



Annual REPORT

2019-2020

Vision

Together we dare to imagine, inspire to succeed, and courageously make a difference.

Core Values

- Honesty, integrity, and accountability are fundamental
- Personalized, differentiated, authentic, and inspired teaching and learning are essential for achievement and growth
- A culture of continuous improvement is critical to success
- Diversity and inclusion encourage open-mindedness and empathy
- Learning is cognitive, creative, active, and purposeful
- Creativity, adaptability, curiosity, and inquiry equip us to thrive in a changing world
- A Strong community is built through participation, communication, collaboration, and mutual respect
- Contributing positively to society is our responsibility

Mission

Inspired Learners: Connected, Creative, and Courageous

Parameters

AISJ will ...

- Ensure that school enrollment, resources, and capacity are aligned
- Maintain a sense of community and attention to individuals
- Not tolerate behavior that is detrimental to the safety, integrity, or dignity of any individual
- Hire and retain qualified and adaptable staff whose attitudes and actions reflect the school's vision, mission, and core values
- Adhere to a sustainable and transparent financial plan
- Maintain a strong international identity while respecting our host country's cultures
- Approve and maintain only those programs that are consistent with the strategic direction, are financially justified, and provide for professional development and assessment
- Provide a Pre K-12 education
- Use English as the primary language of instruction

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2019-2020 **IN REVIEW**

Message from the Board Chair
Message from the School Director
Message from the Board Treasurer

On behalf of the AISJ Board of Directors, I am pleased to present the 2019-20 Annual Report. This was definitely a challenging year as we dealt with the COVID-19 pandemic. The Board recognizes the dedication and commitment of our faculty, staff, parents, and students who rose to the challenge and remained resilient throughout the latter part of the school year. For the first time in its history, AISJ had to close both campuses and institute a 100% on-line platform. Congratulations to the Class of 2020, who were the first class to have a virtual AISJ Graduation Ceremony! June 2020 was also the end of ten years of Dr. Andy Page-Smith's service as AISJ School Director. We wish him well in his future endeavors.

When not grappling with the demands of the pandemic, the Board was focused on its three goals for 2019-20:

- Support Outgoing and Incoming School Director transitions
- Implement Governance, Risk, and Compliance (GRC) strategy
- Optimize Operational costs to align with enrollment

Although the traditional "Goodbye" events for Dr. Page-Smith and the "Welcome" site visit by Dr. Moore were canceled due to the pandemic, we were able to conduct many virtual transition sessions.

The Board commissioned a new standing committee, Risk & Compliance Committee, to address the GRC issues. School administrators and managers worked very hard to create Risk Registers for all departments. These Risk Registers are now reviewed by the Risk & Compliance Committee to ensure appropriate measures are in place to mitigate identified risks.

The Board commissioned PricewaterhouseCoopers to perform an independent operational audit to identify potential areas for cost savings. The audit was strictly involved with the operational side of the school and not the academic side. The audit revealed the need to streamline our procurement process and establish Service Level Agreements to achieve savings. These will become areas of focus in the next school year.

A highlight of the 2019-20 school year was the opening of the Multi-Purpose Center on the Pretoria Campus. This much-needed facility was the final phase of the Pretoria Campus Facility Master Plan, which is now complete. The Johannesburg Campus saw the opening of the renovated Elementary Library and the rehabilitation of the Wetlands.

While enrollment and the fluctuation of the rand are critical issues during the COVID-19 pandemic, the Board remains focused on AISJ's sustainability as we adjust to new norms. It was my honor to serve as Board Chair for 2019-20, and I would like to acknowledge and thank all of the Board and Committee members who dedicate their time and expertise to the governance of AISJ.

Carolynn Pettit



Board CHAIR

We are pleased to present the AISJ community with the 2019-2020 Annual Report.

While my tenure as AISJ's School Director has come to an end, I write Director's report this as a reflection of the year just past. Undoubtably, 2019-2020 will go down as one of, if not the most, tumultuous and historical year in the history of the school. World events has impacted our institution severely, along with every aspect of our daily lives. Certainly, in my 40 years in education, I cannot recall another year that has had such a dramatic effect on us all. While the onset of Covid -19 certainly dominated our learning program as well as our whole being for the majority of the second half of the year, it would be remiss to dwell on this without first reflecting on our first semester and our accomplishments.

In Pretoria, we celebrated the opening of our 1200 square meter Multi-Purpose Center to support our Arts and Athletics programs. It did take some time coming but I believe it fulfilled everybody's expectation as an outstanding facility. On the Johannesburg Campus, we competed the development of a dedicated wetlands area to incorporate an Environmental Science Center - recreating biomes from different regions of South Africa. Both have resulted in beautiful areas with that have and will provide new and enriched learning opportunities for our students. We also opened our new Elementary Library/Media Center - incorporating an expanded Maker Space. In doing so we literally created a 'bridge' to our adjunct learning area to ensure that this space is very much open to its surrounds.

The completion of these projects finalized an extensive facilities expansion and renovation agenda and while other projects will emerge as time progresses, a major period of time and expenses for school-wide extensive construction is behind us. Moving forward, the school has committed to a through strategic maintenance program which will ensure that these facilities remain in excellent condition and 'fit for learning' in an ever-changing educational environment.

During the 2019-20 school year the Board and Administration took a long hard look at the consolidation of programs against the reality that over the last few years enrolment has continued to decline. The financial implications of this had to be addressed and we had to face the certainty that in at least for the short to medium term AISJ will be a smaller school. As a result, and particularly in light of the reducing value of the Rand and compared to the US Dollar, just prior to Covid -19 we went through an extensive cost reduction exercise - including personnel and operational expenditure. Nothing could have really prepared us for the dramatic disruption and ramifications of the pandemic, although our focus on cutting future costs certainly has assisted in our preparations for a very challenging time ahead.

The pandemic really did make us look at learning with a radically different lens and it has been incredibly challenging for everyone. The response from the faculty and the support of the entire school community as we worked through the last third of the year has been brilliant. A big thank you must go out to all stakeholders for holding the course and accepting the unfortunate realities of a less than satisfying or fulfilling closure. The loss of traditional events, the constant need to communicate information through a whirlwind of constant uncertainties, and the actuality of not really being able to properly say our goodbyes, sadly dominated our school ending. From one who also felt that strongly – I wish to thank you all for your ongoing support. Ongoing support has enabled AISJ to weather the bad times thus far and will continue to do so.

Dr Andy Page-Smith

School DIRECTOR

Dear AISJ Community,

I write this message for the 2019-2020 academic year in my first year as Treasurer. It has been an absolute pleasure to serve on the AISJ Board of Directors over this past year and as the U.S. Ambassador Representative to the Board prior to that.

Looking back to the 2019-2020 academic year, the Board of Directors and the Finance Committee have been heavily focusing on preparing and managing uncertainties around COVID-19, enrollment uncertainty, and exchange rate developments.

The impacts of COVID-19 on the South African macroeconomic environment are significant and investors are uncertain to consider South Africa as a feasible investment option. As enrollment continues to be AISJ's main financial driver, COVID-19, and the ability to travel to and from South Africa, local and foreign investment activities will continue to directly impact our enrollment numbers.

The 2019-2020 budget anticipated a projected very slight decrease in enrollment. The actual invoiced enrollment for the year was 4,84% lower than budgeted and 5,29% below last year and total student enrollment followed the very same trend.

The South African Rand has continued to be very volatile against the US Dollar which makes budgeting and planning very challenging as we aim to keep currency risks as low as possible, both for AISJ and for our families. As we continue the year, this will be something that we continue to track.

Despite these challenges, we have ended the financial year slightly better than the approved budget but yet with a cash deficit, mainly owing to:

- Management seeking opportunities to optimize operational expenses and capital expenditure without compromising the academic program, which we have started to address with the PriceWaterhouseCoopers project.
- Strong cash flow management allowed us to avoid access to borrowings and the school continues to receive favorable interest rates.

During the year, we continued with the cautious assessment of the long-term facilities plan to ensure our spending is consistent with our financial position especially with COVID-19.

Overall, while uncertainties on COVID-19, the macroeconomy, exchange rate, and enrollment still prevail, the Board of Directors remain committed to AISJ's financial position and supporting the strategic plan.

Finally, I am pleased to report that AISJ has received an unqualified opinion from our independent auditors for the 2019-2020 financial year.

Rebecca Krzywda

A black and white portrait of Rebecca Krzywda, a woman with long blonde hair, smiling slightly. She is wearing a white top and a necklace. The background is a brick wall with some foliage. A large red diagonal graphic is overlaid on the bottom right of the image.

Board TREASURER

A black and white photograph of three students working on a project. They are gathered around a table, looking at and touching electronic components, possibly a breadboard or a circuit board. The student in the foreground is a young man with dark hair, looking down at the components. Behind him, another student is visible, also looking at the work. To the right, a third student is partially visible, looking towards the camera. The background is blurred, showing what appears to be a classroom or lab setting. A large red diagonal stripe runs from the top right corner towards the bottom left, partially obscuring the students and the components. The text 'Financial STATEMENTS' is overlaid on the left side of the image, with 'Financial' in red and 'STATEMENTS' in white.

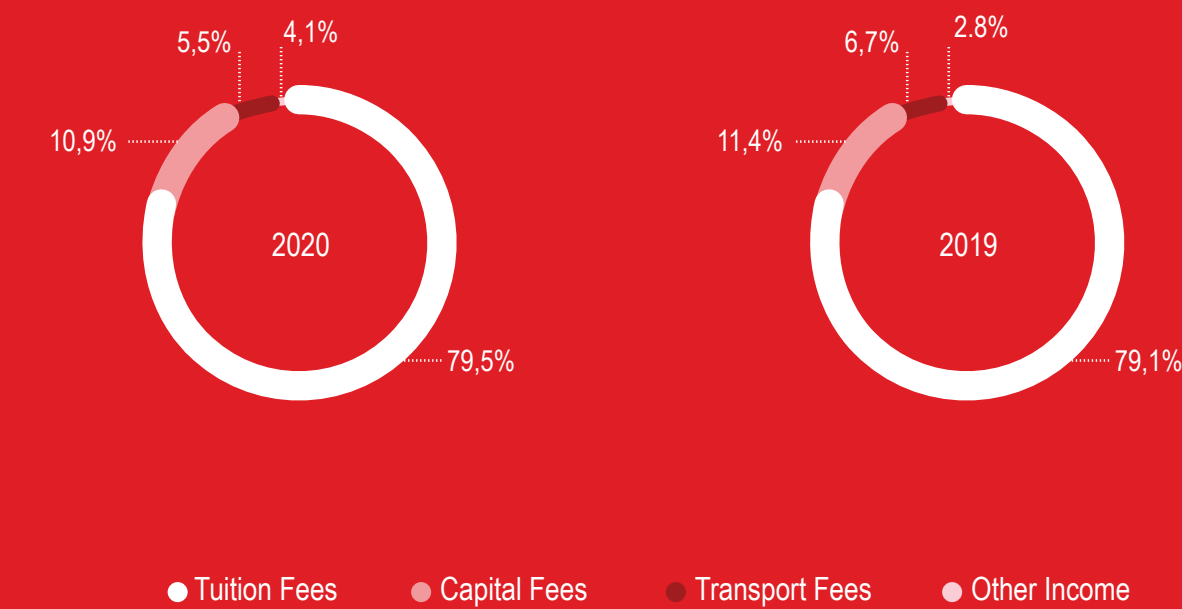
Financial **STATEMENTS**

Statement of Comprehensive Income
Statement of Financial Position

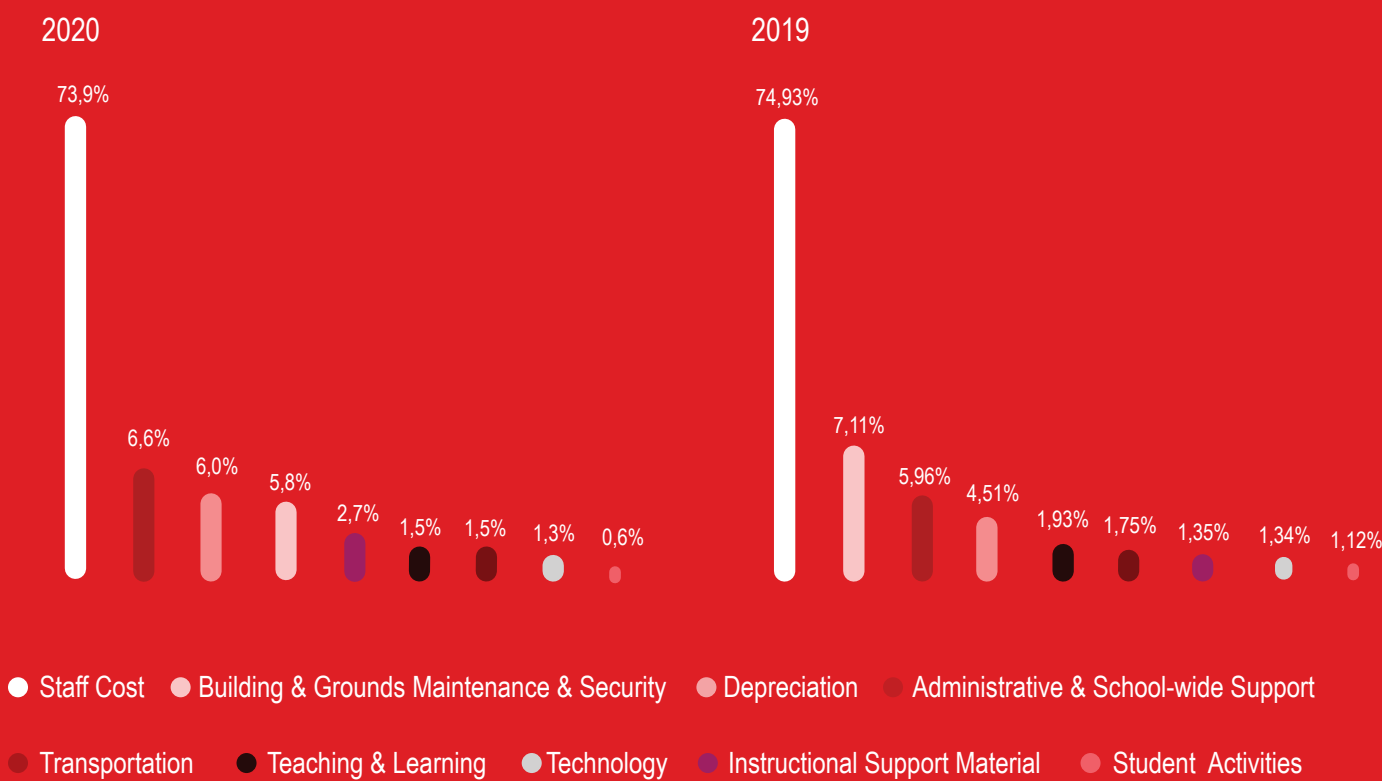
Statement of Comprehensive Income
for Year Ended 30 June 2020

	2020 R	2019 R
Revenue	497 884 034	462 636 313
Other Income	20 257 955	12 186 400
Operating Expenses	(125 110 793)	(109 815 664)
	(354 536 221)	(328 265 597)
	38 494 975	36 741 452
Interest Received	11 145 588	14 246 780
	(5 484 764)	(7 112 876)
	44 155 799	43 875 356

Revenue



Expenses

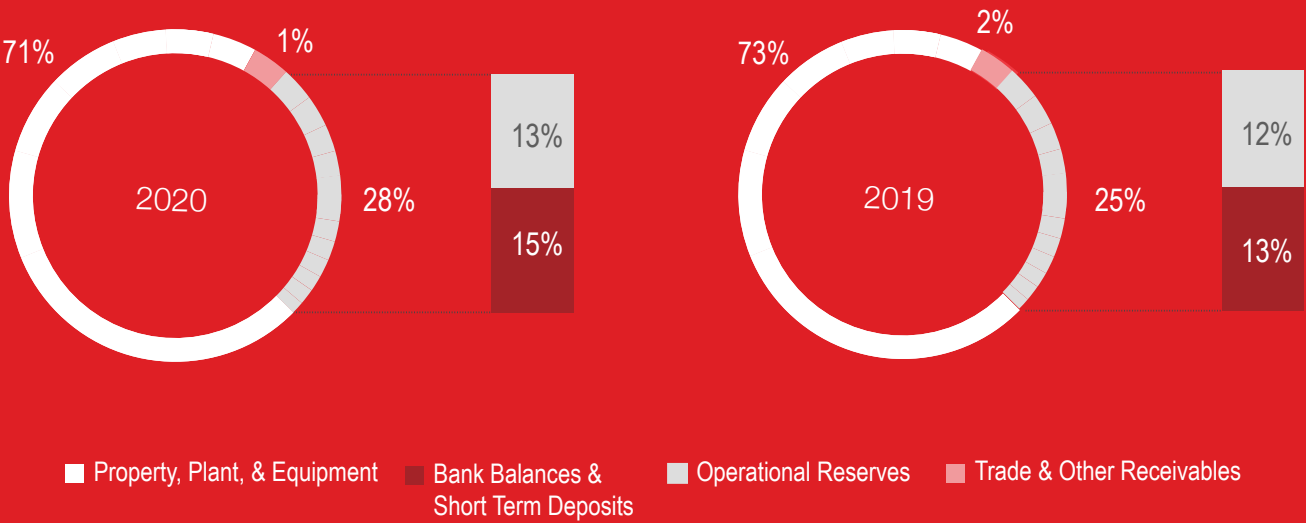


Statement of Financial Position
for Year Ended 30 June 2020

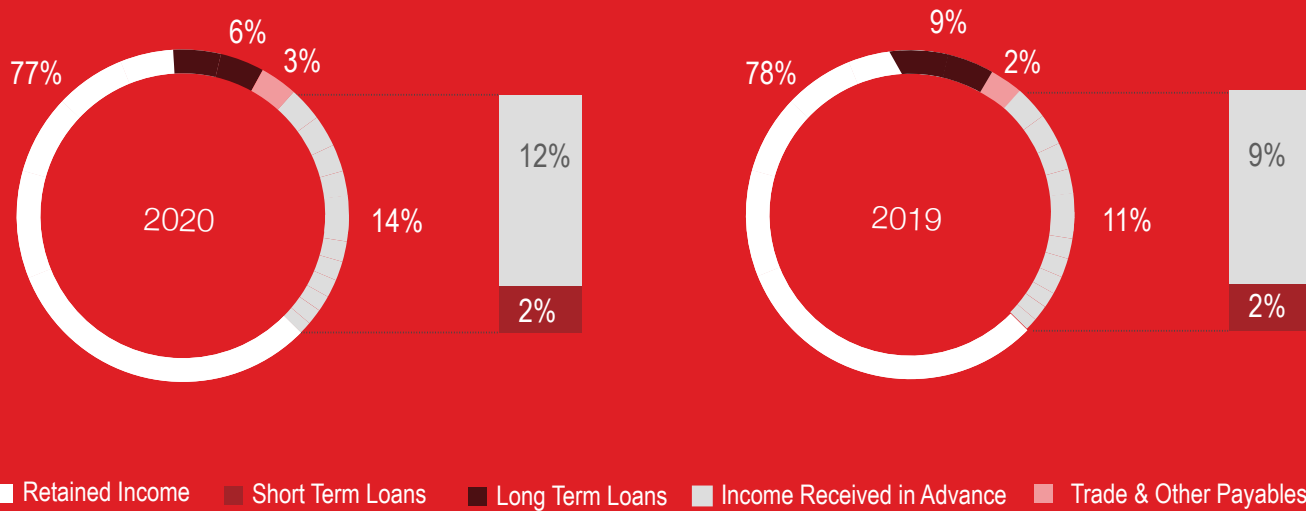
	2020 R	2019 R
Non-Current Assets		
Property, Plant & Equipment	491 714 750	456 544 650
Current Assets		
Trade & Other Receivables	10 543 662	12 795 688
Cash & Cash Equivalents	189 353 799	158 661 795
Total Current Assets	199 897 461	171 457 483
	691 612 211	628 002 133

	2020 R	2019 R
Reserves		
Retained Income	534 761 462	490 605 663
Non-Current Liabilities		
Long-Term Loans	41 499 461	54 840 878
Current Liabilities		
Trade & Other Payables	17 882 731	12 946 854
Income Received in Advance	84 746 679	58 408 922
Finance Lease Liabilities	12 721 878	11 199 816
Total Current Liabilities	115 351 288	82 555 592
	691 612 211	628 002 133

Assets



Liabilities



Leading School INDICATORS

1: AISJ considers student learning to be the highest priority

2: AISJ attracts, develops, and retains excellent teachers and leaders

3: AISJ offers a balanced, well-rounded program

4: AISJ students achieve strong academic results

5: AISJ values a diverse and inclusive community with its ethos and actions

6: AISJ has the resources and finances to support and grow its programs

LSI 1:

AISJ considers student learning to be the highest priority

For AISJ, student learning remains paramount. The campus closures took our teachers, students, and families in an unexpected direction and one that most in our community had not experienced before -- a fully online learning environment.

Key indicators in this LSI were magnified during that time: our teachers had to review and adapt their course curriculum and their intended instructional plans; our teachers had to accelerate their professional growth and learn from colleagues around the world who are experienced in delivering online learning; and continue to check-in with students to monitor their academic and socio-emotional progress.



Teacher growth and professional development focus on maximizing student learning.



Written, taught and the assessed curriculum is continually reviewed to make sure student learning is maximized.



We have an ethos around holistic student learning which prepares students to be successful.

LSI 2:

AISJ attracts, develops, and retains excellent teachers and leaders

Our recruitment was completed prior to COVID-19 becoming a worldwide concern. We were pleased with the high-quality teachers who applied and that we were able to select top-tier candidates. The school was also able to adjust staffing numbers to better reflect projected enrollment for the following academic year 2020-2021.



AISJ is committed to a culture of continuous improvement, and as such, supports the professional growth and development of faculty to deliver a highly developed and evolving educational program.



AISJ offers employment conditions that encourage faculty retention to support the sustainability of a quality educational program and positive school culture.



AISJ attracts well-qualified and suitably experienced faculty who provide the balance and expertise to support a highly developed and evolving educational program.

LSI 3:

AISJ offers a balanced, well-rounded program

Our co-curricular and Service Learning programs were directly impacted by the campus closure; we missed an entire season of activities. While students did participate in the preceding months, sharing that data would not provide an accurate description of what was organized to be a year-long program.



AISJ values each of the four Pillars - Service Learning, Arts, Athletics, and Academics. Each is an integral element of the AISJ program.



Social and emotional learning at AISJ supports students' health and well-being.



Leadership opportunities are encouraged and promote student success.

LSI 4:

AISJ Students Achieve Strong Academic Results

Most of the data points that we use to ascertain how well our students progressed over the course of the school year rely on using pre- and post- measures. We made the decision to not collect data while everyone, teachers and students, were completing school online. As a result, we do not have the necessary data needed, that would be reliable and valid, to report on this LSI.



Our internally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/ expectations.



Our externally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/ expectations.

LSI 5:

AISJ values a diverse and inclusive community with its ethos and actions

On the surface, we would be able to say that we met the sub-indicators in this LSI. However, we have since learned that there is more work for our school and that it would be well worth our efforts to closely review and respond to our work with diversity and inclusion.



AISJ maintains a sustainable service learning program and embeds service learning into the curriculum, which allows students to actively engage in meaningful service and connect with the local community.



AISJ budgets for and maintains a scholarship program for local students who would not otherwise have the opportunity to attend AISJ due to financial constraints.



AISJ's culture of inclusion actively supports all students, including those who are diverse in language, culture and learning differences.



Throughout the organization, the school recruits and develops diverse candidates locally and overseas who reflect our community as a whole.

LSI 6:

AISJ has the resources and finances to support and grow its programs

AISJ ended the school year financially stable. However, COVID-19 certainly added pressure and impacted our ability to “grow its programs”.



Budget, which is regularly reviewed against top-international school benchmarks and empirical research recommendations, promotes student learning.



Resources and finances are monitored and maintained to support the financial sustainability of the school and ensure the delivery of a quality program.



The AISJ community is satisfied with how the school allocates its resources.



Documentation and planning are in place to support the financial sustainability of the school and ensure the delivery of a quality program.

Criteria Not Met

Limited Data Available

Sufficient Data Available



Strategic PLAN

Conceptual Goal Connected Goal Personalized Goal

With campus closures in March, we experienced challenges in ascertaining all of the data we would typically use in reporting back on the progress and continuing challenges in our school program. We collected data throughout the year; however, our preference would always be to use pre/post collection to review change over time. With the 2019-2020 school year ending online and the additional challenges associated with students learning remotely, our confidence in the standard feedback mechanisms, as well as our decision to limit the number of surveys administered, means that we do not have as much information as in previous years.

While we could share some data, our confidence that it would be reliable and valid has not reached the threshold we should expect to report to the community. That said, we can convey trends that emerged or were emerging during both phases (face-to-face and online) of the past school year.

Conceptual

GOAL

To develop conceptual thinkers by providing meaningful opportunities for learners to apply acquired knowledge, skills and understandings to different contexts.

RATIONALE

We recognize that the rapid pace of change and growth of information makes it increasingly important to connect content and concepts.

We believe that through experiences that require conceptual thinking and inquiry, learners develop an intrinsic drive to make meaning.

We commit to teaching students to think critically, ask questions, solve problems and develop an enduring curiosity.

The critical data points for the Conceptual Goal emanates from our curriculum and the units of study in each course. Early surveys and feedback from our students suggested that their classes were on track up to the lockdown, and our units of study certainly had to adjust at that time. As we transitioned our current units for a fully online learning environment, adjustments were made, and these became targeted to the grade-level and unique class experiences of each teacher and their students. Our goal of transfer of learning took on additional challenges of ensuring all students, no matter what their lockdown situation might entail, still had opportunities to demonstrate their learning—this was feasible for many and complicated for others.

We are committed to reviewing and updating all of our units to integrate lessons learned from lockdown into meaningful, relevant, and thorough improvements.

Connected



Our school community certainly made advances in technology and accessing global networks during the past school year. Student surveys in the first semester indicated that our teachers were making progress from previous years, and then online learning accelerated that development. The campus closures necessitated the use of technology in unprecedented ways. While we recognize that we did not always get it right every day, we made improvements throughout the lockdown.

Our standard efforts in enhancing Service Learning, encouraging year-long involvement in our co-curricular activities, and developing collaboration and leadership skills were hampered by the lockdown.

GOAL

To develop interconnected learners who have the skills, understanding and desire to collaborate and actively engage with the world.

RATIONALE

We recognize that our school community, the host country of South Africa, and the international community provide invaluable potential for us to be enriched by the perspectives of others.

We believe learning is a continuous process of making connections driven by a desire to make sense of the world we live in and to better understand ourselves - connected learners collaborate and communicate effectively and with empathy.

We commit to teaching students to engage with, learn from, and contribute positively to the communities to which they belong.

Personalized

GOAL

To develop engaged and motivated learners by supporting them in ways that are relevant to their life, interests, and ambitions.

RATIONALE

We recognize that AISJ is an inclusive international school whose learners come from different educational experiences - each individual has a unique background, learns differently and at their own pace.

We believe that self-directed learners are more inspired to find and pursue their passions and in doing so develop deeper engagement with their learning.

We commit to teaching students to take a proactive role in designing and evaluating their own learning.

Of the three goals highlighted in our Strategic Plan, this is perhaps the one area that benefited from campus closures and moving into lockdown. The three objectives in our personalized learning goal include: learners will take a proactive role in designing and evaluating their learning; learning is differentiated, flexible in pacing and informed by what students have and have not mastered; and learning is personalized by providing opportunities for students to take a proactive role in designing and evaluating their learning. These were necessities during our online learning—again, we may not have been flawless, but these were undoubtedly emphasis points during the school year's final months. The feedback, as well as suggestions we received from our families, helped maintain our focus.



Social & Ethics REPORT

Employment Equity

Labor

Employee Wellness & Support

Environment Sustainability

Health & Safety

Integrity & Ethics

INTRODUCTION

Social and Ethics reporting assists the Board in monitoring AISJ's performance as a good and responsible citizen, socially, commercially, and environmentally through performing its duties in terms of Regulation 43 under the Companies Act 71 of 2008 ("the Companies Act), and King Code IV's best practices. At AISJ, the Social and Ethics functions are monitored through the Board subcommittees, namely the Risk and Compliance Committee and Governance Committee.

Employment Equity

- The Employment Equity Committee has endorsed the Employment Equity Report for the 2019-2020 year. The report will be submitted as soon as approved by the School Director. The due date for submission is 15 January 2021 however, AISJ will submit this report at the end November 2020.
- The Employment Equity Committee term of office lapsed in August 2020; a committee resolution was confirmed to extend the term of office by six months to allow submission of the Employment Equity Annual Report and to run an election to reconstitute a new committee.

Labor

- During the latter part of 2019, AISJ concluded a three-year wage negotiation deal with the union "Nehawu," commencing 1 August 2020 until 1 August 2022. Departmental monthly meetings and town halls are conducted to ensure continuous discussions between management and staff in general. This is further supplemented with union/ management monthly bilateral meetings where various issues are discussed.

Employee Wellness and Support

- As part of employee wellness, AISJ enrolled with Discovery Business Support to monitor and support employees to test and deal with COVID-19 challenges. All employees were trained and re-inducted on COVID-19 requirements and they were given protective equipment to manage COVID-19 related risk exposure. AISJ has referred some employees to the ICAS Wellness Program to be supported through counseling.
- AISJ has sustained education allowances for Operational staff to claim for their children's school stationery, which is an initiative to ensure that employees' children are also able to attend school.

- AISJ has partnered with FNB to ensure that employees can invest their annual savings to earn interest when they receive their yearly savings in December. AISJ first time home buyer employees will be assisted by FNB to navigate the application and approval process with some discounts on bank charges that they would have received if they were not employees of AISJ.

Environment Sustainability

- The Wetlands continue to undergo a quarterly environmental assessment per the conditions of the Gauteng Department of Environmental Affairs. Due to the level 5 lockdown, the wetlands did not pass the water tests, but this has since been corrected, and the water tests of the September evaluation were completed.
- AISJ has embarked on a "less-water" landscaping initiative to ensure that the plants are water efficient and can survive the droughts if any are experienced.
- We have since finalized a new contract with a waste management company to ensure recycling and waste collection continues, as the previous contract had elapsed.
- The catering service provider has been appointed. They will continue with the stringent environmental controls, such as no plastic bottles, the use of recycled containers, and all the food waste being recycled. This service provider is also COVID-19 compliant, specifically as a fast goods consumable supplier.

Health and Safety

The following statutory appointments have been made after relevant training was completed:

- The Director of Operations was appointed as the COVID Compliance Officer as per the COVID-19 Direction on Occupational Health and Safety in the Workplace. The school undertook a non-mandatory COVID-19 compliance audit before the August 12th opening, which was used to tighten the COVID-19 protocols. Reporting of positive COVID-19 cases is also done per the directive of the Gauteng Department of Education.
- Leadership Team members have been appointed as Section 16.2 appointees as required by the OHS Act All Operations Managers have been appointed as Section 8.2 (i) as required by the OHS Act.
- Other relevant appointments that were completed are Risk Assessors, SHE Representatives, Emergency Evacuation Coordinators, Hazardous Chemical Substance Handlers, Construction Mobile Plant Vehicle Drivers, Portable Electrical Tool Users, Stacking and Storage Employees, First Aiders, Fire Fighters.
- In terms of contract management, per the different Requests for Proposals that have been issued, compliance with OHS Act was used as one of the evaluation criteria to prevent the appointment of unlicensed contractors without proper credentials.
- The Health and Safety Committee continues to function and has been reconstituted to allow all employees to play an active role in their health and safety activities. Although COVID-19 brought unprecedented challenges, AISJ has navigated through and supports its employees. Those who were able to work from home were supported by technological tools. AISJ continued paying employees in full while the country was in lockdown Level 5 and 4.

Integrity and Ethics

- The School's stance on integrity and ethics are reflected in its Core Values which are available on the School's website.
- Employees have access to Be-Heard, a whistleblowing facility independently administered by HoneyBadger Solutions to report improper conduct allegations.



Interesting FACTS

**New Student & Family
Population**

Student Enrollment Growth

Student Nationalities

Instructional Staff Population

Operational Staff Population

Faculty Nationalities

New Students & Families Population

292

New Student Population



189

New Family Population



Enrollment



Student Nationalities



Instructional Staff Population



Operational Staff Population



Faculty Nationalities



Universities & Colleges

Where our graduates were accepted from 2018 - current.



AUSTRAILIA

The University of Melbourne

CANADA

Algonquin College of Applied Arts & Technology
Carleton University
Fanshawe College
McGill University
McMaster University
Mount Allison University
Queen's University
Ryerson University
Simon Fraser University
Trent University
University of British Columbia
University of Guelph
University of Ottawa
University of the Fraser Valley
University of Toronto
University of Waterloo
Western University
York University

CZECH REPUBLIC

Charles University

FRANCE

Le Cordon Bleu Paris
The American University of Paris

GERMANY

Jacobs University

GREECE

American College of Greece

HONG KONG

Savannah College of Art and Design

IRELAND

Universiy College Dublin

ITALY

Universita Cattolica del Sacro Cuore

JAPAN

Ashoka University
Ritsumeikan Asia Pacific University

MEXICO

Technologico de Monterrey

NETHERLANDS

Amsterdam University College
Erasmus Universiteit Rotterdam
Erasmus University College
Hogeschool van Amsterdam
Katholieke Universiteit Leuven
Rijksuniversiteit Groningen
Universiteit Gent
Universiteit Leiden
Universiteit Maastricht
Universiteit Utrecht
Universiteit van Amsterdam
University College Utrecht
University of Groninge
University of Guelph
Vrije Universiteit Amsterdam
Wageningen Universiteit
Webster University

SPAIN

IE University - Madrid Campus
Universidad de Navarra
Universidad de Las Palmas de Gran Canaria

SWITZERLAND

Les Roches International School of Hotel Management

UNITED KINGDOM

University of Aberdeen
University of Birmingham
University of Brighton
University of Bristol
University of East Anglia
University of Essex
University of Exeter
University of Glasgow
University of Hull
University of Kent
University of Leeds
University of Leicester
University of Liverpool
University of Plymouth
University of St Andrews
University of Surrey
University of Sussex
University of Westminster
University of Worcester

UNITED STATES OF AMERICA

Agnes Scott College
Amherst College
Appalachian State University
Auburn University
Bard College

Universities & Colleges

Where our graduates were accepted from 2018 - current.



Barnard College
Bentley University
Berklee College of Music
Bethany Lutheran College
Boston University
Brigham Young University
Brigham Young University, Idaho
Bryn Mawr College
California State University
Calvin College
Case Western Reserve University
Chapman University
Clark University
Colorado School of Mines
Columbia College Chicago
Connecticut College
Dartmouth College
Douglas College
Drew University
East Carolina University
Embry-Riddle Aeronautical University
Emerson College
Fashion Institute of Technology
Florida Institute of Technology
Florida State University
Fordham University
Full Sail University
Georgetown University
Georgia State University
Hamline University
Hofstra University
Hult International Business School, San Francisco
Hult International Business School, Boston
Illinois Institute of Technology
Indiana University at Bloomington

LDS Business College
Lewis & Clark College
Liberty University
LIM College
Marquette University
Mercer University
Milwaukee School of Engineering
Minnesota State University
Montana State University
Morehouse College
New York University
North Carolina A&T State University
Northeastern University
Northwestern University
Occidental College
Otis College of Art and Design
Pace University, New York City
Pennsylvania State University
Purdue University
Queens College of the CUNY
Ringling College of Art and Design
Rutgers University-New Brunswick
Savannah College of Art and Design
Seton Hall University
Smith College
Spelman College
St. John's University
Suffolk University
SUNY College of Environmental Science and Forestry
Syracuse University
The New School
The Ohio State University
The University of Arizona
The University of Iowa
The University of North Carolina at Chapel Hill

The University of Tampa
Towson University
Tulane University
University of Bridgeport
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Chicago
University of Colorado at Boulder
University of Denver
University of Florida
University of Maryland, College Park
University of Massachusetts, Amherst
University of Miami
University of Michigan
University of Minnesota, Twin Cities
University of New England
University of North Carolina at Asheville
University of Oregon
University of Pennsylvania
University of Redlands
University of Rochester
University of South Florida, Tampa
University of Vermont
University of Washington
University of Wisconsin, Madison
Utah State University
Virginia Tech
Washington College
Waynesburg University
Wesleyan University
Western Michigan University