



# 2025 Summit Reports, Panels and Reflections

April 7-8, 2025





# Summit 2025 - Overview

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Forces Impacting International Education

Assessment Strand

Transitions-care Strand

Student Panel





The background features a vibrant blue-to-orange gradient. Overlaid on this are numerous circles of varying sizes. Some circles are solid blue, while others have a diagonal hatching pattern. White outlines of circles are also scattered across the scene, some overlapping the hatched circles. In the center, a white rounded rectangle with a thin orange border contains the text.

How are international  
education leaders  
identifying and pursuing  
educational purpose  
amidst global  
uncertainty?

# Self-introductions: *Why I am here.*

As the Summit began, voices from the CIS Community signaled an eagerness to share ideas, gain insights and find inspiration to address emerging challenges.

“I’m here to find hope in an environment that is changing at pace and in scope.”

“We’re here to learn from each other about actions we can take to redesign the horizon for international education.”

“We need to follow regulatory changes impacting mobility that seem arbitrary. Our words no longer match educational policy in the United States.”

“We must bring hope and trust in humanity and interconnectedness – to create new educational offers.”

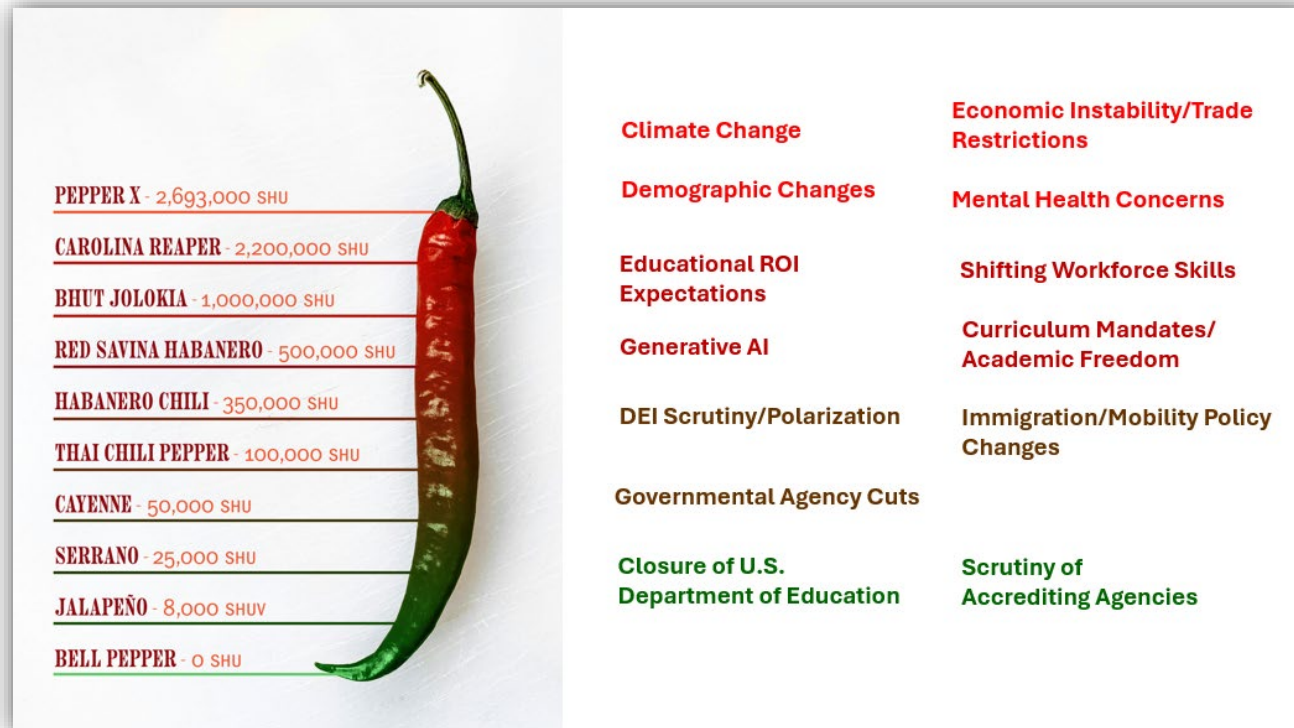




# Forces Impacting International Education

## - A Heat Map -

Summiteers were asked to identify forces impacting international education using a heat map exercise. The following themes reflect the level of “heat” or impact.

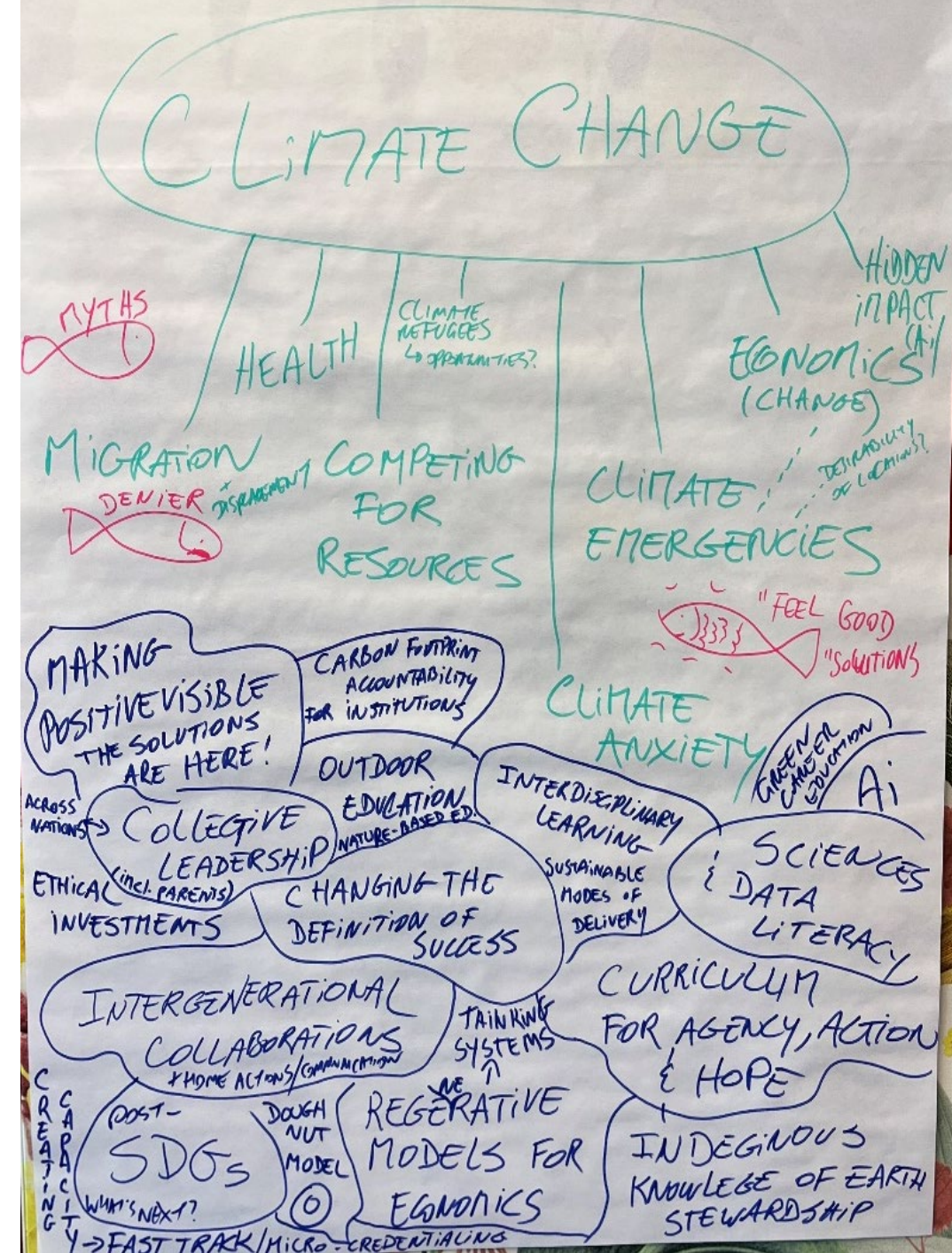


The 4 ‘hottest’ themes?

- Climate Change
- Demographic Changes
- Economic Instability/Trade Restrictions
- Mental Health and Disability Concerns

# Climate Change

- Impact on health
- Competing for resources
- AI is a natural resource guzzler.
- Good news: climate urgency and education on the rise
- Make the positive visible!
- We can advance solutions through education and interdisciplinary learning.
- Work on what is working, e.g. regenerating reefs
- Educate on where to relocate to...
- Will students travel less or shorten their distances of travel?
- A real life worry for students
- Decolonize the curriculum on climate change

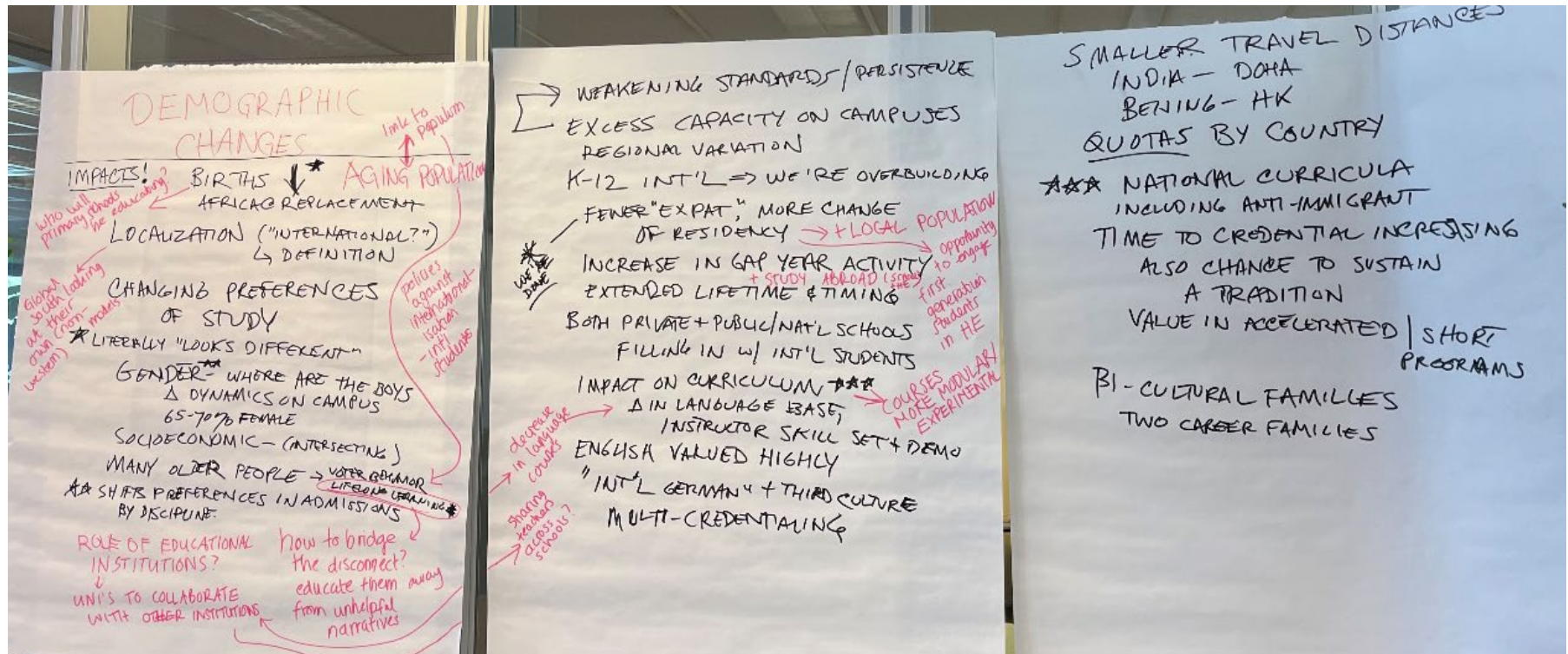




# Demographic Changes

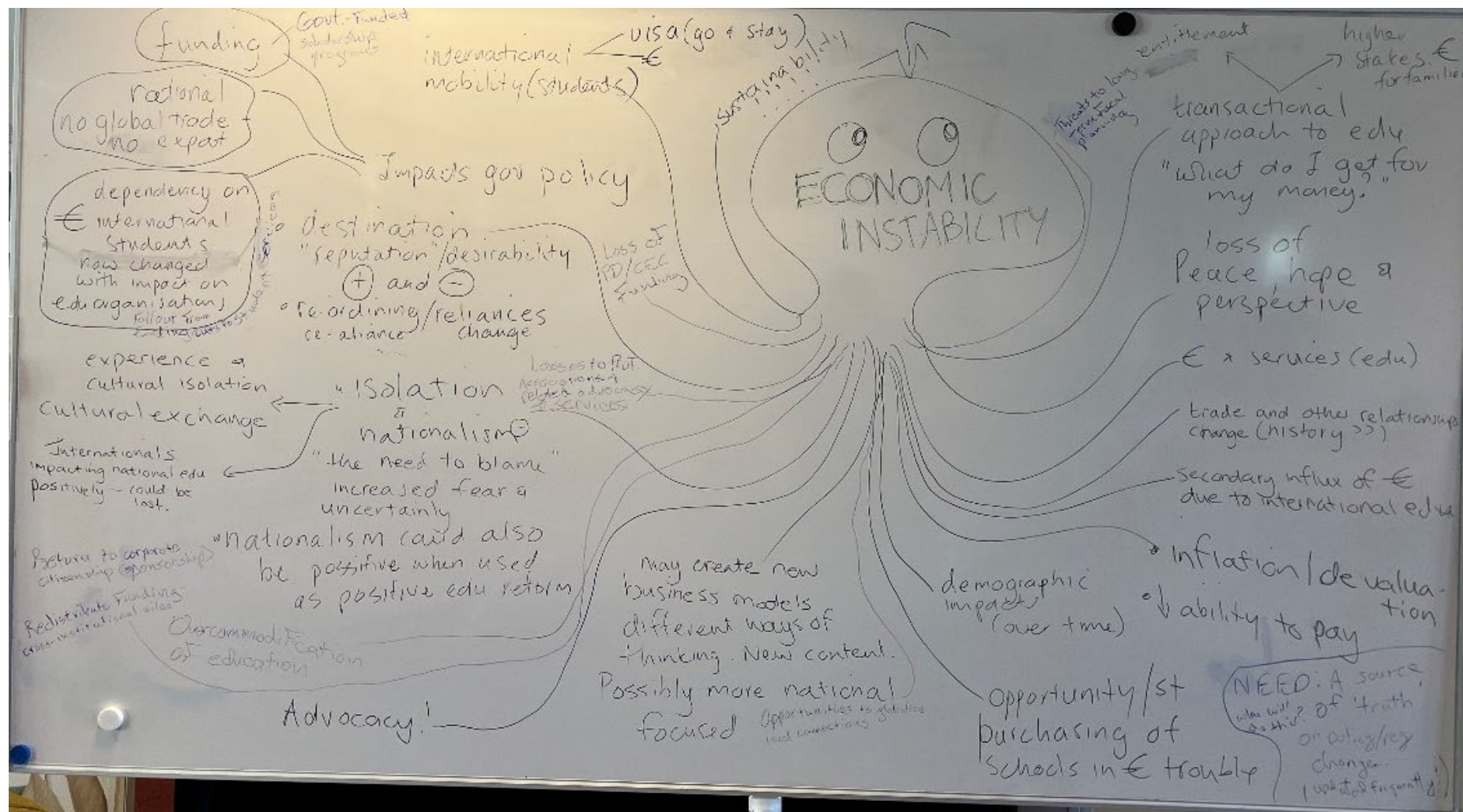
## Population, Immigration and Enrolment

- Will we be educating more adults in the future?
- Cooperative teaching (teachers working in multiple schools) may be a solution.
- Uncertainty and the pace of change are among the biggest challenges. It's difficult right now.
- Specific national groups migrating to new countries
- Rethinking the life span of education
- Rethinking capital allocations for new buildings amidst uncertainty



# Economic Instability/Trade Restrictions

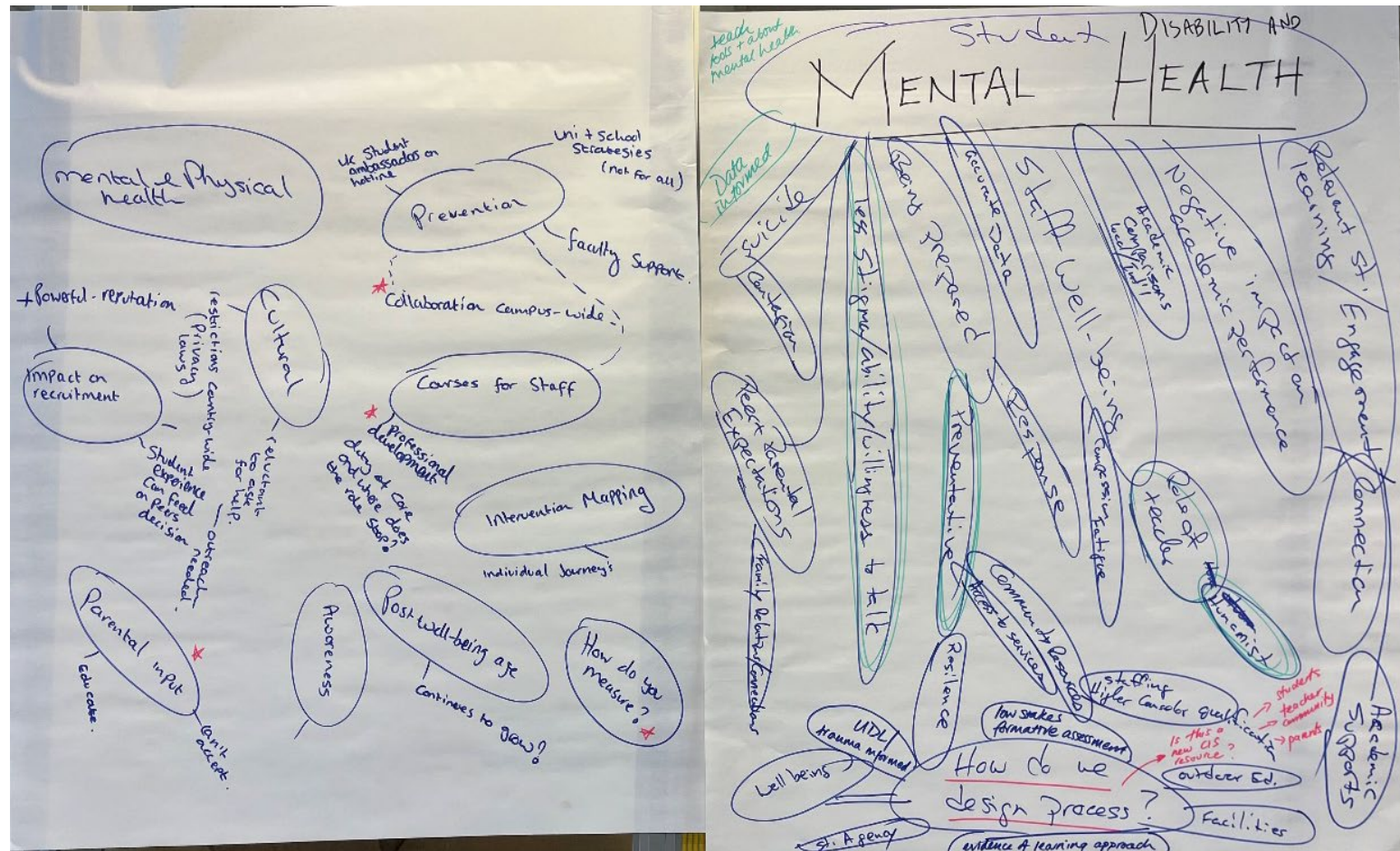
“We need information and preparation to address sudden changes impacting trade and the economy. How can we identify resources to keep us informed?”





## A decorative graphic on the right side of the page. It features several overlapping circles in bright yellow, lime green, and orange. One circle is filled with diagonal orange and white stripes. The circles are arranged in a dynamic, abstract composition.

An increase in suicide especially among those who are marginalized due to their identity, identity politics and the suppression of open discussion on related topics (DEI and gender).





# Digital Literacy & Well-being Concerns

## *also arose in our discussions*

- We need to teach digital literacy to students —they are not digital natives. Institutions spend a lot of time enhancing their physical campuses, but they are neglecting their ‘digital campuses’.
- Lack of interaction makes digital environments places of isolation where only the like-minded meet. This fuels problems related to mental health and the spreading of dis/misinformation.
- Should have online presences specifically to combat this.
- Summiteers highlighted the influence of parents related to technology use.
- Parents are demanding that schools control student use of technology, specifically phone use.
- Schools: take care to avoid cognitive offloading (for students and for parents).
- Teachers decide when technology is important.
- It’s about the use of technology, not the tech itself. Important to find a balance.
- Importance of co-creating solutions so that everyone takes part in the conversation on how to use tech effectively.
- Seek a balance with outdoor learning programmes.
- “Self actualization leads to more ‘student success’”.



# Forces Impacting International Education

International Organization  
Leadership Perspectives





# Governmental Regulatory Changes Impacting Immigration and Mobility

- Educational organizations need to be agile and flexible in response to (sudden) regulatory changes, such as bans on students from certain countries, bans on international recruitment, and discriminatory immigration policies.
- Strategic planning must be adaptable to respond to global events, regulatory shifts and budget cuts.
- Focus on what you can and can't control.
  - We can't control where governmental funding goes but can control how to make services as affordable as possible. We can't control demographic changes, but we can listen more to end users (students) to design courses that suit their needs.
  - We are pivoting to become more private and working more closely with municipalities to gain funding.
- Remain fair and transparent in policy making and messaging. It's important to tell a story to international students about life that is accurate.
- We must bring hope and trust in humanity and interconnectedness - to create new educational offers.
- Avoid a panicked reaction to things and be thoughtful and meaningful in decision-making. We may go in the wrong direction but our values and the reasons we're doing the work that we do will ultimately allow us to end up in the right place.





# Governmental Regulatory Changes Impacting Immigration and Mobility

- Focus on building future-ready learners, for example, communication skills and gaining diverse perspectives.
- Remain research-based when considering the impacts of AI on learners and ensure that technology is aligned to pedagogy.
- The challenge of managing perception versus reality in the context of regulatory changes. The perception of worsening conditions (uncertainty) can be more impactful than the actual reality.



# Generative AI

- AI is seen as a tool to enhance learning, but it should not remove the learner from the learning process.
- AI should be used as a valid methodology, but students should reflect on their own understanding and potentially challenge AI-generated content.
- AI is a tool, not an 'end' in itself. How can AI improve our processes and make our organizations more efficient?
- AI should be used to outsource busy work while retaining cognition and the human in the loop.
- There is a need to change the approach to assessment, ensuring that AI is used to enhance learning without removing the learner from the process.
  - We have to reconsider why do we do things the way we do them. For example, the use of AI in essays leads us to question: Why we are still using essays as a method of assessment?
  - Do we assess what we value, or value what we assess? (Dr. Sandra Milligan)
- Important to bridge policies from schools to universities to ensure pedagogy and assessments are aligned or we risk giving mixed messages on how much AI students can use and how they'll be assessed later on (with or without AI).
- We need to understand how students are using AI and learn from them.
- Enhance teaching by using digital technologies in the classroom and leveraging artificial intelligence.





# Diversity, Equity and Inclusion Principles

## *under scrutiny*

- Students grew up with expanded perspective on the value of diversity. They will continue to believe this to be true, despite governmental regulatory changes mandating compliance to eliminate DEI programs.
- We need to lead with research and inquiry-based content, data and ethics.
- We need to ensure that young people can see themselves in their educational studies. Ensure at a micro level (in the classroom) that children can see themselves in lessons.
- We need to audit our curricula to ensure there are no exclusions and train practitioners on implementation through a DEI lens.
- Work in partnership with teachers, respecting their position and also trusting their judgment and professionalism with the curricular frameworks.
- We need to consider educational exclusivity due to cost, as it is expensive wherever you choose to go. We also need to consider issues of free speech and exclusionary immigration policies.
- We need to open horizons to fight nationalism and populism. We need to emphasize global citizenship.



# Expectations for Educational ROI

- Cost of Higher Education - university is increasingly expensive in cost and therefore exclusive to access.
- With increasing destabilization and isolationism, can we evolve without losing the fundamental connectedness of globalization that international education was founded upon?
- An increase of isolationism leads to fewer international interactions and changes the definition of international education.

# Transitions to Higher Education

## Objectives:

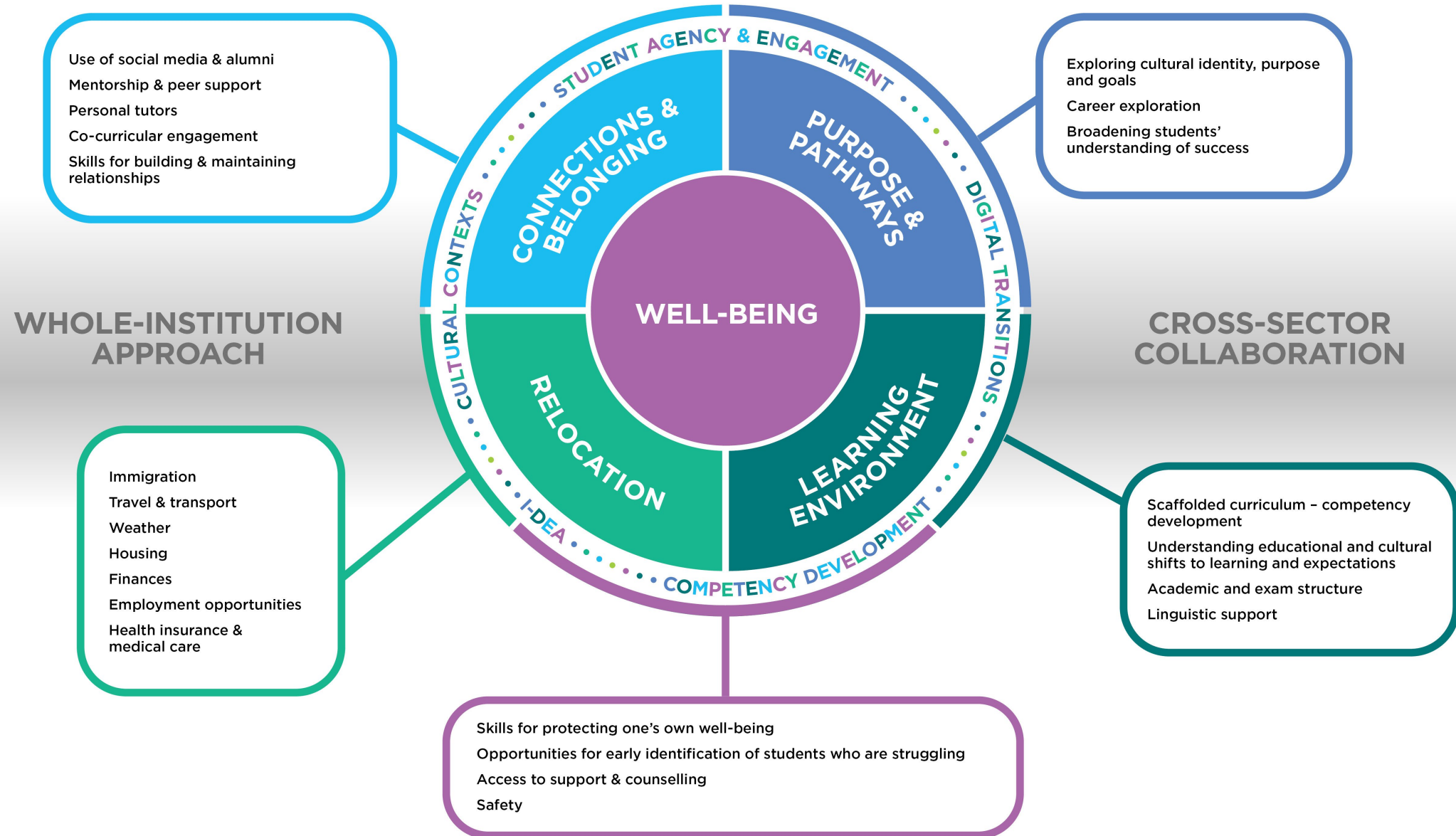
- Learn and share information about **international school students'** transitions needs and the transitions-care currently provided.
- Provide schools and universities with an evidence-based model and practical resources to help them to strengthen their transitions-care for international school students.
- Foster dialogue and partnership working between the sectors.







# Transitions-Care Model



# Guiding Questions

1. What components of the Model are missing that should be incorporated based on recent trends in student mobility and well-being?
2. How might the Transitions-care Model be used to check on institutional readiness and implementation?
3. How will we know if the Transitions-care Model has been successful in guiding institutional practices during the next 5 years?
4. What are key steps in the coming year that CIS and/or the Summit Transitions Group could take on to support this work on Transitions-care? In particular, cross-sectoral initiatives?

# Discussion Recap

1. Starting to see strong connections between this work and the broadening assessment working group.
2. Exchange of information across schools/universities is key.
3. Create online modules for students and practitioners based on transitions-care model, particularly looking at the threads around the model (Cultural Contexts, Digital Transitions, etc.), and/or a create an online portal for members to collaborate across sectors.
4. Collect transitions-care resources and tools from HEIs - consider tools for practitioners and tools for leadership - like digital literacy, identity, and competency development.
5. All educational leaders need to advocate for transitions-care. Endorse the model - in partnership.
6. Use the model as the theme for CIS Regional Institutes or the Global Forum.
7. Develop trust in the continuity of care approach.
8. Create a tool for institutions to benchmark themselves against the model.
9. Research or collect case studies of institutions that use the model to see where there might be gaps. Consider diversity of Institutions represented.
10. Shift from reactive to proactive student support planning, especially amid declining resources.
11. Address structural and communication barriers in large institutions to support model implementation.
12. Incorporate insights from growing regions (India, Nigeria, and South Africa) to ensure global relevance.
13. Leveraging the gap... look at Education USA pre-departure programs to create our own utilizing the Transitions-care model





# Transitions Group – Next Steps

1. Refine and launch the model (target: August/September)
2. Develop new resources and/or online modules
3. Plan and lead the CIS pre-Forum workshop focusing on transitions-care across sectors



# Transitions and Belonging

International Student Panel  
(university and post-graduate students)

# Transition challenges

What were the crucial aspects of transition when you moved to university in a new country?

- Paying bills and buying food, setting up a bank account, learning how to be an adult.
- “I didn’t know how to manage my independence. Suddenly, I had to do everything myself.”
- Academic transition was smooth thanks to the IB, thanks IB!
- Support to find housing was key.
- Developing a sense of individuality, learning how to behave at parties and how to act in a new culture. Individual vs collective culture adjustment – in both directions.
- Housing crisis.





# Preparation skills

What best prepared you (in your opinion) for studying in a new country?

- That everyone is new here...reach out.
- Time management.
- Learning how to speak another language.
- Preparing for exams, IB experience was useful. “Realizing what overpreparation is.”



# Current concerns

What concerns do you and your friends have about the world right now? How can Universities support your development in the current geo-political climate?

- Extremism...in many conflicts. “We need to talk about it and universities need to allow us to talk about it.”
- Will my social media posts be used against me?
- Short term political decisions about cuts (including funding) for international education and research.
- Pace of change...politically
- Anti-immigration. “The vulnerability of being an immigrant is scary.”
- Currency exchange rates make it difficult for non-EU students.
- Scared we don’t talk enough about topics that governments are banning.
- Getting arrested for protesting.
- Leaving your country due to hopelessness.
- Feeling torn to return home to fight new policies.
- Fight for freedom of speech.



# Current hopes

What hopes do you and your friends have for the world?

- Make the world a better place with better people.
- “No one is seeking conflict.”
- Freedom of speech -the fact that people are speaking out is hopeful.
- Novel conflicts require novel solutions.
- Find hope in the people around me.
- Even people who hate are scared...and ignorant.
- Hate speech is not free speech. If you see something, speak up.





# Transitions: Who helped you the most?

- Myself...and the internet.
- Peers ...older students.
- People who already came here.
- My mom.





# Broadening Assessment

## *New Metrics International Schools*

### Objectives:

1. Assessing students' potential for academic and employment success
2. Improving access and equity
3. Educating universities about evolving forms of assessment
4. Improving learning and demonstrating evidence of learning
5. Helping universities to make admissions decisions
6. Incorporating skills and competencies in more assessment tools



# New Metrics International Schools Program

- a partnership between Melbourne Metrics/CIS

## **Key questions:**

1. What else do you want to know about NMIS? concerns? hopes?
2. What can we do to assist the school and university ecosystem to use competency-based assessments, improving selection and recruitment?
3. Are the default competencies the right ones for international schools? What about 'transilience'?
4. What should a next-generation transcript look like?
5. Can AI do this better?
6. What will we need to give up?
7. What biases do we have?



# Discussion Recap

- Move from socio-economic sorting to formative work on what sort of human beings we want students to be.
- Build on the current set of competencies that institutions are focusing on...do we have to agree on the seven competencies identified by Melbourne Metrics?
- Ask Cambridge International and the International Baccalaureate to support schools as they begin this work.
- What do we (teachers) stop doing and leave behind to move to an assessment-based approach?
- Effective implementation includes in-house ambassadors, both teachers and students. Determine who will raise their hands to lead this effort in each institution.
- Use a value-add approach at universities to encourage implementation as part of admissions (and student support services) practices.





# Discussion Recap

1. *Do we assess what we value, or do we value what we assess?*  
(Professor Sandra Milligan)
2. Use the educational ecosystem to advance change (schools, universities, international education association partners)
3. Matching for success is the key for higher education implementation
4. What is the heaviest lift in schools to implement a competency-based assessment approach?
5. What is the experience of Australian schools and universities in moving to a competency-based approach?
6. Competency framework validation is next. What needs to be true of the Metrics?
7. Useability considerations, including training.



"Our school doesn't need to do this work, but it's the right thing to do!"

Schools willing to do whatever it takes to provide their students with relevant pathways, i.e. whatever HE requires for evidence of student competency.

~> what version/template would uni's entertain?

Admissions teams are "reading" for competencies through essays, recs, extra-curricular - BUT adding one more piece of evidence may be perceived as prohibitive. (time factor)

## Know

- How do we evaluate them? measurement?
- How to embed in the formal curriculum?
- Timing of observation of students
- How to use results in "everyday" work?
- How the result of the assessment is presented to different stakeholders?

## Worry

- How to "develop" teachers so that they integrate to what they are doing?
  - natural evolution
  - "plate" analogy
- Does the observation element apply equally for all grade levels?
  - "schooling" conditions that can facilitate or hinder
- How to explain to parents? value-add
- cost impacting accessibility.

## Need

- Will they take it seriously? — admissions?
- What is the value-add? — transition?
  - for universities
  - ↳ better match students + programs → matching for success



## Establishing competency requirements by HE

- ① Subject specific eg. Medicine, Architecture
- ② Relevant skills or expertise for cohort (eg. liberal arts)  
Capacity to contribute to the group or class  
eg. Group work, supportive of other learners,

{ Need for trust in robust assessment by others  
Capacity to operate at scale  
Challenge of equitable opportunity for assessment

- Adaptable
- Growth not only outcome level
- Captures students own perspective as well
- reflects competencies

Common format for data collection

Likely to continue to sit alongside existing academic assessments.

Scope to highlight students who don't match on academic scores alone.



MOST AMOUNT OF USEFUL INFORMATION  
IN THE MOST PRECISE FORMAT

- ↳ STANDARDISED
- SIMPLE (NOT [OVERLY] SIMPLIFIED)
- FOCUSED

VISUAL MAPPING / OVERLAPPING.

"BIAS FREE"

↳ NEGATIVITY BIAS ISSUES



WHAT NEEDS TO BE TRUE:

NEXT-GEN  
TRANSCRIPTS

WHO NEEDS TO DO WHAT:

QUESTIONS:

T.W.E. CAN AI BE USED TO  
CONDENSE MORE COMPLEX  
INFORMATION INTO AN "EASY  
TO READ" 2-MIN DECISION  
WINDOW?

HOW CAN WE TRUST THIS IF  
EACH APPLICATION HAS ~2 MINS?  
CAN WE JUST USE AN EMOJI?

↳ (NOT REALLY!)

Q&NS

- How consistent is the application of the rubric by different teachers? How can universities be sure of consistency in application?
- How do we deal with cultural influence in applying assessment criteria? COMPARABILITY!!
- What about Neurodiversity? VALIDITY??
- Will the assessment certification be an add-on to other qualifications?
- Schools have mapped IB ATLs against the MM competencies - framework
- How is this working?
- What student artefacts do we have? to back up allocated credential!
- FIDELITY??



# Broadening Assessment Discussion– across sectors

School Perspective	Higher Education Perspective	International Credential Evaluation Association Perspective
<ol style="list-style-type: none"><li>1. Importance of assessing complex competencies.</li><li>2. School transcripts need to evolve but not as one more layer of bureaucracy.</li><li>3. Every school can find a group of agents for change.</li><li>4. Find ways to use the data while students are still in school.</li><li>5. Leaders need to systematically try new assessment instruments.</li></ol>	<ol style="list-style-type: none"><li>1. We can start to build something.</li><li>2. Unis need to be more transparent on what they require/expect from students, based upon each course of study.</li><li>3. Challenge: Can we do this with every subject/course?</li><li>4. Identify one course and think about what is require to accredit the program of study and then consider the competencies.</li><li>5. Schools can share guidance on what students need to know.</li><li>6. Do we think about this as an admissions tool only? Or how we can better support and onboard students?</li><li>7. Be courageous! Try new things, and try to reduce the costs of admissions review (at 'Selector' universities that have many applicants).</li></ol>	<ol style="list-style-type: none"><li>1. Who benefits from this? Schools/students/universities</li><li>2. Missing piece? How to compare the new metrics. "Need a special decoder ring!"</li><li>3. Institutions will need time to understand the new documents/metrics. And to understand 'how it got there' (in the students' documents).</li><li>4. Determine how to showcase students for each purpose (school, university, work)</li><li>5. Need clarity from HEIs: "How do I get in and do well in this major?"</li></ol>

# Broadening Assessment – Next Steps

1. Identify the work we can stop doing by applying new technologies, including the use of AI (in student assessment work and university admissions and selection processes).
  - These include background processes, e.g. responding to questions from students and parents and teachers, and background writing.
2. New Metrics for International Schools Program: Applications are open for schools to participate starting in October 2025 (the first seminar in Melbourne).
  - Share the timeline with all Summiteers.

