Determining the Diversity Baseline in International Schools
Report outline

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The survey

The purpose of this survey is for accreditation agencies to collect baseline data in gender equality and cultural diversity from board members, leadership teams, heads of schools, and teachers in international schools around the world.

Questions we are trying to answer include:

• How are boards, leadership teams, heads of schools, and teachers balanced in terms of gender?
• How culturally diverse are boards, leadership teams, heads of schools, and teachers of international schools?
• Who is represented? Who is underrepresented?
Survey administration

- The survey was distributed to accreditation agencies engaged with the DC.
- Accreditation agencies distributed the survey to schools in April and May 2021.
- International schools responded directly to GMU.
- For schools associated with multiple accreditation agencies, there was a low risk that they may submit multiple responses of the same survey.
Methodology to analyse responses

- Removed test responses and outliers.
- Generated descriptive statistics and response distribution of gender, nationality, and ethnicity for board members, leadership teams, heads of schools and teachers.
- Completed test for statistical significance.
Completion rate

Not all respondents answered every question, thus the number of data points available for each analysis varied slightly.

58% of the schools that submitted a complete or partial response are located in Asia, 19% in Europe and 12% in Africa.
Key findings

Gender Equality

Women are underrepresented in boards and heads of schools, while they are overrepresented in teachers.

Nationalities

The most represented nationalities are the United States of America, Canada and the UK. Western countries are overrepresented across all stakeholders.

Ethnicity

People having origins in any of the original peoples of Europe are overrepresented across all stakeholders, even though 78% of schools were not located in Europe or North America.

The largest gap is present in heads of schools, who are three times more likely to be male than female, 8 times more likely to be from a Western country and 5 times more likely to be white.
Board
### Board – Gender

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Mode</th>
<th>Min.</th>
<th>Median</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
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<td>1.9</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>8</td>
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<tr>
<td>Male</td>
<td>4.5</td>
<td>2.2</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

A board member is **1.5 times** more likely to be male than female. The difference is statistically significant.
The most represented nationalities are United States of America (24%), Canada (9%), and United Kingdom (8%). Nationalities from Western and Non-Western countries are equally represented.
On average, 44% of board members are white. For schools located in Asia, the majority of board members are Asian while for schools located in Europe or Africa, the majority of board members are white.

* See Appendix A for ethnicities.
Head of School
There are significantly more male heads than female heads.
A head is 3 times more likely to be male than female.
The most represented nationalities are United States of America (51%), United Kingdom (17%), and Canada (13%). Only every 8th head of school is from a Non-Western country.
The head of school is **5.3 times** more likely to be white than of any other ethnicity.

* See Appendix A for ethnicities.
Leadership Team
Leadership teams consist on average of a similar number of males and females.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Mode</th>
<th>Min</th>
<th>Median</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
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<td>2.4</td>
<td>3</td>
<td>0</td>
<td>3.5</td>
<td>11</td>
</tr>
<tr>
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<td>2.3</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>
Leadership Team

Does the leadership team have educators from the country where the school is located?

- **Yes**: 63%
- **No**: 38%

<table>
<thead>
<tr>
<th>Continent</th>
<th>Percentage answered yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>71%</td>
</tr>
<tr>
<td>Africa</td>
<td>61%</td>
</tr>
<tr>
<td>Asia</td>
<td>59%</td>
</tr>
<tr>
<td>Latin America</td>
<td>57%</td>
</tr>
</tbody>
</table>

71% of schools located in Europe have educators in the leadership team from the country where the school is located, while in Latin America is only 57% of schools.
Leadership Team – Primary Nationality

How many nationalities are represented in the leadership team?

- **Mean**: 3.3
- **SD**: 1.2
- **Mode**: 3 and 4
- **Minimum**: 1
- **Median**: 3
- **Maximum**: 6

On average **3 to 4 nationalities** are represented.
The most represented nationalities are United States of America (32%), Canada (15%) and United Kingdom (13%).

There are 3 times more leadership team members from Western than from non-Western countries.
A leadership team member is 3 times more likely to be white than of any other ethnicity.
Teachers
There are on average more female teachers than male teachers. The difference is statistically significant.

A teacher is 1.6 times more likely to be female than male.
Teachers – Nationalities

How many nationalities are represented in full-time teachers?

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
<td>10.3</td>
</tr>
<tr>
<td>SD</td>
<td>5.3</td>
</tr>
<tr>
<td>Mode</td>
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</tr>
<tr>
<td>Minimum</td>
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<tr>
<td>Median</td>
<td>8.5</td>
</tr>
<tr>
<td>Maximum</td>
<td>24</td>
</tr>
</tbody>
</table>

On average **10 nationalities** are represented.
The most represented nationalities are **United States of America (30%)**, **Canada (16%)** and **United Kingdom (12%)**.

There are **2.2 times** more teachers from Western than from Non-Western countries.
There is a similar number of white and non-white teachers.
Appendix A

Definition of Ethnic Groups

• White – A person having origins in any of the original peoples of Europe.

• Black – A person having origins in any of the Black racial groups of Africa.

• Latin/Latinx - Includes all individuals who identify with one or more nationalities or ethnic groups originating in Central and South America, and other Spanish cultures.

• Middle Eastern and/or North African - A person having origins in any of the original people of West Asia or North Africa.

• Indigenous American – A person having origins in any of the original peoples of North and South America (including Central America).

• Asian – A person having origins in any of the original peoples of the Central/East Asia, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

• Indigenous Pacific Islander – A person having origins in any of the original peoples of Australia, New Zealand, Hawaii, and/or other Pacific Islands.

• Multiracial/Biracial – A person of more than one ethnicity or race.