

APRIL 2022

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Cybercrime

Cybercrime is on the rise. According to the most recent Internet Organised Crime Threat Assessment (IOCTA), cybercrime is becoming more aggressive and confrontational. This can be seen across the various forms of cybercrime, including high-tech crimes, data breaches and sexual extortion.

At the opening of two security and defence exhibitions in Kuala Lumpur, Defence Services Asia 2022 & National Security Asia 2022, Malaysia's Home Minister Datuk Seri Hamzah Zainudin said the number of cases associated with cyberbullying, fraud, intrusion, phishing and email scams had almost doubled.

He said in 2019, around 13,000 cybercrime cases were reported involving total losses of RM539 million, and the number increased to approximately 17,000 cases in 2020.

Last year, the number of cases increased to more than 20,000, with total losses worth RM560 million while as of February 2022, the number of cases reported was 3,273 involving losses of RM114 million.

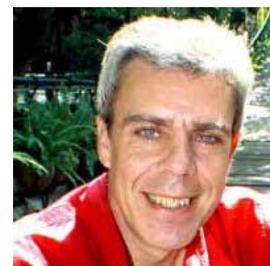
The crimes range from creating botnets, laundering traditional and virtual currencies, online fraud, such as through online payment systems, carding and social engineering, online child sexual exploitation, sale of weapons, false passports, counterfeit and cloned credit cards, and drugs, and hacking services.

EU's law enforcement agency, Europol, warns that amid rising activity there is also a convergence of terrorism and cybercrime.

Clearly, we should all help in the fight against cybercrime and support our law enforcement agencies in policing the internet.

But how do we protect ourselves from political abuse of the various cybercrime law enforcement agencies? These police and military units can legitimately involve themselves - on their own initiative or by request - in almost any investigation since all citizens regardless of political observation regularly use mobile phones and computers.

How do we ensure ourselves that they keep their focus on the real crimes that are a threat to us all? Can we trust supervising bodies set up by politicians? Is there a technocratic alternative and would that be any better?



Gregers Moller
Editor in Chief

ScandAsia

ScandAsia is a printed magazine and online media covering the people and businesses of Denmark, Sweden, Norway, Finland living and working in China, Hong Kong, Thailand, Malaysia, Singapore, Indonesia, Philippines, Vietnam, Cambodia, Laos and Myanmar.

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Lovell is a newly built international kindergarten in Pattaya City, created to build the Alpha generation to have humanity, happiness, responsibility, and capability, thereby uplifting the quality of future generations of adults in Thailand. It is a purpose - built school **designed to develop and enhance EF** (Executive Functions), the skills that will help our children to overcome any difficulties in achieving their goals and will allow them to flourish through self-motivation and resilience.

Children are connected to the nature provided beautiful green spaces and Love Earth projects such as key hole organic garden, flower garden, bug hotel, butterfly farm which help them understand the importance of sustainable life. The school follows the British **Early Years Foundation Stage Curriculum 'EYFS'** through a **Reggio Emilia** play based approach. Children can foster their creativities through active play and exploration in this harmony sanctuary.

“ The first 6 years of life is a golden milestone when identity is shaped and life lessons are implanted. ”

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Finland crowned world's happiest nation for the fifth year

Finland is named the world's happiest country for the fifth year in a row, according to The World Happiness Report 2022. Myanmar ends up very close to the bottom of the list as number 126 out of 146 countries. Denmark is in second place on the list of the world's happiest countries. This is one place higher than in 2021 when Denmark was in third place.

The report, now in its 10th

year, is based on a combination of several factors. They include the perception of the extent of corruption, generosity, freedom, life expectancy, social support, and gross domestic product per capita.

The countries are distributed based on data from the last three years. The latest list was completed before the Russian invasion of Ukraine.

Finland and Denmark are fol-

lowed by Iceland, Switzerland, the Netherlands, Luxembourg, and Sweden.

Norway is in eighth place, Taiwan is in 26th place, and Singapore is in 27th place. The Philippines, Thailand, China, Vietnam, Hong Kong, Indonesia, Laos, Cambodia are placed as numbers 60, 61, 72, 77, 81, 87, 95, and 114 on the list respectively.

Nordic Ambassadors in Vietnam visited Nha Trang



Photo: Ambassador Ann Måwe via Facebook

The Nordic Ambassadors in Vietnam including Swedish Ambassador Ann Måwe, Danish Ambassador Laos Kim Højlund Christensen, Norwegian Ambassador Grete Løchen, and Finnish Ambassador Keijo Norvanto recently visited the coastal resort city of Nha Trang in southern Vietnam.

Ambassador Ann Måwe shares in a recent update that the delegation visited Nha Trang university where cooperation was discussed and after that, they participated in a constructive meeting with the provincial leaders of Khanh Hoa.

"We were briefed about developments in the region, not least

in tourism and fishing. We discussed Nordic interests and potential trade and investment opportunities. Including in sectors such as renewable energy tourism and aquaculture," the Ambassador says.

The Ambassador notes that all Nordic countries have had some exchange and research cooperation over the years and not least Norway which has had long-standing cooperation and exchange in particular in aquaculture and fishery.

During their visit, the Nordic delegation also made a field trip with Australis Aquaculture Vietnam Ltd to learn more about the great potential for fish farming in Vietnam.

"Finally we visited the amazing Cham temple Po Nagar. Residing on the top of one hill of Nha Trang city, it bears witness to the fascinating history of Champa. It is dedicated to Yan Po Nagar, the goddess of the country. And it's interesting to know that it is still used today for the very old traditions and rituals of the Cham people of the region," Ambassador Ann Måwe concludes.

Myanmar to accept international tourists

After a two-year closure, Myanmar will again open its borders to international tourists from 17 April onwards, the junta government has announced.

According to the announcement, fully vaccinated international tourists effective 17 April can enter the country but must undergo two PCR tests during a week-long quarantine in Yangon on arrival. The announcement did not include details on which airlines intend to serve Yangon's international airport.



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Sweden, Norway, and Finland celebrated Nordic Day in Kuala Lumpur



The three Nordic Embassies of Sweden, Norway and Finland celebrated on 16 March 2022 Nordic Day with a reception in Kuala Lumpur.

The Embassy of Finland in Kuala Lumpur writes that the reception brought together friends and partners from government, business, and civil society. The event was also graced by the presence of His Royal

Highness Tengku Muhammad Fa-iz Petra ibni Almarhum Sultan Ismail Petra, Crown Prince of Kelantan, and Guest of Honour YB Dato' Seri Ahmad Faizal bin Dato' Azumu, the Minister of Youth and Sports.

Singaporean salmon raising project moves forward

Singapore RAS, a land-based salmon project, has entered into an agreement with OFS Norge AS (OFS) and Onshore Technologies AS (ONTEC) for a Basic Design Study of its recirculating aquaculture system planned in Singapore.

In a press release, Singapore RAS writes that the agreement opens the opportunity for strategic and financial cooperation on the project as well as local aquaculture capacity building based on ONTEC's pioneering Academy in Måløy.

"Singapore RAS aims to establish itself as a leading-edge onshore sustainable producer of Atlantic Salmon in Singapore, right next to the dinner table in the largest per capita salmon market in South East Asia," said Singapore RAS' CEO Esben Johnsen.

"We are in particular driven by the wish to ensure a maximum of recirculation. With multiple circular

economies first: for sludge, for processing waste, for cooling energy to mention some major elements."

Singapore RAS wants to produce 1,000 tonnes of salmon by 2025 ramping up to 3,000 t/a upon demonstration of biological & commercial success. The island city-state

of Singapore imports >90% of the food, and has a strategy labeled 30/30 aiming at increasing local food production to 30% by 2030. It also has a strong focus on circular economy and sustainability, two aspects that are central to this project.



Singapore RAS's CEO Esben Johnsen. Photo: Benchmark.

FBC Singapore' newly elected Board

In a recent update, The Finnish Business Council Singapore announced the new Board which was elected for the next term at FBC's Annual General Meeting 2022 on March 16th at HUONE.

The new Board for the term March 2022 – March 2023 are:

Chairman Pasi Haatainen (Dynamic Business Consulting)

Deputy chairman Sebastian Nummelin (Probi)

Treasurer Saku Aspelin (Individual member)

Secretary Erica deWit (KONE)

Member Kari Punnonen

(Wärtsilä)

Member Alpesh Shah (Neste)

Member Guillaume Mascot

(Nokia)

Member Ian Wu (HUONE)

Member Laura Saanakorpi (Nordic Glow)

Besides welcoming the new Board, FBC also notes that during the Annual General Meeting 2022, the council had the pleasure to have a guest speaker Mr. Pekka Laitinen, Region Head at Business Finland, to talk about Business Finland's operations and initiatives before the official Annual Meeting.



Finnair updates flights for summer 2022

Finnair has updated its traffic program for summer 2022, as the closure of Russian airspace impacts Finnair's Asian traffic, the company says in this press release.

"We continue to serve our

key Asian destinations despite the longer routings caused by Russian airspace closure, and also have an excellent offering in Europe and North America," says Ole Orvär, Finnair Chief Commercial Officer.



Finnair's Asian offering comprises of daily connections to Bangkok, Delhi, Singapore, and Tokyo, three weekly flights to Seoul, two weekly flights to Hongkong, one weekly frequency to Shanghai, and a new route to Mumbai, India, with three weekly frequencies.

However, Finnair says that some long-haul flights to Asia are canceled due to Russian airspace closure, and consequently, frequencies in Finnair's European network are adjusted to the resulting decrease in transferring customers.

Among the canceled flights are services to Japan for the summer 2022 season, due to the Russian airspace closure. Finnair was originally scheduled to serve Tokyo Narita and Haneda airports, Osaka, Nagoya, Sapporo, and Fukuoka with altogether 40 weekly flights. Finnair is also postponing the start of its new Busan route.

Maersk loses 90 containers during rough seas en route from China to the US



Maersk ship (archive photo).
Photo: Michael Kooren / Scanpix
Denmark

Maersk ship (archive photo). Photo: Michael Kooren / Scanpix Denmark

The Danish shipping company Maersk has yet again lost containers at sea as 90 containers recently fell overboard the Maersk chartered vessel Dyros in a storm

while on its way from China to Seattle in the USA.

Danish news media BT writes that it happened at a position about 1200 nautical miles east of Japan and

that nine of the missing containers contained dangerous goods in the form of lithium-ion batteries. Another 100 containers were damaged in the storm.

Maersk emphasizes that no crew members were injured during the storm and that the company will now investigate how the accident could have happened. The ship will be directed to a safe harbor, where the damaged containers will also be taken care of.

For a long time, the Danish shipping company only lost about 30 containers a year. Last year, however, a total of 962 containers disappeared into the depths of the sea from the vessels Maersk Essen and Maersk Eindhoven.

Thor departs Hong Kong on his mission to visit every country in the world without flying

The Danish Seamen's Church Hong Kong's super-assistant Torbjørn "Thor" Pedersen has after two years departed Hong Kong on his mission to visit every country in the world without flying.

Thor left Denmark in 2013 and has since embarked on the 'Once Upon a Saga' project which is a journey to visit every country in the world without the use of air travel. In April 2020 he had visited 194 of the planned 203 nations but got stuck in Hong Kong due to the pandemic. There he took up the

role of helping the Danish Seamen's Church to secure supplies for crews on Danish flagged ships docking at the city's port.

As the pandemic is easing across the globe, however, Thor is once again back on track to complete his mission and last week the 42-year-old adventurer boarded the vessel Suva Chief which will take him to Australia.

About his departure, Thor says on his Facebook page that it is with mixed emotions that he is leaving his home for the past two years.



Thor writes about his journey on his site Once upon a Saga <https://www.onceuponasaga.dk/blog/446-the-adventure-continues-south>



Chinese restaurant in Denmark gives free meals to Ukraine refugees

Jian Wu was six years old when he fled China in 1989 with his parents. The family traveled from Japan to Thailand and on to Germany, before settling in Denmark after a year and a half on the run. Now over 30 years later, he is paying it back by offering all the Ukrainian refugees coming to the country a free meal at his restaurant.

To TV2 News, Jian Wu says that upon arrival in Denmark 33 years ago, he and his parents spent the night in the Sandholm camp. When he woke up to his first day on Danish soil, he was greeted by a breakfast table filled with free milk.

"It was a huge contrast. We had no money and had been out there looking for garbage containers for

food, and suddenly we could come here and get free milk," Jian Wu says.

Jian Wu owns the restaurant Hidden Dimsum together with his wife and brother-in-law, and they have chosen to open their restaurants in Copenhagen and Hellerup to offer free meals to Ukrainian refugees on the run as a result of the war.

"Chinese and Buddhist philosophy that I grew up with is based on a basic acceptance that everything changes."

The acceptance of the uncertainty that lies in change, Jian Wu learned especially on his flight from China.

"The Ukrainians have lost their homes from one day to the next,

and many have lost their loved ones. These are people who are in situations that are very reminiscent of our past. We came here with only two suitcases," Jian Wu says.

Jian Wu takes no part in the war because in war everyone is a loser, he believes. But he wants to help those who need it. Therefore, he hopes that the offer of free food can take the brunt of the concerns he thinks the Ukrainian refugees have.



Organist Fan Lai on 25 years with the Danish community in Hong Kong

In a recent article in the latest issue of NYT, the magazine for the Danish Seamen's Church, Fan Lai or in everyday speech Fanny, speaks about her 25 years as an organist at the Danish seamen's Church in Hong Kong and her time with the Danish community there.

Chinese Fanny was born in Hong Kong and is a trained pianist who has worked with music all her life. In addition to the Danish Seamen's Church, she has also played for services for the Swedish congregation, for the Norwegians, and the Germans.

Fanny explains that 25 years ago, Danish church music was completely new to her and not at all reminiscent of the hymns she sang in her Catholic elementary school or her Christian high school.

"Danish hymns are a bit like

folk music. They have a touch of something Irish or Scottish about them in my ears. Many are quite nostalgic with a tinge of melancholy. The more you listen, the more you love them," she says.

Over the years, Fanny has known and collaborated with a large number of Danish priests in Hong Kong including Hans Vestergaard Jensen, Hans Koller Nielsen, Iben Snell, Maria-Louize Helbo, Margith Pedersen, and now Rebecca Holm. Fanny characterises the Danes as optimistic, open-minded, humorous, and straightforward.

"Sometimes someone tries to tell me jokes! But I simply do not understand them," she says.

"The Danes are also very patriotic and have Dannebrog everywhere at various events and ceremonies," she adds

Fanny also says that the Danish culture in relation to gender equality fascinates her.

"I have heard of stay-at-home fathers who take their babies to church. Here it is the woman who is in charge of caring for the family. The Danes are also very tolerant of children in public places where they are allowed to crawl around. Chinese parents would have stopped them immediately, even scolded them."

Denmark is definitely on Fanny's wish list of places to visit and she has a love for Danish food.

"The other day I bought red sausages and remoulade in the church bazaar. I also try to share my food culture with the Danes. For example, I recently went out to introduce Margith Pedersen and Rebecca Holm to Shanghai cuisine."

First Danish golfer wins LPGA tournament in Thailand

Golfer Nanna Koerstz Madsen won the Honda LPGA Thailand tournament at the Siam Country Club Pattaya Old Course on 13 March 2022. This is the first time ever that a Danish golfer has won an LPGA Tour title in Thailand.

Nanna Koerstz Madsen showed great play and was in the top all week before she was able to secure the victory on the women's lucrative and prestigious LPGA Tour.

In addition to the honor of winning, Nanna Koerstz also scores the biggest bite of the tournament's total prize pool of \$1.6 million and will come home with \$240,000.

Nanna Koerstz Madsen is currently number 55 in the world and the tournament in Thailand saw the participation of several players from the top 10 of the world rankings.



NIO to sell EVs in Denmark and Sweden in 2022



countries to get the NIO's ES8 and ET7 in 2022 and also NIO Power Swap 2.0 stations.

According to Autoevolution, because Sweden is right next to Norway and the two countries share the most extended border extensions, the country is a natural choice for NIO.

Because Denmark is connected with both Sweden and Germany, it will be NIO's biggest market in Europe and therefore a sensible move for the Chinese EV maker to place power stations there, Autoevolution writes.

After selling to its local market for years, the Chinese EV manufacturer NIO selected Norway as the company's first foreign market most likely due to the Nordic country being a testbed for electric automobiles. But now

NIO has revealed that Denmark and Sweden are amongst the manufacturer's list of countries to expand to in 2022.

Media Autoevolution writes that Denmark, Sweden, Germany, and the Netherlands will be the next



How to pick an international school?

To decide on something as important as your child's education and well-being in a foreign country might be the toughest part about moving abroad.

Choosing a new school, pre-school, or kindergarten when moving to a new country has become increasingly difficult for parents. Each institution has its own unique philosophy and attributes and in some Asian cities, the choices are endless. Comparing what each place offers with the needs of your child is no simple task.

A good place to start is to check available options in your area and ask other parents of your own nationality or other expats which school they have chosen for their children and why. This may give you some indication of which schools are popular in your area and more importantly why before you make your own inquiry into each available option.

You can find a list of many associations and institutions for your nationality in your country of residence here.

Local vs International

The first thing you will have to decide on is whether you are looking for a local school or an international institution. In most countries in Asia, a local school is an option - although certainly a more challenging option for your child especially if they do not speak the local language. If your child is mixed Scandinavian - Asian this may, however, not be so frightening a prospect but it can still be a very different experience than your child has been used to in the past.

Local schools offer a very local environment and teach after traditional local methods that are easier for younger children to adjust to because they have no previous school experience, but for older children, the cultural differences can be quite a shock and an important aspect to consider beforehand. Local schools, however, have an economic silver lining and are less costly compared to international schools.

Physical punishment has not been abolished in many Asian school systems, however, so talk to the school about how they administer physical punishment and ask if they can make an exception for your child if you are not comfortable with this.

If you go for an International school your child will be provided a curriculum that is not the national curriculum of the country it is located in. The most common national curricula used in international schools in Asia are the National Curriculum of England, or an American curriculum, or adapted versions of these.

An international school also provides an environment that is more familiar to that of Nordic schools and often overall has a more westernized set of guidelines and teachings. The environment of most international schools in Asia will still be vastly different from that of your own because it consists of children from around the world and your child will be exposed to a greater volume and variety of cultural influences than those who grow up in one particular cultural setting.

Both the benefits and challenges of either a local school or an international school are important and very relevant aspects of life abroad. Children studying abroad often develop a very different attitude to many issues compared to their former friends back home and even you yourself. On one hand, integration is essential and if your child is going to be raised in a culture that's not your own, it's your duty as a parent to facilitate that. On the other hand, as parents, it can be hard when parts of our own culture are lost as our children embrace a country that becomes home to them in a way it never can be to us.





After 7th or 9th grade, other options like one of the excellent boarding schools back home in Scandinavia or out here in Asia may be considered.

For most European children, classes in the mother tongue are available. For most nationalities, classes via the internet is also an option particularly if you are living outside Bangkok.

Important factors to consider when choosing the right school

So now you have the table filled with brochures of different schools and wonder what to look for. Keep in mind your family needs, and trust yourself to balance these with your child's needs and with your search for a good quality school. Here are a few suggestions to help you make up your mind:

First: How much does the school cost?

Before spending time looking through school courses, you need to make sure that you can afford to send your child to the school. Local schools tend to be very affordable but annual tuition fees among international schools in Asia can range from \$1,800 to \$24,000. International schools have between three to four terms per school year and normally fees are paid termly. Some International schools allow parents to pay tuition fees monthly but if this is a requirement from you, you need to check with the school first to see if that is allowed.

Annual tuition fees are not a sure indicator that the more expensive the school is, the better education and experience your child will have. Smaller schools with

fewer facilities can sometimes be less costly but they can still be an excellent choice with a more close-knit community within the school.

Second: How far away is the school from your home?

Another important factor that may eliminate a few options for you easily is how far away the school is located. Bear in mind that in most big cities, it is the traveling time between your home and the school that matters and especially in larger cities, you will be challenged by some very heavy rush hour traffic. How long will it take for your child to get to school and home afterward? How will your child be going there? Coordination if you have several children under education, etc.

Third: What reputation does the school have?

Talk to as many people as possible. This is where your first intuition comes in handy and if many say the same it is probably true. Be sceptical of opinions from parents, who have kids at one schools - they are often quick to seek confirmation of their own choice by adopting negative opinions about the competing schools.

The age of the school is no sure indication either. Nothing guarantees that the reputation of a hundred-year-old school is better than a one-year-old school.

Fourth: What are the school's fundamental principles?

Repeated, unbiased research shows that all truly out-

standing schools adhere to certain principles. While all are important, the two most important factors are:

1. The school has high expectations for all students. It means all students are expected & helped to meet high minimum goals; goals are raised for individual students as soon as they are ready to learn beyond grade level.

Avoid schools that make excuses for kids who are behind academically. If your child struggles, they may make excuses rather than help your child, too. Also, avoid schools that pretend none of their students struggle. All schools have more than a few students who face learning challenges at some point. You need to know in advance how the school will respond.

2. The school monitors progress and adjusts teaching. It means the school assesses individual student progress often and changes teaching approaches to ensure that every child locks onto learning. This is especially important if your child is learning a new language as he or she may have mastered math in your native language, but having difficulties with mathematic terms in another language. Choose a school that will keep your child's levels up but will adjust teaching approaches to make sure the right language skills are taught at the same time.

Avoid schools that say, "Our grade-level work is tough enough for all students" and schools where everyone makes grade level, but few kids score far above grade level. Both academically gifted children and motivated "typical" kids miss out in a school that is focusing on grade level only.

Fifth: How are the courses at the school and do they match my child's needs?

All children need a school that will appropriately challenge and nurture them to succeed in core academic subjects, but research shows you can significantly improve your child's life and school performance by choosing and working with the right school, so you have plenty of reasons to give it your best effort.

The school's courses and programs will most likely be listed in the school's information packages. They will talk about British Curriculum and American Curriculum and - what most Scandinavians these days go for - the IB curriculum.

This is important if you relocate in the future so choose what fits best with the school system back home. Both the British Curriculum and the American Curriculum, however, are recognized and accepted worldwide.

Ask questions about the tests and exams which are offered and used as an evaluation method. Some international schools require a certain level of English language skills before accepting new students and it is, therefore, an important factor to look into if your child has little or no English language skills. Some international schools offer pre-language courses to help your child to an easier start and some international schools offer private tutoring to help your child excel faster once accepted into



the school. If your child is already a secondary school student, ask how well the graduating students do in getting accepted into major universities both in your current country, back home, and elsewhere overseas.

You can also find out if the native language and culture of your child is taught as optional learning as your child needs to keep his or her ties to your cultural background. It is also important for you. If such optional learning is not offered, most Asian cities have local Scandinavian communities where native Nordic languages often are taught as an after-school activity.

Sixth: What other activities can the school offer your child?

Besides the fundamental course works, what kind of arts, sports, community service does the school offer? Are there proper facilities to support those activities?

It seems that schools almost compete with each other when it comes to sports, thus many schools will have gymnasiums and sports complexes, which are either new or remodeled. But maybe your child is more into other activities - computer programming, performing arts?

Most schools offer after-school/weekend programs as well as field trips and community services. You should be able to freely pick the activities that best suit your child. Engaging in after-school activities is also an excellent way for your child to make new friends faster.

Seventh: Does the school have qualified personnel?

This is not as obvious as you may think. The school is

most likely private and qualifications for employment are not always as strict as for schools back home. What educational degree do they hold? How long have they been teaching at the school? What kind of teaching methods do they prefer? Are they involved in planning and evaluating the curriculum? Will they be giving special attention to each child's problems or personal needs? And more importantly, what do they do to make sure new students are welcomed and able to settle in the smoothest way possible.

Eighth: What do the current students think of the school?

If it's possible, talk to some of the existing students. Are they happy there? Do they look motivated to learn? How will the school help your child get started? Do they assign so-called "buddies" (another student from the same country) for new students? Most schools have established student organizations to provide service to students at a personal level. Here, students can get help with studying, working, individual needs, and so on.

Ninth: How is the relationship between the school and the parents?

You will obviously not be able to monitor your child in school. The teacher will have to be your eyes and ears. You must be notified of your child's functionality regardless of grade, and regardless of whether it includes bad behavior or progress your child has made. Make sure that you can get informed as often as possible especially





in the beginning to make sure your child settles in well at school. You may also join a parents' volunteer program if available. Some schools may offer activities for the whole family as well.

Your most important task after selecting a school - watch your child!

Moving to a new country, enrolling at a new school, and having a daily life in another language is an adjustment especially for children. It is therefore important that you make a habit of spending more time than you used to back home talking to your child about how school was today. What they did in class, and what they did outside. Let her or him tell you about their new friends. Listen.

All may initially sound fine and uncomplicated, but that may just be a honeymoon period. Your child will be filled with new impressions and new ways of doing things and therefore, this is the most important step of them all. If your child develops in any way you find disturbing or even develops signs of discomfort with going to school, you should think twice before you tell your child that "this is life - it is not always pleasant!". Allow them to adjust, support them in their transition and understand that this may be hard for them. They might feel frustrated that they can not communicate as freely at school as they are used to in their native language so have patience with them. Help them establish friendships outside school by inviting classmates home for playdates as this also helps your child speak the language much faster.

The process of starting in a new school abroad can also be hard for parents so speak to other parents who have gone through the same and listen to their advice. Things might not happen as fast as you would like them too but trust the process. Accept that the transition takes time and remember that after a few months, most kids suddenly excel at life abroad.

Final thoughts

The perfect recipe for choosing the 'ideal' school for your child does not exist. Many parents simply go by their own parental instincts. This is natural, and there is certainly nothing wrong with trusting your own instinct in the process. After all, you should feel comfortable and confident in leaving your child at the school gate in the mornings. Never mind how diligent you do your homework - and maybe the above list is a bit excessive - you will never be able to foresee if your child will thrive at the school.

However, the few professional tips and suggestions above should give you some ideas about what to look for when making up your mind. Keep in mind the important role you are taking in deciding the right choice for your child's new school will contribute to your child's progress toward a crucial foundation and an enjoyable schooling experience.



Outdoor Learning

- why it is important now more than ever

From early years to IB, Outdoor learning has an integral place in every student's learning journey. Learning that takes place beyond the classroom provides unique and memorable learning experiences that enhances academic ability, well being and environmental stewardship. Here are just a few of the benefits of outdoor learning.

Creating memorable learning experiences

Research suggests that learning that takes place in a variety of environments helps to create novelty, which allows a space for students to draw on their learning experience at a later date. Learning outside of the classroom can create opportunities for deeper understanding of the topic through hands-on activities. Such activities create an engaging experience which allows children to actively embrace the skill at hand and remember those skills as part of the experiential learning activity. The result is that children are later able to recall the skills and knowledge that was learnt whilst simultaneously recalling the fun experience they had while learning it! This experiential learning has been a foundation of pedagogy since the times of Aristotle, and has been a golden thread in the foundations of education philosophy around the world.

Outdoor learning aids the transfer of knowledge

Experiential interactions enhance children's levels of meta-cognition, reflective thinking and transfer of knowledge. A lesson learnt during an outdoor experience will be a lesson transferred into many aspects of one's life. Through outdoor learning, children learn to understand their character and their limits, whilst also having the opportunity to reach their full potential and embrace all that their environment has to offer them. They will learn to be confident in the face of new challenges, whilst simultaneously being assured in their own ability.

The Hunger Games novels, for example, highlights the importance of survival skills over combat skills. As part of their curriculum, students learn that the outcome of many historical events, such as wars, were often due to the inability to meet the basic needs of survival rather than to combat.

Students can reinforce this knowledge through their own outdoor understanding of basic survival skills, and can in turn gain an empathy and deeper understanding of historical events whilst being able to use this experience in English comparisons.

Outdoor learning promotes well being and environmental stewardship

It is well known that spending time outdoors helps us to connect with others, ourselves and the environment. It has also been shown to increase mindfulness, and even scientifically revitalises the body! Studies find that more time outdoors promotes happiness, boosts energy and helps with getting a good night's sleep; but it also helps us to appreciate the environment and encourages us to care for it!

More often than not, schools are working to integrate the outdoor environment into curriculums around the world. The **St. Andrews International Schools Group, Thailand**, are on the forefront of outdoor education, with outdoor assemblies and integrated forest school curriculums, as well as some of the most unique outdoor school environments in Thailand. Outdoor learning is embraced and children benefit from regular interactions with nature. So, what's stopping you from learning outdoors today?



St. Andrews
International School
Dusit Green Valley Sathorn Sukhumvit 107
www.standrews-schools.com

A school where children become

Global Citizens

Dusit | Ages 2 - 11

Green Valley | Ages 2 - 18

Sathorn | Ages 2 - 11

Sukhumvit 107 | Ages 2 - 18

St. Andrews International School offers the best of International Learning through a combination of the English National Curriculum and the International Baccalaureate Program. A world of opportunities awaits your child.

For more information visit
www.standrews-schools.com



St. Andrews
International School

COGNITA

An inspiring world of education



Physical Literacy for Life-Long Benefits

By Foundation Stage Physical
Development Specialist,
Gemma Price
Bangkok Patana School



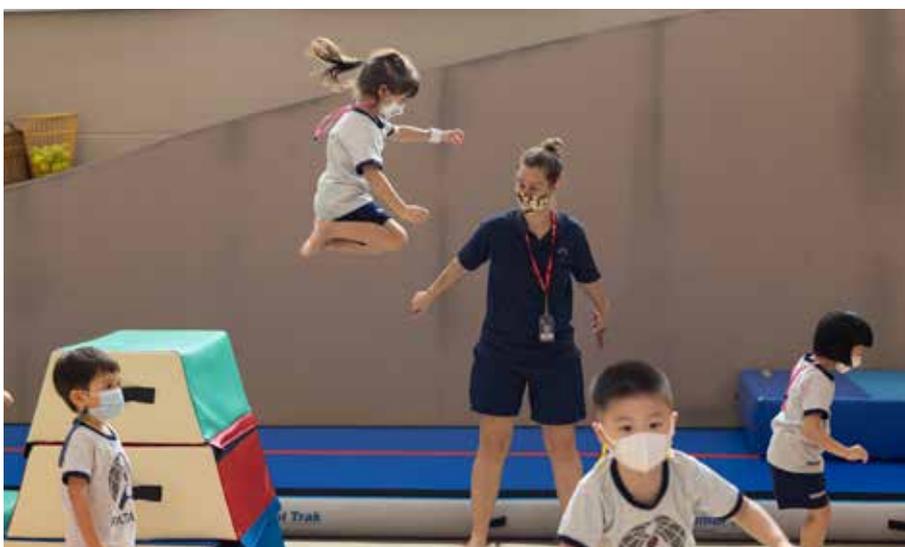
Physical development in very young children is central for overall development. Ensuring that children develop physically is as important as their cognitive, social and emotive development.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. Between the ages of 2 and 5 is the most important time in young children's lives when they need to be physically active and take part in lots of physical play. This will help them develop a life-long love for physical activity and sports as they move up through their school years.

Did you know 3-to-4-year-olds should have 180 minutes of physical

activity each day? 60 minutes of this should be moderate to vigorous activity. At Bangkok Patana School, young children have a "Led Session" once per week, but apart from this, class teachers promote and explore physical development opportunities in their classes each day.

Physical Development enhances the learning in other key prime areas such as Communication and Language and Personal, Social and Emotional Development. Children who are more physically active develop greater social skills and interactions with peers, and a positive sense of self. Through engaging play, our children can also develop their language and communication by talking to each other and through shared fun and interests.



Led and Free Flow Sessions:

The children in our Foundation Stage have two lessons per week with a specialist teacher. One of these lessons is a Led Session and the other is a Free Flow Session.

The Led Session: Here we focus more on gross motor skill development. This is where students get to practice developing those big skills such as running, jumping, crawling and hopping. We move away from whole group learning; the students are given a choice and the opportunity to choose their play in these lessons. I find that when children have choice, they are still developing key physical skills and their interest and engagement levels are higher.

Every child is unique and it is important that we support the students who find learning these skills challenging. We work with these students to help them develop their physical skills and to feel a sense of achievement in their learning. Likewise, with the more skilled learner, we need to think about how they can be challenged in our lesson so they are continuing to be engaged and are learning new skills.

The Free Flow Session: During these sessions, there is a focus on developing the students' fine motor skills by using the environment's provisions and enhancements. Examples of fine motor activities include sorting toys using tongs, using playdough cutters and squeezing dough, solving puzzles, building with Lego and blocks, drawing with chalk or painting. Fine motor skills are demonstrated by students making small precise movements with their hands and fingers.

Access to technology can make children become increasingly sedentary, so it is all the more important that parents and teachers recognise the importance physical development has on other areas of a child's development. Including physical activity as a regular part of a child's day can make them lifelong adopters of a healthy lifestyle.

How do teachers plan a Physical Development lesson?

There are multiple things to consider when planning Physical Development lessons for 4-to-5-year-old children. We use *Birth to 5 Matters*, which is a UK-based document giving guidance on all the physical skills young children need to develop. From this document we carefully choose skills that the children may need to work on. There are specific ranges; however, each child does not fit into a specific range as all children are unique. The range and skills that children are working on will depend on the child's specific needs and abilities.

It is important to consider our students' interests and how we can incorporate these into the lessons. An example of this would be if a group of children love superheroes, can they be running, jumping, flying, hopping, skipping, crawling or climbing superheroes? Bringing in children's interests develops effective engagement in the lessons.

Data is also an important factor to consider when planning a lesson. In conjunction with the class teachers, it is good to look at gaps and strengths in all the classes together, then plan lessons to close those gaps.

Canadian International School's (CIS) new Kindergarten wing opening in January 2023.



Want a Kindergarten that has it all? A strong academic foundation, a warm environment that fosters curiosity with plenty of outdoor play every day.

Canadian International School (CIS) is excited to announce that its new Kindergarten wing will be opening in January 2023. Designed to bring the outdoors in and support the school's inquiry and play-based approach, it will house the school's nursery to grade 1 student community and will have a **spectacular new Outdoor Discovery Centre**.

Purposeful play in the great outdoors and more

Learning through inquiry and purposeful play is at the heart of a student's kindergarten education at CIS.

Purposeful play and inquiry-based learning engages children, triggers their curiosity and enables them to solve problems creatively. Exploring concepts through interactive activities such as water play means you really can learn all about volume and capacity through the hands-on process.

Designed to facilitate play-based learning

An enormous 2,600 square metre (almost three quarters of an acre) outdoor discovery centre will connect with spacious and natural light-filled classrooms.

Much more than a playground

When children are outside they are quickly inspired to get active and run, jump and climb. These activities, in turn, spark brain development, sharpen social and gross motor skills and generate strong academic performance.

CIS students will get to play every day in the ODC which has some extra special features: a sound and art gardens to experiment in, a mud kitchen and Eco pond. Plus plenty of grassy hills, nature tunnels, a play fort and a yoga lawn.

Through playing with mud, water, sand and loose objects such as sticks, stones, mesh and rope, students will engage in imaginative and creative thinking while solving problems. They will learn to calculate, measure, invent, estimate, specify, analyse, hypothesise and test theories, thereby developing their thinking, communication and research skills.

Learning pods

Lakside's unique learning pod design has been incorporated into the new wing. Grade level classrooms that house students in the English and Chinese-English and French-English bilingual programmes will feed into dedicated light-filled learning pods, providing exhibition spaces and fostering a strong sense of grade level community.



Specialist spaces to support children's development

The CIS team have been creative with some of their new early years learning spaces. The new junior library will house a large selection of age-appropriate books, a gross motor room and a working instructional bakery.

New facilities for the whole school community

Students school-wide will enjoy the wing's new full-sized gymnasium that will serve as an additional practice and tournament facility for older students, an indoor 25m swimming pool, dance studio and 200-seat black-box theatre.

Learn more at the CIS April open house, RSVP at www.cis.edu.sg/admissions/open-house

WORLD CHANGING



— **one EXPERIMENT
at a time.**

As students' understanding of systems develop,
so too does their understanding of the relationship
between cause and effect.

Preparing your child for a changing world.



Discover more about our programmes
at our monthly open houses
RSVP at www.cis.edu.sg/openhouse

CIS Canadian
International
School



Exploring a uniquely great curriculum at ISB

It takes a lot to make a school great - it comes with hard work and a relentless determination to strive for excellence in academics, activities and a strong sense of community.

All good schools will offer educational and recreational facilities and opportunities for students to excel, discover their interests and ignite a passion for learning. Truly great schools will do all that and much more - creating those unique extra touches that give students the best possible educational experience as well as lifelong happy memories of their time at school.

Let's explore our uniquely ISB fact #1, all about our unique curriculum.

'ISB students love to learn. ISB provides a challenging and transferable curriculum based primarily on US, AP and IB frameworks for a multicultural and multilingual student body. Uniquely independent, our curriculum is informed by leading educational research and global best practices.'

ISB is focused on meeting the needs of all students, and to support this, we have made a significant investment into creating a Learning Design Center (LDC). The LDC team continually researches and evaluates learning practices, drawing from major global curricula as well as looking at the latest thinking in educational development. Put simply, being uniquely independent, we can and do implement best practices in learning to suit the needs of our students, while also being mindful that many of our globally mobile students will not complete an entire K-12 education with us. This means that we use global 'standards' in education as our benchmark, constantly striving to exceed those learning goals and ensure that our students

flourish equally at ISB or in their next educational setting. ISB is accredited by Western Accreditation of Schools and Colleges (WASC) and the International Baccalaureate (IB).

ISB is one of only a handful of schools in the world where the definition of learning itself is clearly articulated. We value meaningful and transferable learning where we construct understanding by developing and applying knowledge, skills

and attitudes. As learners, we develop and show our understanding when we:

Jennifer DeLashmutt, ISB's Director of Curriculum and Professional Learning, is best placed to meet the needs of our multicultural and multilingual student body. Having worked in Hong Kong and both public and private schools in the USA and experiencing teaching based on US developed standards



isb.ac.th

uniquely ISB

#1. ISB students love to learn. ISB provides a challenging and transferrable International curriculum based primarily on US, AP and IB frameworks for a multicultural and multilingual student body. Uniquely independent, our curriculum is informed by leading educational research and global best practice. #uniquelyISB



#uniquelyISB
Thailand's Premier International School since 1951
welcoming applications for 2022

OUR DEFINITION OF LEARNING

ISB values meaningful and transferable learning where we construct understanding by developing and applying knowledge, skills and attitudes. As learners, we develop and show our understanding when we:



and Advanced Placement, as well as holding certification in Curriculum and Instruction, Early Childhood, Advanced Educational Leadership, IB Certificate in Leadership Practice and is an International Society of Technology Educators (ISTE) Certified Educator. Jennifer is all too aware of the complexities and challenges presented by an international school, where students arrive with a wide range of academic experiences.

“One of the things I am most proud of is the fact that we are so well versed in global curricula, we understand how to support each child in reaching their full potential. Our curriculum is the opposite of ‘one size fits all’ - our goals are to create meaningful learning attributes which enable students to succeed academically and personally,

but each student’s path to success is different. We adapt, rather than expecting students to conform to a rigid curriculum’ she says.

A good example of this individualized approach can be found in the High School, where students are presented with a large range of options for study, with guidance of what is needed for graduation with a well-rounded education and foundation for the next step into Higher Education. Students thinking about US universities and colleges have the option of choosing from a wide range of courses, as well as valuable AP choices. They can also opt in to single IB courses to add additional certifications. Other students may choose the full IB, a two year, six-subject course (plus Theory of Knowledge and service) which is highly regarded by all universities

worldwide. All students gain an ISB High School Diploma as well as opportunities to participate in leadership, activities and opportunities to represent the school in sporting, academic and cultural events across Asia. Imagine doing all that before you’re 18! See our High School Course Guide for more information.

Students across the school can also access programs or be offered additional support if needed. This can take the form of EAL, 1-1 coaching sessions. Learning Support or smaller group classes. Our Life Centered Education program also caters to students with intensive learning needs.

Take a look at the University destinations our students secure, along with our latest IB results.

Welcoming applications for 2022 and beyond. www.isb.ac.th





King's Bangkok - Shine brighter, Go further



In October 2021, Scandasia published the story of King's College International School Bangkok ("King's Bangkok") and described its mission to nurture talent and develop its students into well-rounded adults with inquisitive mindsets and the skills necessary to thrive in the 21st century. This month, we have an opportunity to learn more about the school's rapid development into one of the best in Asia, and find out how they are able to attract excellent teachers. Headmaster Thomas Banyard has given us an overview of the beginning of their academic year while the school was forced to lock down like others in Bangkok, but, despite the circumstances, never stopped going above and beyond for its community.

"Looking back to the period of online learning, we are so grateful to all the staff and parents for ensuring that we never let COVID-19 be an excuse for failing to deliver the best possible education. Although we are lucky to be able to adapt our academic curriculum from nearly two centuries of experience at King's College School, Wimbledon, we are most proud of adapting their pastoral care systems that help us look after every child as an individual. This is how we ensure that our students are happy and excited to come to school each day; it is rooted in building a strong community, a community of kindness, and it is this focus that allows us to persevere together when we face challenges.", said Mr. Banyard. "We are lucky to have par-

ents and carers who are always fully supportive of the school. In difficult circumstances, they understood how hard the school tried to help, but they also played a huge part in supporting the teaching and learning online."

"It is this sense of community that the King's Bangkok team went about trying to develop further when it may have been easier to focus on other things. The school team initiated several wellbeing initiatives, such as an online mocktail class for staff and parents to mingle, online Yoga class every week, cooking classes and workshops. We also have an outstanding school counselling team who monitored the situation closely and proactively offered advice to parents, children and staff where we felt they needed help. With all these components at work, we were able to transition from online learning to on-campus learning seamlessly after the campus was forced to close for over 6 months."

"In January, we welcomed even more families to our community, and, by August this year, there will be a total of over 1,000 students who will enjoy our education on campus. We are proud that our student body is made up of 25 nationalities, because this diversity is an important ingredient in helping our students develop a genuine understanding of global citizenship and internationalism."

King's Bangkok's Senior School is in its inaugural year. It currently contains students from Year 7 to Year 10, but will open Year 11 this August and subsequent year groups in following years. Mr. Banyard has shared his vision for King's Bangkok's Senior School: "We have adopted 3 core pillars: Academic Excellence, a wide-ranging Co-curricular Programme and outstanding Pastoral Care. This approach is underlined with a focus on good manners and has been proven successful at King's College School, Wimbledon. To make this structure work effectively, we need to have the right people aboard. I am fortunate to have some of my former colleagues from King's Wimble-

don join me here as Senior Leaders and Departmental Heads. However, I am just as privileged to have outstanding staff in every position who have been selected from a pool of over 5,000 applicants. Regardless of where our staff come from, they all have one thing in common: a love of teaching, and they always place the child at the centre of every decision. In a recent survey with our Senior School students, 98.1% of our students told us that their teachers at King's Bangkok have given them opportunities to explore new things and that their teachers made them feel welcome. As well as this, 99.1% of them said that they are proud to be a part of the King's Bangkok community. Their energy and love of our school is an inspiration to all our staff as we are trying to do everything we can to help them through the challenges of the pandemic."

"We will build on the foundations we have already established to help our children shine brighter and go further. This year, we have IGCSE options to suit every student's interests: Modern Foreign Languages (French, Spanish, Mandarin and Thai), Art, Music, Drama, Design Technology, Business Studies, Geography, History, PE and Computer Science; and this coming August, we will add more subjects (Economics and Japa-

nese) to provide more options for every Year 10 student to select. In August 2023, we will run our A-level curriculum to give students qualifications which will enable them to access the best universities around the world, from the USA to the UK, Asia, Australia and beyond. We are lucky to have so much support from King's Wimbledon, who have a track record of helping 90% of their leavers to attend their first choice university. Providing outstanding careers and university support is just one way we help our students achieve their dreams. This is a very exciting journey of King's Bangkok, and we are all working hard to pave the road for the students' path ahead. If you are interested in finding out more, please drop in to our campus and we would be happy to invite you into our community of kindness."

King's Bangkok's campus is situated in the prestigious Ratchada-Rama 3 area of Bangkok, with easy access to the financial district (5 km from Sathorn) and the city centre (7 km from Sukhumvit). If you are interested in finding out more about King's College International School Bangkok and applying for a tour of our beautiful campus, please visit our website (www.kingsbangkok.ac.th) or email our admissions team (admissions@kingsbangkok.ac.th).





KIS International School launches a new IB programme for students to follow their passion

Your guide to university and career pathways at KIS

KIS International School is a school like no other. Its size and close-knit community create a dynamic, personalized, and flexible education to suit each student's strengths and goals.

As one of only full continuum International Baccalaureate® schools in Bangkok, the learning community is large enough to provide a wide range of IB programmes and activities, yet intimate enough to offer a personalized and flexible IB education.

Given the success of its IB curriculum, KIS is launching the newest IB option, the Career-related Programme, making KIS the only school in Bangkok to offer all four IB programmes. This provides yet another challenging and innovative course of study for our students. It is designed for students who want to specialize and dedicate themselves to a path

they are passionate about.

Students creating a 3-D chair in our state-of-the-art design center

CP vs DP: A Question That Daring Students Will Have to Answer

Career-related Programme: A flexible pathway to your passion

The Career-related Programme (CP) is a dual-enrollment programme for students in Grades 11-12 that have a strong interest in Sustainable Leadership, Sustainable Business, Art, or Design. Students take university-level courses and can earn university credits. The CP encompasses the best of both IB worlds; the theoretical principles and academic rigor of the Diploma Programme, along with tailored career-related studies and practical work experience. The curriculum plays to a student's academic

strengths because there is flexibility in the subjects which can be chosen, allowing students to choose those at which they excel.

Diploma Programme: A greater depth of study across a broader range of subjects

The Diploma Programme (DP) is for students in grades 11-12 that seek a more broad and holistic education in six different subject areas – Literature, Additional Language, Humanities, Science, Mathematics, and the Arts. Students taking the IB Diploma do not have to specialize early and they can leave their university and career options open. Within the DP, students learn to question the status quo in all of their subjects by exploring Theory of Knowledge. They practice a balanced life by engaging in Creativity, Activity and Service, and solidify their skills for

in-depth research, writing, and time management through an Extended Essay.

The KIS University Counseling team gets to know each student on a personal level. They work closely with families to determine the most appropriate IB programme course and combination of subjects that will challenge and prepare students for university and beyond. Counseling is progressive throughout the school in all programmes and ages.

The KIS vision is to inspire individuals so that we can help make the world a better place—helping students to be successful both at KIS and beyond.

University counselors meet one-on-one with students starting in Grade 9 to help prepare them to plan and set goals.

In addition to academics, KIS offers a challenging and well-rounded programme of sports, arts, and community service. Activities include arts and crafts, technology and robotics, games, dance, competitive sports, non-competitive sports, leadership programmes, Model United Nations, and entrepreneurial activities. The school also supports a robust language curriculum with an average of 10-20 different languages taught at KIS at any given time.



Our lush campus is situated in a gated housing estate near the city center, providing a spacious learning environment away from the noise and pollution while being easily accessible from both central Bangkok and the suburbs. In addition to well-equipped science labs, state-of-the-art design workshops, art and drama studios, libraries, and an auditorium, the sporting facilities are also



impressive, with grass sports fields, indoor air-conditioned courts, and three swimming pools.

A vibrant community atmosphere is one of the school's great strengths. Students and parents quickly feel at home and develop a sense of pride in their school.

We invite you to see why our community stands apart. KIS provides all students, from the youngest children entering a classroom for the first time, to graduates heading off to the best universities, with the tools they need to be inspiring individuals.

Please contact admissions@kis.ac.th or call (0) 2274-3444 to find out more about our vibrant learning community.



Bangkok Prep Pathways: Personalised and Diverse Routes to University

The selection of a secondary school is an important decision as it has implications on a student's success in achieving their goals and aspirations. The sheer number of curriculum styles, educational lingo, and acronyms to navigate can cause many parents and students to feel overwhelmed and confused. **Bangkok Prep follows the universally recognised National Curriculum for England. As with all curricula, British education is littered with terms and acronyms such as IGCSE, A Levels, BTEC, and EPQ.** Demystifying these can help families make informed decisions.

Secondary education begins in Key Stage 3, from Year 7 - Year 9. Students study and explore a comprehensive selection of subjects laying the solid foundation required for IGCSEs beginning in Year 10. The diversity of the courses allow students



to discover what they're good at and what interests them. This confident understanding of themselves empowers them when making choices about their future learning.

There are two key points at Bangkok Prep where students will be making decisions about which subjects to study: at the end of Key Stage 3 (Year 9) and Key Stage 4 (Year 11). Our Secondary teachers

and counsellors support students to ensure that they select a balance of disciplines and subjects.

During Key Stage 4 (Years 10 and 11) students will continue their core subjects (Mathematics, English, Sciences, etc.), but also are given the opportunity to select four additional subjects which are based on their interests and future ambitions, spanning from **Drama to Psychology,**

Computer Science to Photography.

Students are able to begin tailoring their education with pathways that suit their strengths, be it **STEM subjects, Mathematics, English Literature, or the creative arts.** In line with the school's vision of developing students to be globally minded, there is also an emphasis on world languages including Thai, French, Japanese, Mandarin and Spanish.

Many families may already be familiar with **A Levels** as these could be considered the more traditional pathway for students studying in the British curriculum. The content, delivered over the course of 2 years, is designed to offer the learner in-depth academic immersion in their chosen subject. A Levels are exam based, but there can be coursework elements, depending on the subject and are widely recognised by universities around the world.

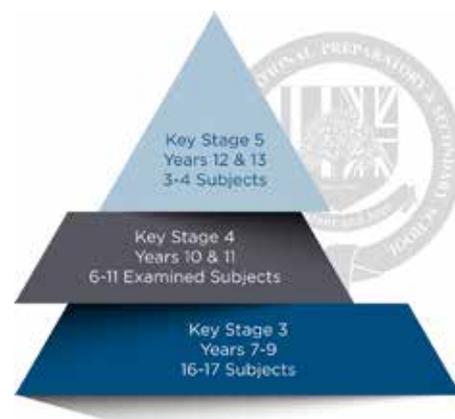
In contrast, **the career-focused BTEC (Business Technology Education Council) qualification** offers a direct pathway to a chosen career through practical experience and study. The BTEC approach to learning is more hands-on and predominately coursework based. More than 70 countries recognise the Pearson BTEC qualifications offered at Bangkok Prep.

Students do not need to choose only one pathway. A student can opt for a mix of compatible A Level and BTEC qualifications. This process is personalised based on a student's university and career aspirations and is fully supported by a dedicated team of expert teachers and our University and Career Counsellors.

Preparing students for life beyond Bangkok Prep is developed through encouraging students to be responsible, collaborate, think critically, and acquire skills employers' desire. **The Extended Project Qualification (EPQ) is one way the school encourages autonomous learning and independence.** Students choose either a long essay, an event or designing and

making a product to complete this course. **Top universities around the world have been known to prefer students that have completed the EPQ.**

The advantage of Bangkok Prep's approach to flexible pathways is the ability for the school to look at students as individuals. A focus into the unique interests, learning styles, strengths and passions ensures that students get the most out of their time in school, ultimately setting them up for success.



Admissions
Enquiry Form



Secondary Brochure



BTEC Video



New Principal for Shrewsbury Riverside

This August, Shrewsbury International School Bangkok, Riverside, welcomes a new Principal to lead one of Asia's most acclaimed and applauded schools.

It is a job which requires not only a thorough understanding of the Shrewsbury community and a clear insight into its highly successful pedagogy, but also a grounded leader with a proactive and adaptable style; essential to steer such a highly respected beacon of academic excellence.

Welcome, Mr Rob Millar. A Shrewsbury Bangkok veteran and Cambridge University graduate (with first class honours), he brings with him a steady, trusted and accomplished skillset; one which has been at the forefront of the school's development since 2010 when he started his tenure at Riverside as Senior Academic Coordinator.

Since joining Shrewsbury 12 years ago, Rob's leadership skills have seen him progress to Assistant Principal in 2013 and to Vice Principal (Head of Senior) in 2018. It seems fitting then that the top position should go to such an expe-

rienced and esteemed authority. His dedication, attention to detail, and ability to bring the best out of staff members are key reasons why the Board of Governors encouraged Mr Millar to apply.

Rob takes over from Chris Seal, Shrewsbury Riverside's current Principal, who has been in the position since 2017. He speaks glowingly of the opportunity to have worked with Chris so closely:

"Chris is passionate about what makes a great school, and he sets the bar high. His pastoral knowledge is absolutely brilliant, he is honest, upfront and supportive of ideas. I've learnt an enormous amount from him during our time together"

Equally, Mr Seal is full of praise for his successor:

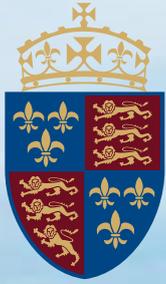
"Rob has been a superb Head of Senior School; humane and child-centered. His traditional strengths in the teaching and learning space align closely with the history and direction of the school, and his leadership in this area provides huge reassurance to our aspirational community".

Mr Millar's experience puts him in the ideal position to move

Shrewsbury Riverside forward, especially as the school continues to evolve over the next few years, not just with the new facilities which opened in August last year, but with a whole campus redevelopment to 2025. Rob is keen to emphasise the need for adaptability:

"Shrewsbury, Riverside and indeed the world is constantly changing - you only need to look at the last few years to see proof of that. Therefore, we must adapt in order for our students to flourish and give them the knowledge and the skills to be adaptable too. I want students to be hopeful about the future - I think this is what our role as educators should be."

Mr Millar's appointment is a testament to a career based on hard work and dedication. He looks set to build on the foundations of Shrewsbury International School's 20-year record of top academic results and prestigious global university placements, ensuring the school continues to sit at the very peak of Thailand's International School selection.



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As our reputation grows quickly around the world, we were recently delighted to win an International School Award for Diversity, Equity,



Inclusion and Justice, beating applications from 261 prestigious schools from around the world.

This award is an amazing achievement and a reflection on the outstanding work that happens everyday across the College. We strive to ensure that 'every child can become the best version of themselves' and we leverage the strengths of our diverse community to offer a truly safe and inclusive learning environment where every child can thrive.

Brighton College Bangkok were also finalists for awards in the categories of Teaching and Learning and for Community Building, recognising our innovation in many areas as we demonstrate our school

values of curiosity, confidence and kindness.

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Our Admissions team and the senior leaders at Brighton would love to show you around our campus. If you would like to know more about the school please contact us using the following methods;

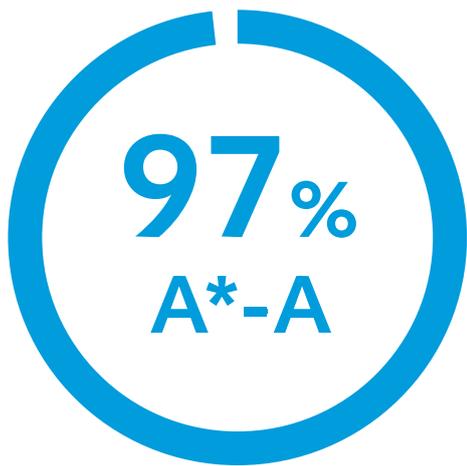
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British International School, Phuket

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Our mission to Inspire Learning, Nurture Wellbeing and Ignite Passion is evident as you walk around our campus and observe our school community. We have high expectations of our students and of our teachers, coaches and dedicated team of boarding houseparents who are enthusiastic about their subjects and committed to student wellbeing.

Our 44-acre campus consists of quality educational facilities and large, green recreational spaces for our community of over 60 different nationalities. Students have access to internationally recognised learning and examinations and our graduates pursue a diverse number of university destinations, careers and interests. They progress to universities in countries on every continent, as well as to professional sports clubs and careers around the world. Ultimately, we want our students to find their passion at BISP, and to be able to follow these passions upon graduation.

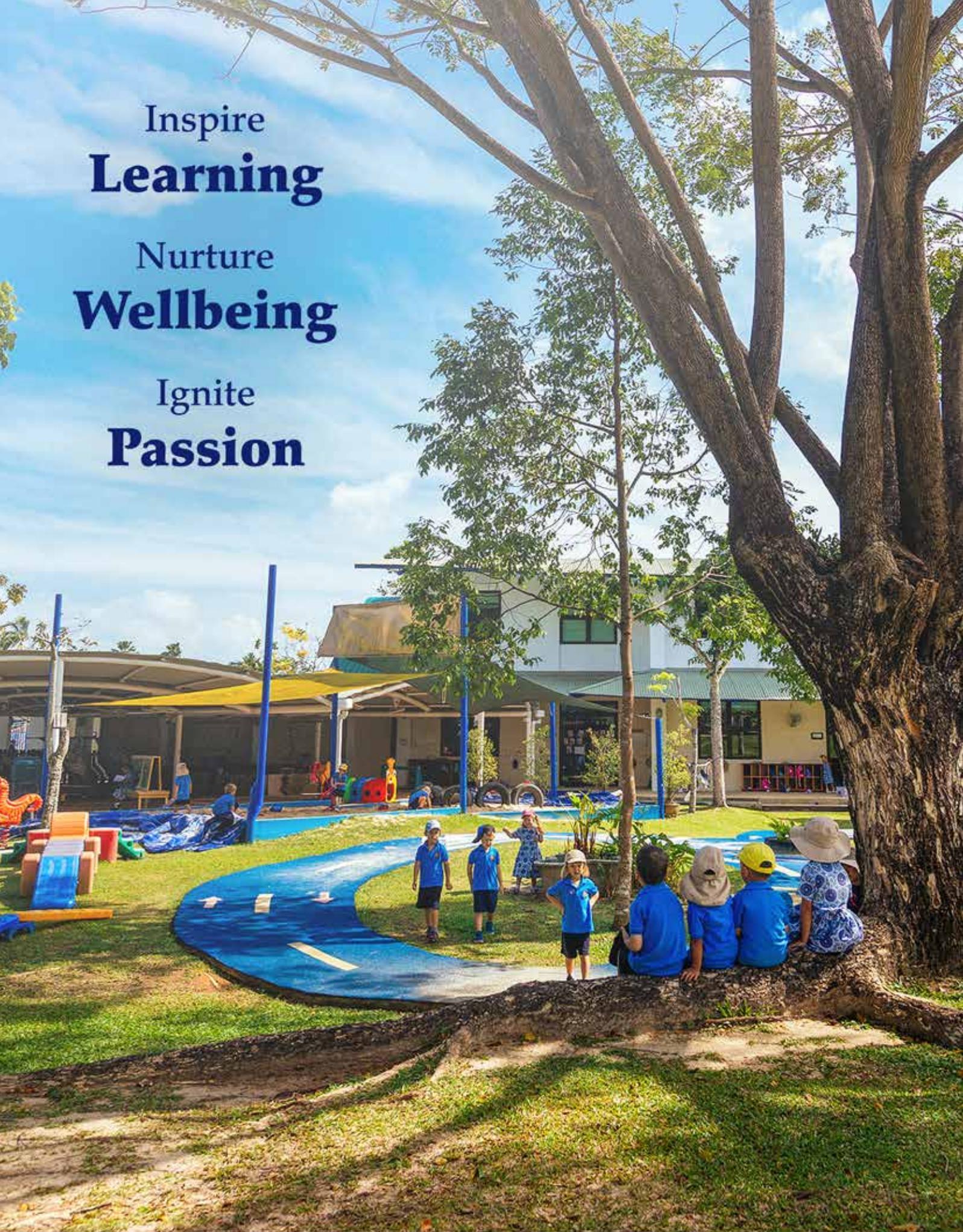
Many of our families are attracted by the world class learning opportunities and the lifestyle afforded in our tropical island location.

We welcome your questions and an opportunity to put together a tailored tour for you and your family to see more of our 'Education in Paradise'.

Inspire
Learning

Nurture
Wellbeing

Ignite
Passion





How to avoid being an annoying parent

Don't go over the teachers head, don't ignore the teacher's attempt to communicate with you and don't talk bad about your teacher to your child. Instead, learn how to partner with your child's teacher.

There's nothing wrong with writing an email or a letter to your child's teacher saying everything you want to say. Spill your guts. You know your son or daughter better than anyone, so let the teacher know anything and everything that you think is important. But try not to be the annoying parent that all teachers dislike.

In order to ensure that this email or letter is received well, you should give the teacher time to read it. If you send it now, stress that you're not expecting to hear back instantly and that you're happy to chat once school's been going for a few weeks.





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- ☎ 084-6760616
- 🌐 sis.edu/bangkok

Khao Yai Campus

- ✉ admissions_ky@sis.edu
- ☎ 093-1262444
- 🌐 sis.edu/khaoyai

You should also express trust in the teacher. A sentence like “I know you’re going to take care of my little one, and I’m so excited that she’s in your class, but I thought this information could make your job a little easier” can go a long way. And if you’ve written eight or 10 or 53 pages, perhaps acknowledge that you can get a little crazy when it comes to your child, but you just love her so much. Demonstrating a little self-awareness will make it less likely for the teacher to think you’re going to be a headache all year long.

What are the three things parents do that is most annoying?

Parents can get a little crazy when it comes to their kids, but they just love them so much! Teachers try hard to keep this in mind when parents are at their most irrational. That said, here are the three things that parents do that will annoy most teachers tremendously:

1. Going over the head of the teacher.

This is almost always a lousy thing to do in any organization, but it’s even more precarious when children are involved, because the perceptions of children of any age can be oddly and incomprehensibly skewed. Kids just see and hear things incorrectly all the time and what the report back to their parents can be far from the truth. It is a joke with some truth to it that you should believe only half of what your child says about the teacher - and hope that the teacher only believes half of what your child says about you.

If you have a concern about a teacher or something happening in class, start with the teacher. Jumping ahead to an administrator is an excellent way of damaging the productive relationship that you should have with your child’s teacher.

2. Ignoring the teachers attempts at communication.

Parents can be flooded with paperwork from the school. Permission slips. Newsletters. Curriculum updates. Corrected work. But if a teacher is specifically taking the time to communicate with you, please take the time to read that communication. There’s nothing more frustrating for a teacher than to receive a phone call two days before a field trip from a parent who knows nothing about the trip despite the fact that the teacher has sent home several notices and posted the information on her classroom blog or in an email.

Teachers go to extraordinary lengths at times to connect with parents and communicate effectively. Please don’t ignore their efforts.

Human beings become teachers because they want the best for children, regardless of how difficult or awkward a child’s parent may be.

3. Talking bad about the teacher to your child.

Kids tell teachers more than parents may think. When you tell your child that the teachers homework assignment

is stupid, or that the teacher shouldn’t be leaping up on a desks in the middle of English class and shout Shakespearean quotes, you undermine the teacher’s authority.

What if the teacher did the same for you? Teachers don’t tell students that their midnight bedtimes are inappropriate. Teachers don’t tell students that their parents’ decision to pull their child from class every Friday for a hockey tournament is misguided. They don’t criticise the healthiness of snacks packed in their backpack every morning.

Ideally, your child should view the parent-teacher relationship as a powerful, unbreakable bond. Children should be worried when they see their teacher exchange text messages with their parent about something that happened in class moments before.

As annoyed, angry, upset, or frustrated you might be with a teacher, don’t let your child see or hear it. Let your child’s teacher see or hear it.

Some parents worry that if they don’t get along with a teacher, will he or she take it out on their child?

Never. It is very rare to find a teacher who would treat a student differently in any way despite any kind of fraught relationship she may have with the parent. Human beings become teachers because they want the best for children, regardless of how difficult or awkward the child’s parent may be.

Teachers can separate the actions of parents and guardians from their children very effectively.

Parents need to understand that there is not much that a parent can do to foster a love for school without the assistance of a teacher. As much support and encouragement that you may provide at home, the truth is that your child will spend seven hours a day in school without you. If at all possible, try closely partnering with your child’s teacher and making it clear that her love for learning and for school is your primary goal, ahead of any other academic concern. Together, you must find ways to help your child find joy and success in learning.

Together, you may find areas of specific interest for a child, integrating those interests into the classroom, and eliminating roadblocks. Children learn best when the learning is fun. For a child with fine motor issues and difficulty with writing, for example, this might mean allowing that child to use voice-to-text for her rough drafts. It probably means expanding the writing topics available to the child. Experimenting with a variety of technologies. Creating authentic purposes for her writing.

But you can’t do it alone. You and your child’s teacher must work together to help your child. Without that partnership and a willingness to experiment, go the extra mile, and be flexible for the sake of a student’s enjoyment of learning, little progress can be made.



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Online learning: pros and cons

Online education is distance learning via the Internet and computer. All world companies, educational institutions, and tutors choose the partial or complete implementation of e-learning. And it's not just because of the need caused by the pandemic. The format of online classes is sometimes the best and, of course, a more economical option for training staff and students. Teachers master the creation of their courses, conduct webinars, share experiences, and earn good money.

So here are the pros and cons of virtual learning.

Positives of online learning:

You can choose the learning regime by yourself

A predictable and calm atmosphere often prevails at home. The student develops his rhythm and follows it without additional worries, whether he will have time for something or not. It is possible to feel how cool it is when you don't need to form your day by the school bell and

breaks between lessons, but by you. But this point can't be told as pros of online school.

Teachers and parents can identify the child's weaknesses during learning and work on them

Online learning shows in which topics the child knows ideal and where are gaps, which should be taken into account. Parents can control the educational process and notice how attentive the child is during learning. Or distracted and unable to concentrate for a long time, negatively affecting the result.

Reiteration is a basis of learning

When something is unclear, children at school are often embarrassed to ask the teacher to explain the material again. But online, you can listen to the lesson as many times as needed. And the student can repeat the material at any time to refresh the memory of specific dates, facts, rules.



Many teachers found it difficult to even teach at ZOOM. Therefore, we can only wait until a single system with a detailed distance learning methodology is introduced at the state level.



Reduces mental and physical stress

Parents don't need to persuade children to get out of bed early. The child gets the opportunity to wake up at eight and join the training cheerfully. And by saving time on the road to school children have free time for other activities.

Long-life learning

Learning to learn is a top skill not only for the future. The current generation of students has the opportunity to pump this skill, learning more on their own in an adequately organized "distance". And distance learning allows students to deepen their knowledge in subjects that are most interesting to them.

Negatives of online learning:

Lack of socialization

In offline school life, children learn to work in teams, solve problems, and interact with each other. In terms of distance learning, they do not have many opportunities to acquire these skills, which are an essential part of teenagers' life.

Too many gadgets

Online learning forces schoolchildren to sit in front of monitors for days, which harms eyesight. In addition, after online lessons, children continue to relax with gadgets. Therefore, the lifespan of being with devices is almost doubled.

Not enough practice

For the most part, there is no practice when studying online. Of course, the teacher tries to explain the topic. But there are many situations when children have dropped the paragraph, and they need to learn all the material by themselves. And sometimes children have problems with writing essays, and they can't come to the teacher as in offline schools. But now there are many possibilities to get writing help, for example, a writing platform for college, which can help you a lot. This way, you can not be worried about your grades.

Lack of adult authority

To teach effectively, children need someone they trust and are not afraid to make mistakes in their presence. And when kids sit in Zoom with video turned off, it's hard to create an atmosphere of trust.

We have not yet developed a single technology for the transition from offline to online

Most teachers are still confused when asked how to integrate themselves into the new learning process effectively. Many teachers found it difficult to even teach at ZOOM. Therefore, we can only wait until a single system with a detailed distance learning methodology is introduced at the state level.

So the transition to online education has lots of positive sides. But to make it comfortable for students, schools should teach teachers how to use technologies. This way, online learning will be better than offline and help students save time and have more time for hobbies.

2020 Top 10 Child Health Concerns



Among Black Parents		Among Hispanic Parents		Among White Parents	
1 Racism	82%	1 Overuse of social media	73%	1 Overuse of social media	72%
2 COVID	73%	2 Bullying/cyberbullying	72%	2 Bullying/cyberbullying	58%
3 Overuse of social media	70%	3 Internet safety	72%	3 Internet safety	57%
4 Unhealthy eating	68%	4 Smoking/vaping	67%	4 Unhealthy eating	56%
5 Internet safety	67%	5 Drinking or using drugs	67%	5 Lack of physical activity	53%
6 Bullying/cyberbullying	66%	6 Racism	65%	6 Stress/anxiety	51%
7 Poverty	66%	7 Depression/suicide	64%	7 Depression/suicide	49%
8 Drinking or using drugs	62%	8 COVID	64%	8 Smoking/vaping	46%
9 Unequal healthcare access	62%	9 Stress/anxiety	62%	9 Child abuse & neglect	42%
10 Gun injuries	61%	10 Child abuse & neglect	61%	10 Drinking or using drugs	41%

Source: C.S. Mott Children's Hospital National Poll on Children's Health, 2020

Parents worry about their children's health

Survey finds that 'Overuse of social media/screen time' is overall of greater concern for US parents than Covid itself. But different racial/ethnic groups of parents worry about different health risks.

A survey conducted during the COVID pandemic in the US found that parents find overuse of social media and screen time as a top health concerns for their children and teens aged 0-18 years. The survey was conducted in by the American C.S. Mott Children's Hospital which regularly conducts national poll among parents regarding children's health.

The survey found that in 2020, parents' top child health concerns were:

- Overuse of social media/screen time (72%)
- Bullying/cyberbullying (62%)
- Internet safety (62%)
- Unhealthy eating (59%)
- Depression/suicide (54%)
- Lack of physical activity (54%)

Stress/anxiety (54%)
Smoking/vaping (52%)
Drinking or using drugs (50%)
COVID (48%)

The C.S. Mott Children's Hospital National Poll on Children's Health (Mott Poll) measures parental attitudes, experiences and priorities regarding health-related issues and trends for US children. Located at the University of Michigan, the goal of the Mott Poll is to represent the parental perspective in coverage of child health topics. Results are disseminated through monthly Mott Poll Reports, academic publications, and conference presentations.

This particular survey found that overall, 8 of the Top 10 concerns most commonly rated by all parents as a "big problem" are frequently associated with changes in lifestyle and may be related to efforts to control the COVID-19 pandemic. These include overuse of social media/screen time, internet safety, unhealthy eating, depression/suicide, and lack of physical activity. COVID-19, the disease itself, is thought to be a "big problem" by almost half of all parents (48%) coming in at #10.

Implications

COVID-19 has been, and continues to be, a primary focus of parents with regard to health. However, when it comes to children and teens, parents' biggest concerns are not with the disease itself, but rather with the impact of the changes experienced as a result of a pandemic. COVID-19 has turned the world of our children and teens upside down in many ways, and this is shown in how parents rate health issues as "big problems" in 2020.

As children spend more time online because of virtual school and/or not being able to spend time with friends in person, it is not surprising that the top 3 problems are all related to screen use. Although there is concern about too much screen time for kids, it is also important for parents to remember that this can be an important vehicle for them to maintain social and family connections that are so vital for their emotional well-being during these stressful times. Especially for teens who are attending school virtually, home isolation would be so much more difficult without technology in general.

However, increased time online can also raise the risk of cyberbullying and other types of abuse. Parents need to have ongoing conversations with their children and teens to guide them in safe internet practices, including the protection of their privacy and how to avoid those who try to prey on kids via the internet.

Increased screen time and the social isolation from COVID-19 can also affect a child's physical health by disrupting sleep habits, increasing the potential for unhealthy eating and reducing outside physical activity—all issues in the top 10 health concerns identified by parents in this Mott Poll.

Another top health concern involves kids experiencing increased negative emotions such as stress, anxiety, or

depression; these negative emotions may be related to or exacerbated by COVID-19. Children need an outlet for their emotions, and parents may notice changes such as increased behavioral issues of younger kids or more moodiness or lethargy from older kids and teenagers. In these situations, parents should encourage children and teens to talk about their feelings, and find ways to help them cope with the new reality. Some will benefit from maintaining routines and trying to keep things as "normal" as can be, while others may need increased flexibility.

Ethnic differences

When the 2020 Top 10 results are examined separately by the racial/ethnic groups of the parents, some key differences and similarities among the groups stand out. Overuse of social media/screen time is the #1 concern among White and Hispanic parents, bullying/cyberbullying is #2, and internet safety is #3 among these same groups. However, Black parents rate racism as their #1 health concern for children and teens, with COVID-19 coming in at #2. Racism is the #6 concern of Hispanic parents and COVID-19 is the #8 concern. Neither racism nor COVID-19 are in the top 10 health issues for US children among White parents.

Other notable differences by racial/ethnic group include Black parents as the only group that rates gun injuries and unequal access to health care as a Top 10 concern and White parents as the only group to rate lack of physical activity in the Top 10.

An important finding was that a much higher proportion of Black parents rated racism as a big problem for children and teens, compared with Hispanic and White parents, making it their top-rated health issue. Although racism directly impacts specific populations, the result of racism on children's health is a societal concern that seems to be invisible to many adults. Racism affects children's health in numerous and complicated ways. The impact of racism can manifest in physical problems such as disparities in the rates of diseases like asthma among different populations, and also in children's mental health. Children targeted by racism have higher rates of depression, anxiety, and behavior problems.

Racism can instill a sense of helplessness in both children and teens. Recognizing the impact of racism on children is a first step for everyone in our society to take action to address it. Standing up to racism can make a difference for all kids in many ways. On a personal level, seeing they can be part of a solution teaches kids to feel empowered, not helpless. On a social level, individual and community actions can promote racial equality and justice.

Black and Hispanic adults also rated COVID-19 as a top health concern for children and teens. This is likely due to the higher rates of COVID-19 infections in Black and Hispanic communities relative to the general population. Children who have lost family members to COVID-19 may need special attention and mental health services to help them understand and cope with their loss.



Work from Wherever Index

Why work from home when you can work from another country and explore in your free time? The travel booking website KAYAK has checked out which countries are best for remote work and travel adventures.

One big revelation from the pandemic the last couple of years is that working from home can be very productive. But at the same time, staring at the same view and only having the dog to bounce ideas off can be extremely... uninspiring.

The travel booking website KAYAK set out to map the best alternatives to working from home. Their Work from Wherever Index or "Workation Index" is the ul-

timate source for those looking to set up a new office away from home temporarily or for a longer period of time.

To develop the index, KAYAK closely analysed 111 countries and ranked each against 22 factors across six categories: travel costs and accessibility; local prices; health & safety; remote working capabilities; social life; and weather. Ultimately, the index reveals the countries that are easiest to work from while having a lot of fun in your off hours.

Worldwide Ranking

1. Portugal
2. Spain
3. Romania
4. Mauritius
5. Japan
6. Malta
7. Costa Rica
8. Panama
9. Czech Republic
10. Germany

Portugal was ranked the all-round best country to work remotely from worldwide. Some of the primary reasons why it came in Nr. 1 is because Portugal offers a Digital Nomad Visa, many locals have a high English proficiency, it's very politically stable with an absence of violence, and it has great weather with low air pollution, high abundance of places for going out, low-crime rates, and relatively low cost of living.

Asia-Pacific Ranking

1. Japan
2. Sri Lanka
3. Taiwan
4. Thailand
5. Indonesia
6. Australia
7. Malaysia
8. Singapore
9. The Philippines
10. New Zealand

In a worldwide perspective, Asia-Pacific did not perform very well in the index. But within Asia-Pacific, there are some surprises.

Sri Lanka took an impressive 2nd spot in the Asia-Pacific region and came 13th worldwide, outrunning countries like Thailand, Indonesia or Singapore. Sri Lanka has very attractive local prices and affordable long-term apartment rentals which creates great opportunities for travel. Digital nomads will definitely appreciate the good

weather conditions all year round. Another significant factor that speaks in favour of choosing this country for workation is the visa for digital nomads that has recently been introduced.

It was not a surprise that Taiwan ranked third-best as a remote working destination regionally. It offers a three-year remote work visa and has a fair amount of places for going out and experiencing culture. It ranks fourth in the region in the Health and safety category for its high political stability and absence of violence, and is an LGBT friendly country.

In Asia-Pacific, Thailand came in on a fourth place followed by Indonesia and Malaysia. Singapore came in on eighth place.

New time-zone tool

In addition to the Work from Wherever Index, KAYAK features a new time zone ranking to help users quickly and easily find out the time differences for their trip – ideal for those looking to swerve 2am conference calls whilst working abroad. The time zone-focused rankings take key factors and categories from the Work from Wherever Index into account but displays them according to your work country of origin – so the countries that have time zones closest to your own work time zone will be featured higher up on the list of country destinations. The tool also provides information on the latest travel restrictions and local vaccination rates per country.

Before planning your journey, be sure to check the latest travel restrictions in your destination. KAYAK's travel restrictions map provides real time updates on COVID-19 restrictions and entry requirements of individual countries around the world.

Methodology

Data in six categories has been collected in order to rank countries in terms of their attractiveness for remote work: Travel, Local prices, Health & safety, Remote work, Social life and Weather.

Within these categories, a total of 22 factors have been defined to reach a comprehensive overview of aspects that travellers may encounter and care about when deciding on the destination for remote work.

All sources have been accessed and data retrieved between 1 September – 20 October 2021. The numbers collected are based on the latest available data.



About KAYAK

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A baseball player in a white uniform with the number 8 is jumping high in the air, reaching up with a black baseball glove. A large, glowing yellow triangle is superimposed over the player, symbolizing the ISB logo. The background shows a baseball field with a fence and buildings under a cloudy sky.

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#10. Another pitch for ISB - we are the only school in Thailand to have a pro-Baseball field. That, and a 500m2 indoor Golf facility, an IAAF standard athletics track and an Olympic sized bulkhead swimming pool. We've got all bases covered. #uniquelyISB



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