in this world, and giving children the opportunity to grow and learn based on the current neurological research, wrapped in an environment based truly on their developmental needs, is where I find myself most at peace.

Technology Application in the Classroom

Our students are currently between the age of 0-6 years old and not using technology in the classroom but basing their research on real-life experiences and sensorial materials such as books, nature, and microscopes.

In our elementary program, which is opening in the summer of 2023, however, we will slowly incorporate technology, focusing on learning to use and purposefully work with technology as well as healthy habits.

Contribution to the Organization

For us, it has been the focus of holistic education. In addition to being an AMI Montessori school, the children are gaining knowledge via cooking and baking, learning about measurements, sequence of activities, and completing tasks, they are learning about life cycles by growing their own vegetables and fruit in the garden, creating timelines, and research books about the processes they are observing and supporting.

The children have animals they are looking after; we currently have three dogs, rabbits, tortoises, ducks, quails, mice, and fish. These animals are not presents under the tree that one forgets about after the excitement wears off, but are part of our community. The children care for the animals, feed them, clean their habitats and learn an immeasurable amount about care, responsibility, interpersonal skills, and being a friend. Another aspect of holistic induction we are proud of is the connection to nature;

we enjoy our very large garden every day, which includes a sensory path, a vegetable garden, space to roam and explore, and even a bamboo forest but also frequently walk to lake Zurich which is right next to us. A highlight for the children is also our weekly day in the forest, where we cook food over the open fire, climb trees and take ropes to climb and walk up close to waterfalls.

About Serendipity Montessori

Serendipity Montessori is an English/ German bilingual Montessori school in Zollikon/ Switzerland which caters to children from around the world between the ages of three months and six years. In our rich community, we are proud to celebrate and include everyone's individual stories, culture, and beliefs. We follow the AMI (Association Montessori International) principles, creating a rich and holistic learning environment, individualizing programs based on interests, strengths, and learning ability, and following each child's needs. In the summer of 2023, we are opening elementary classes giving our students the opportunity to continue their education up until the age of 12 years.

Overcoming Challenges

The children are so open and loving; they love to learn and be present. Most of the challenges we have faced are funnily not the daily work with the children but the families. Good communication and knowing that the relationship with the family needs to work in the form of a partnership is crucial. We are looking after these families' most precious beings, and as educators and leaders, we need to understand that this takes an immense amount of trust and strength. We have been very lucky with our families and when confusion or questions arise, we always take the time to sit down with families and listen and discuss reasons, boundaries, opportunities, and other perspectives with them. Everything can be resolved when one takes the time to listen and walk a mile in the other person's shoes.

Motivation for Motivators

Knowing that we as educators can help a child on their path to discovery, helping shape a growing mind and our future generation is incredibly fulfilling. It is so important for children to realize that learning is fun, life is beautiful, and being able to trust, feel empowered, capable, and strong while being kind and humble. It is astonishing to see that children in authentic Montessori schools love learning so much that by the time they are six years old most of them can read and write as well as do advanced mathematics in the thousands, and the best part of all this is that in their eyes these challenges are the most fun activities.

Education Scenario of the Country

One of the beautiful things about living in a melting pot and welcoming all cultures in our environment is that we don't necessarily have to follow one country's philosophy of education.

The most inspiring educators observe their classroom and find exciting ways to learn not only with each other but from each other and take it from there. The education sector needs to change, it needs diversity, movement, fluidity, and a healthy dose of curiosity and humor. There is nothing worse than a cookie-cutter environment with a head of school demanding everyone to have the same projects, lessons, or classroom dynamics. We need to live life to the fullest, incorporate everyone, ditch tokenism, and live happily together.

Rather than putting in the extra effort to focus on individuality and global learning, the traditional educational system in Switzerland is stale and outdated and quite honestly uses the same formula for everyone, disregarding the individual, which only makes it simpler for the educator but does not benefit the learning child. Educators need to put in the extra effort to focus on individuality and global learning.

Things are slowly changing though, and we are excited to see more schools join a more modern educational philosophy that is founded on current studies on brain development, social and emotional development, and multicultural learning.

Inspiration Behind the Journey

Zoe: I have met many educators that I adored and am truly thankful for their creative and hard work, one, in particular, was Mrs. Steiff, she helped pick me up after some of the most challenging years of my life. Her devotion, kindness, and belief in me helped me start every day positively. Mrs. Steiff was no push over, you had to work hard to reach goals but she was always there with a smile and a ladder if needed.

I have learned a lot from Mrs. Steiff, see a lot of similarities between us, and can honestly say that I would be honored to be compared to her one day. After being taught by other teachers, however, I will always remember my father's words "I am so glad you met this educator, now you know who you never want to turn into".

Katharina: During my education at the Institut auf dem Rosenberg I have over and over again been confronted with the idea of becoming a leader and the best version of myself. I have had the privilege of meeting teachers that supported, inspired, and guided me to take charge, make changes happen that I wanted to see in the world and try the different systems

of learning.

I didn't know it back then, but retrospectively I acknowledge that having had the opportunity to try, fail, try again, and succeed was a truly wonderful way of learning, very much comparable with the Montessori method.

Future Goals

Taking the next step by opening the higher grades in the summer of 2023 we look forward to growing our authentic Montessori school with a modern twist, including nature, and animals and providing children with a unique experience by learning in freedom within limits, discovery, and fulfilling their potential all the way up to adolescence.

Message For Students

Dear students, we would like to empower each and every one of you to acquire the essential knowledge, thinking skills, and strength of character, fundamental to flourish as joyous children and future successful adults.



WHY READING EDUCATIONAL RESEARCH CAN BE A CHALLENGE?

Introduction

Understanding research and being able to critically read research reports in education would seem to be an important skill for teachers to acquire, and many initial teacher education programs, in countries such as Australia, require students to study a research method subject. In the case of pre-service teachers, there are important questions for a lecturer to consider. What should be the content and focus of an introductory course in research methods for pre-service education students? What are the priorities? Where to start? The starting point is important because, for many of these pre-service teachers, this may be the only study they will ever undertake in the area of education research. A pre-service teacher who is provided with a sound foundation in research methods is more likely to be a productive user of education research as an education practitioner.

In the limited time available for an introductory course in research methods, decisions have to be made regarding what to teach and what to leave out; what topics are considered to be more important than others and why. The field of education research is complex and, for students, the area can be overwhelming. In the experience of the authors, who have taught research methods at both under-graduate and post-graduate level over many years, students consistently describe their confusion and frustration at the sheer scope of the area and, in some cases, this acts as a disincentive.

Perhaps a useful starting point would be to focus upon the type of research that is most prevalent in education, on the assumption that students would be more likely to come across examples in the journals they read. If students are cognizant with the methods used in the research that they most frequently encounter then surely confidence would be increased. As journals are readily accessible for students, an investigation of relevant education journals would be a useful source in order to determine if certain types of research are published more

frequently than others.

The Nature of Educational Research

Educational research is undertaken by a range of stakeholders including government departments and non-government organisations, but the majority of educational research, as with most disciplines, is undertaken by academics in universities. Educational research covers a broad range of topics such as curriculum and pedagogy, education systems (encompassing early childhood, primary, secondary education) and various specialist studies, including areas such as assessment, leadership, technology and gender.

Research needs of stakeholders vary. Education departments use research to inform teaching and curriculum practice, devise professional learning activities, target resources and improve system requirements. Non-government organisations may use research to develop teaching resources or provide information to improve services to a range of clients. Research that underpins the teaching and learning process is of particular importance to inform teacher practice. Universities usually require students to engage with the education research literature, whereby students undertake a unit in research methods or read educational research. With the growth of pre-service teacher education courses offered at the Master degree level in countries such as Australia, the requirement for research skills has escalated.

Research in education encompasses many different naturalistic, interpretative, hypothesis generating models as well as hypothesis testing models. A rich resource of text books is available for those studying the theory and practice of educational research: Burke & Christensen (2012), Punch (2009), O'Toole & Beckett (2013), Wiersma and Jurs (2009) and Yin (2012), to name a few.



MICHEL PHILIPPART

— OPTIMISTIC VISION TOWARDS FUTURE —



Early Days

My journey started almost 40 years ago, as a young engineer, then a consultant and a manager. I began teaching 20 years ago, sharing my experience in purchasing, supply chain, and operations, and more recently in digital transformation technologies, at HEC Paris, Kedge, EM Lyon, Grenoble School of Management, and finally, program director at EDHEC.

I hold a DBA from Paris Dauphine (2016), an MBA from Kellogg Graduate School of Management (1989) as well as a metallurgical engineering degree from the University of Liège (1983).

I have also co-authored two books on Strategic Supplier Management and Value Creation: Collaborative Sourcing (Presses Universitaires de Louvain 2005) and Les Achats Collaboratifs (De Boeck 2012), and written multiple articles for academic and professional publications.

It is this three-pronged expertise in the industry, consulting, and education that convinced Glion to ask me to become the Director of the GIHE Switzerland and UK campuses, to lead academic, operational, and student experience initiatives.

Revolutionary Contribution

I have become a thought leader in B2B collaborative relations and Purchasing Leadership for sustainable competitive advantages. I worked for the operations practices of Booz Allen (Chicago, Paris) and McKinsey (Brussels, Geneva), helping large clients transform their approach to the supply chain.

At PepsiCo's Frito-Lay (Dallas, London, Bern) I developed and implemented an international purchasing strategy focusing on securing privileged access to key supplier resources, and enhancing competitive advantages. During my last corporate position, as head of global purchasing with GSK Biologicals (Brussels), I transformed purchasing from a tactical and administrative function to powerful support of strategic initiatives.

Over the last five years, as a Professor at EDHEC, I applied the concepts of Purchasing Leadership to digital transformation.

Alongside my responsibilities as Director of the Master in Strategy Consulting and Digital Transformation, I explored the business challenges presented by the digital transformation of Operations to capture sustainable competitive advantages, looking at transformative technologies like artificial

intelligence, the blockchain, the internet of things, and virtual reality.

Learning with Technology

Online education is fundamental in overcoming spatial, temporal, and personal barriers to deliver to very diverse audiences. In an ever-changing world, led by digitalization, sustainability, and innovation, we develop a digitized curriculum of the Swiss model of hospitality education backed by modern classrooms and unique learning environment facilities.

Facilities are operated by students under the supervision of professionals, each best in their domain of expertise, and provide a real-life experience with real customers. The latest virtual experience technologies offer a hybrid approach to combine traditional classroom experiences and observational learning with virtual classrooms.

We are also a partner of the UNWTO online Academy whose strongest priority is to digitize education, to become more accessible and useful for everyone. This high-quality learning experience is available for everyone at an affordable price and caters to those who are looking to improve or supplement their current skill set in order to adapt to this fast-growing and evolving sector.

To adhere to the fast-evolving world of the hospitality industry, we tailored a portfolio of Executive programs such as the new Executive Master's in Luxury Management & Guest Experience by Glion as well as a free online course 'The Luxury Sector: Customers and Premium Experiences.

About Glion

We were founded as a hotel school 60 years ago this year. Since its foundation, Glion has been a byword for excellence in hospitality business education. The institute follows a curriculum of the Swiss model of hospitality education, combining practical instruction in the kitchen, service, and room operations with theoretical and general management courses.

Glion Institute of Higher Education provides a unique learning environment to a diverse student body, with modern classrooms and learning facilities, gastronomic restaurants, and furnished accommodation available on every campus.

And while we have maintained our strong commitment to the hospitality industry throughout this time, in recent years we have also developed a specific focus on the luxury sector. In response, Glion was the first hospitality business school to



create a Luxury Brand Management specialization for Bachelor students and more recently a Master of Science in Luxury Management and Guest Experience.

By doing this, we aim to prepare students for roles not just in luxury hotels but also in luxury goods, private banking, real estate, retail, and all other bespoke services aimed at high-net-worth individuals expecting excellence in guest experience.

Solution to the Problem

Challenges are best overcome by cooperation. This is what I developed in collaborative purchasing, addressing the challenges of competition by combining the strengths of clients and suppliers within an extended enterprise pooling resources to grow, besting more rigid competitors that kept a short-term focus.

Likewise, when organizations face challenges, they must unite their resources to increase their capacity to deliver. First, listen for a grounded diagnostic, then develop a solution as a team, convince the organization of its validity, and finally implement overcoming natural resistance to change. Those abilities must

be encouraged by the culture of the organization, a “Savoir Etre” at the heart of the Glion experience.

Source of Motivation

Students at the world’s best hospitality schools have high expectations. And rightly so. They hold ambitions to be leaders, entrepreneurs, and change agents, and they expect those same schools to help deliver that future.

My responsibility as an education leader is to ensure we equip our students with the expertise and ability to elevate them above the competition and enable them to achieve these lofty goals is what motivates me.

In the case of Glion, an enduring commitment to teaching excellence in hospitality and luxury business, that combine to necessitate an unrivaled learning experience, one that prepares students to excel in the most demanding roles, right from graduation day is what gets me going.

Rather than who, it is what: the disconnect between what academic research was proposing, and the everyday practices

in enterprises. I wanted to help those universes get closer.

Education Today

The education sector today is progressively focusing on the student experience because the one-size-fits-all paradigm is no longer regarded as the best method to study.

With the next generation of global citizens having great aspirations for autonomy, adaptability, and globalization in the education system, it is critical for institutions to deliver tailored learning, which can only be imagined by combining technology-enhanced education with traditional “hands-on” collaborative learning grounded in practical cases.

Message for Future Leaders

My message is to look toward the future with optimism. But also, to open your eyes to the changes that will if anything, accelerate as travel, tourism, and hospitality bounce back from the pandemic. If you can stay one step ahead of these changes – be they technological, behavioral, or just fashionable, you will prosper in your career or in your entrepreneurial ambitions. The core skills of hospitality - particularly soft skills - are highly transferable. The age of the linear career is largely over, and the key to successfully negotiating a non-linear career is to acquire the breadth of knowledge that will

enable you to pivot more easily to a different path when the time comes. One of the keys to achieving this is through a commitment to lifelong learning as a means of self-development.

Developing a leader’s mindset, confidence and outlook is an invaluable asset to draw on in both covering letters and interviews when applying for dream jobs. I believe that a good manager needs to experiment in practice, with all the professions of hospitality to get a full understanding of how hospitality organizations work.

The hospitality industry today is a territory of opportunity and among the most dynamic in the world. Education is the key to transforming this sector to capture the opportunities of a world facing profound mutations.

Future Plan of Action

In the coming years, I aim to leverage my extensive professional experience in the academic, consulting, and business world to further position Glion at the forefront of Hospitality digitalization and innovation overseeing around 1,600 students and a team of 250 employees and fulfilling my responsibility of leading the GIHE Switzerland and UK campuses, driving and delivering further innovative strategies related to academics, operations and student experience.





EDUCATION CAN REALLY HELP ERADICATE POVERTY

Poverty is the world's greatest threat to peace and stability today, ahead of terrorism and other much-discussed struggles. According to Sachs (2009), more than eight million people around the world die each year because they are too poor to survive.

Introduction

Poverty is the world's greatest threat to peace and stability today, ahead of terrorism and other much-discussed struggles. According to Sachs (2009), more than eight million people around the world die each year because they are too poor to survive.

The Millennium Development Agenda, which will reduce poverty by half by 2015, expresses the global commitment to guarantee the standard of living of humanity. Education is in all respects one of the fundamental factors to achieve sustainable economic development through investment in human capital. Education promotes self-understanding, improves the quality of life, and increases people's productivity and creativity, thus promoting entrepreneurship and technological progress.

Furthermore, it plays a very important role in ensuring economic and social progress, improving income distribution, and thus saving people from poverty. This article aims to contextualize the role of education in alleviating poverty.

Importance of Education

Education and poverty are inversely related. The higher the level of education of the population, the smaller the number of poor people, because education imparts knowledge and skills that contribute to higher wages. The direct effect of education in reducing poverty is through an increase in income / income or wages. The indirect effect of education on poverty is important in relation to "human poverty", because as education

improves income, basic needs become easier to satisfy and living standards rise, which without it certainly means a decrease in human poverty. In the Millennium Development Goals (MDGs) and the Poverty Reduction Strategy Paper (PRSP), human capital is seen as a weapon against poverty reduction. That is why the idea that education is a determinant of poverty has received a lot of attention in recent years.

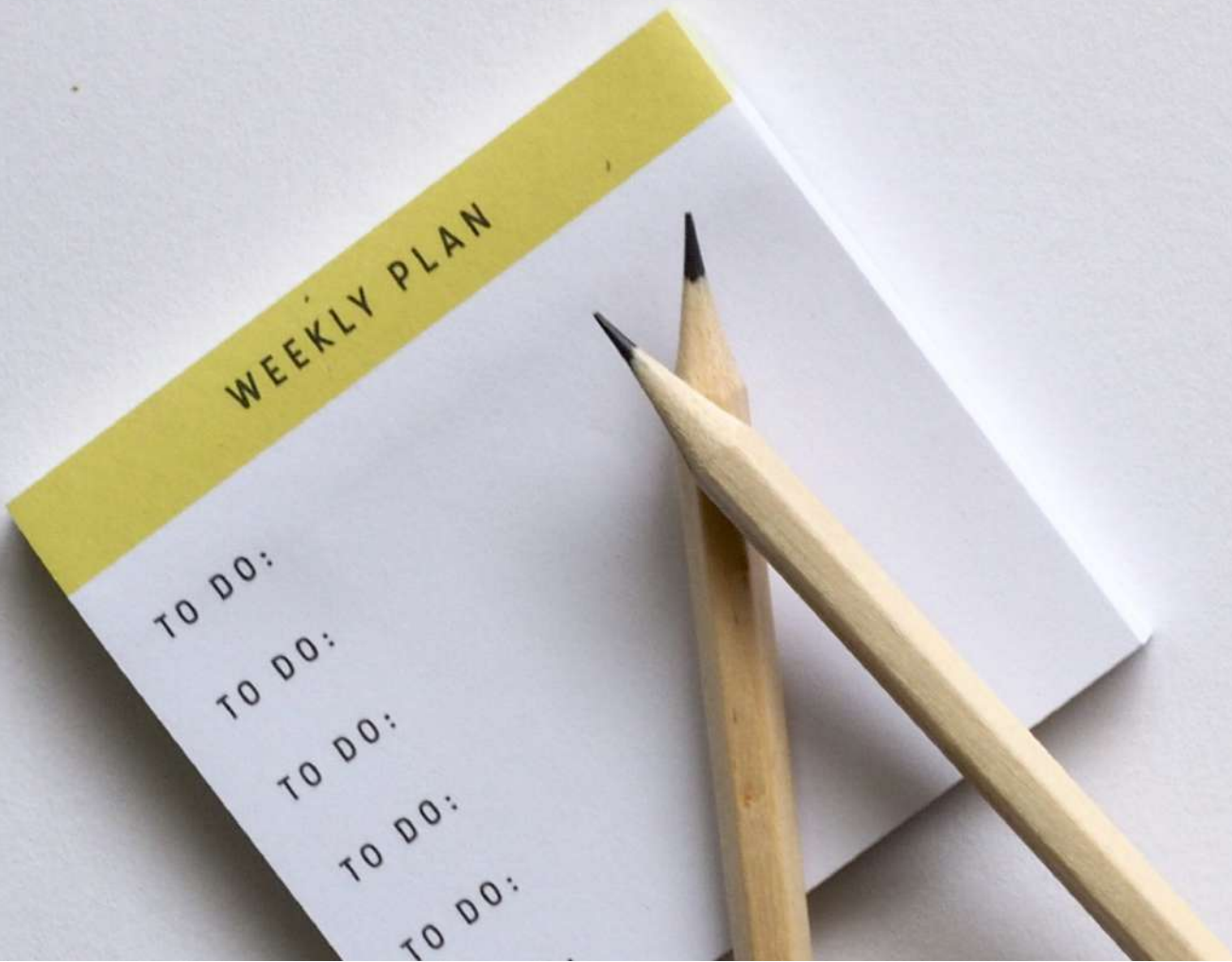
People's education and health are the necessary and important components of human capital that make them productive and raise their standard of living. Human capital is necessary for the effective use of physical and natural capital, technology, and skills.

Education Can Help Eradicate Poverty

Poverty is an obstacle on the road to economic development. The achievement of education, one of the main goals of development economics, is also a driving force behind such development. The backbone of many aid and development programs depends on investment in education (Todaro, 2011). The concept of equal opportunities drives much of this investment. Education gives the individual the knowledge necessary to overcome such inequalities. Obtaining an education increases an individual's productivity and contribution to the workforce.

Investments in education increase the skills and productivity of poor households. Both the income level and the general standard of living (human development) increase. Second, poverty is also a major barrier to educational achievement. Poverty affects educational performance in three dimensions.

Furthermore, some unhelpful social norms and so-called religious doctrines ardently restrict girls' education. Therefore, lack of education is a cause of a person's low earning capacity and poverty persists even in the next generations of that household.



WEEKLY PLAN

TO DO:

TO DO:

TO DO:

TO DO:

TO DO:

SCHOOL CHOICE IS ONE OF THE BIGGEST DECISIONS YOU CAN MAKE

Maybe it was a sleek, reusable water bottle. Whatever it was, most of us probably bought or received a gift last month that was marketed as eco-friendly, ethically-sourced, or giving back to the community.

I believe in the wisdom of giving gifts that have multiple beneficiaries. But if there's one area where bringing ethics and intentionality into a consumer decision can have the biggest impact, I'd focus on K-12 education.

Education is a choice -- such as what car or groceries to buy, but with higher stakes. America's 56 million students, and their parents, are the consumers.

The more that parents can select schools based on values and needs -- without income or zip code restrictions -- the more we'll see the power of parent consumers in action.

That's a positive power. And during a school year disrupted by COVID-19, we need it more than ever.

A few years ago, I heard this power described by the principal at a magnet school that had just been ranked the nation's best high school by U.S. News & World Report. The principal spoke of the school's academic excellence in tandem with the idea of families being conscious consumers who "bought into" their education choice.

She said that when families and students actively choose a school, learning becomes something students want to do rather than have to do.

In other words, when families actively invest in an education choice, it advances the entire school community.

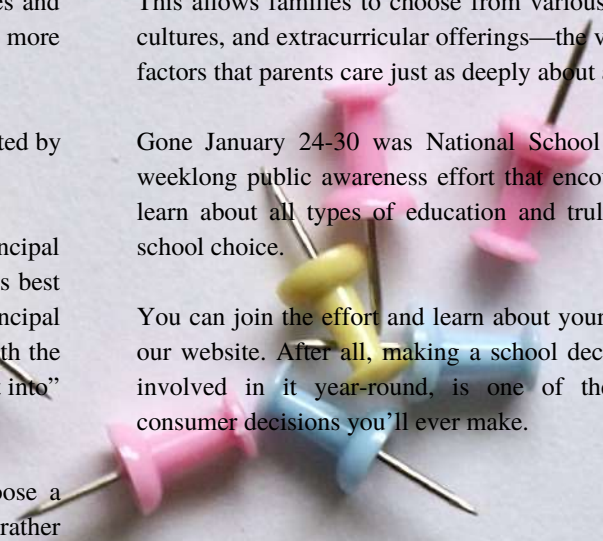
In my work as president of National School Choice Week, I've consistently seen that to be true, at traditional public schools, public charter schools, public magnet schools, online schools, private schools, and homeschool co-ops. When parents are education consumers, it encourages schools to be transparent, creates more opportunities for kids, and forges innovative bonds among teachers, parents, and community organizations.

Choice also allows families to match education to their personal learning values. For instance, in Florida, Arizona, Idaho, and other states with flexible open enrollment laws, families can select the best school fit from an array of free public options.

This allows families to choose from various locations, school cultures, and extracurricular offerings—the very non-test score factors that parents care just as deeply about as academics.

Gone January 24-30 was National School Choice Week, a weeklong public awareness effort that encourages families to learn about all types of education and truly engage in their school choice.

You can join the effort and learn about your state's options at our website. After all, making a school decision, and staying involved in it year-round, is one of the most powerful consumer decisions you'll ever make.



An Investment In Education Is An Investment For Our Future



**ADMISSION
NOW**

OPEN

Others teach and you study...
here, we educate and you learn!!



المدرسة العالمية
WORLD SCHOOL
shaping future...

Contact us at: 968 93987674, 968 99331327



Empowering Children To Learn Beyond The Classroom

OUR VISION
A NOBEL LAUREATE ALUMNUS
BY YEAR 2050



OUR MISSION

We are dedicated to fulfilling every child's educational and developmental needs in a safe and caring environment conducive to learning and teaching. We aim to create responsible, global citizens who show understanding, compassion and acceptance of the differences in the world. We strive to ensure that every child in our care is empowered to make choices and encouraged to contribute to our community.



المدرسة العالمية
WORLD SCHOOL

shaping future...



PB No. 2204, PC-211, Salalah, Sultanate of Oman
Tel: +968 23225492, Fax: +968 23288205
email: info@worldschooloman.com, www.worldschooloman.com

Setting High Expectations for Student Success

NIAGARA CHRISTIAN COLLEGIATE

- Local and International Students
- Family-like Environment
- More Than 50 Years Specializing in ESL
- Individualized Support
- Expert Guidance Services
- Safe, Beautiful Campus
- Top University Placements
- Beautiful Boarding Facilities

AUGUST CREDIT PROGRAM

- Earn a Full Academic Credit
- An Early Start to the School Year
- Make New Friends From Around the World

100% of NCC graduates who applied to post-secondary institutions were given offers

Now Offering:
Virtual Enrollment Appointments

Our enrollment specialists would be happy to meet you over a Zoom call!

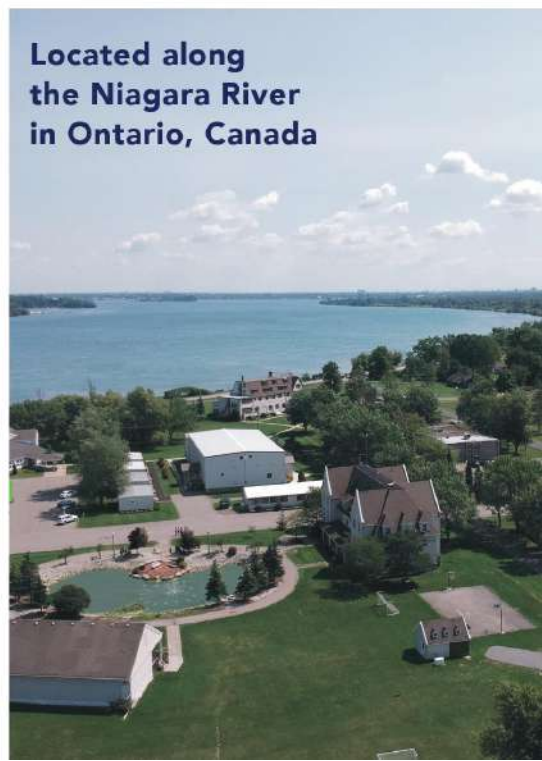
Reserve an Appointment at niagaracc.com/schedule-zoom-meeting



Students from over 15 different countries on campus



Located along the Niagara River in Ontario, Canada



✉ enroll@niagaracc.com

☎ 905.871.6980

🌐 www.niagaracc.com

Niagara Christian Collegiate
2619 Niagara Parkway
Fort Erie, Ontario
Canada, L2A 5M4