STUDENT RISK REPORT

Pilot Data from Education Abroad Programs, January 1 - June 30, 2023

THE FORUM
ON EDUCATION ABROAD

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Table of Contents

Executive Summary

This pilot report is the result of the collective work of representatives from seven (7) education abroad provider organizations and The Forum on Education Abroad's professional staff that served on Phase I of The Forum on Education Abroad's Student Risk Task Force during the calendar year 2023. Over the course of 9+ months, the group worked together by discussing their internal systems of incident tracking in painstaking detail in order to reach a mutual understanding and develop a strategy for collecting and reporting data about student risk based on the following questions:

- What are the categories of incidents that pose significant risk to students' health, safety, security, and well-being on education abroad programs?
- How do we define those incidents in a way that will permit us to report our organizations' incidents into a shared dataset in a consistent way?
- What information about the context and results of those incidents are we able to track and share? How do we define those factors?
- How can we analyze and interpret our shared incident data to better inform evidence-based practice in education abroad risk management and student preparation and support?

United by a shared commitment to student well-being, transparency, and continuous improvement, the Task Force developed definitions and reporting templates, which they piloted with incidents reported by students participating in their education abroad programs between January 1 and June 30, 2023. The methods for data collection and insights into the type, frequency, and context of incidents that occurred during this period are included in the report that follows. The Forum is committed to continuing this initiative and plans to produce a second report, including additional data from the 2023 calendar year, in 2024.

Key Takeaways 🔑

About the Programs: Seven (7) education abroad provider organizations provided information on program disruptions and incidents impacting students on their programs during January through June 2023. Together, these organizations served 34,105 education abroad students during the reporting period.
- All participating education abroad organizations self-report substantial conformity with the clauses of the *Standards of Good Practice for Education Abroad* that relate to health, safety, security, and well-being.

About the Incidents: The reporting organizations agreed to share all incidents known to them that belong to the eleven (11) identified incident types that are the focus of study of this report. 609 incidents were reported, resulting in an incident rate of 0.018%. In other words, of education abroad students participating in programs represented in this dataset, about 1 in 56 reported an

incident in the identified categories to their program. Incident rates by country are also provided in the report.

Incident Types: The most common reported incidents during this reporting period were:
- Property Loss—including theft, loss, robbery or burglary—was reported 300 times, a probability that about 1 in 114 students experienced property loss.
- Physical Health, Illness—an illness that resulted in death, program departure or hospitalization—was reported 95 times, meaning about 1 in 360 students experienced an illness of this kind during their education abroad program.
- Mental Health Distress—a mental health event serious enough that it involved emergency department support, suicide risk and/or report of mental health distress that results in death, program departure or hospitalization—was reported 66 times, a probability of 1 in 517 students.

Incident Results:
- 85% of incidents reported resulted in students returning to program, suggesting that incidents are responded to in such a way that generally allows a student to cope or recover and still pursue their educational programming after the incident.
- 11% of all reported incidents resulted in program withdrawal or dismissal.
  - Mental health distress incidents were the most likely incident type to result in program withdrawal (66% of all mental health distress incidents reported).
- 4% of all reported incidents resulted in hospitalization.
- One (1) incident during the reporting period resulted in a student death.

About the Project:
This highly collaborative approach to data collection and analysis of significant incidents impacting education abroad students represents an important advancement in the education abroad profession's commitment to evidence-based practice, transparency, and continuous improvement.

As a pilot project, much has been learned by the Student Risk Task Force and The Forum on Education Abroad during the development and implementation of this data collection and reporting plan. We look forward to being able to improve our methods and insights in future iterations of this report and to welcoming others to join in the project. More data will lead to more and better insights into the specific nature of risks students face during education abroad and the actions all stakeholders can take to mitigate those risks to the extent possible.

Introduction

The Forum on Education Abroad was founded in 2001 by professionals in education abroad looking to build a community of practice where they could share solutions to the complex problems they faced in their international programming and work together to identify and improve upon good practice in the field. In The Forum's first year of operation, a survey of the membership indicated a strong consensus around the need for "clear and comprehensive standards" and thus the project was born[1]. In 2004, the first edition of the *Standards* was published, representing the collective work of a committee with representatives from a diversity of institutions from around the world with the goal of identifying standards that would help to make education abroad mission focused and dedicated to continuous quality improvement. Since that first edition, Health, Safety, and Security (then called Standard 8[2]) have figured prominently in all editions[3,4,5,6] of the *Standards of Good Practice for Education Abroad.* With each subsequent edition, the process for revising and updating the standards has become increasingly democratic, involving more stakeholders from a wider variety of perspectives and roles, and designed around the principles of public comment, disposition of views and objections, and the building of consensus.[7]

The first specific mention of incident tracking and reporting appeared in the field's standards in the fourth edition, published in 2011.[8] During this time, The Forum also convened a committee to pilot a Critical Incident Database[9] (CID) that would help member institutions comply with this standard. The CID was intended to serve a dual function: 1) as a tool for organizations to use to track important information about the critical incidents occurring on their programs and 2) as a data collection effort that would allow The Forum to report field-wide data[10,11] on the nature, frequency, and factors contributing to incidents so that this information could be used to inform evidence-based practice around risk mitigation, faculty/staff training, and student preparation and support. While Forum members who used the tool reported it was useful to supporting their incident tracking and reporting efforts, use of the CID did not spread as widely among Forum

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[1] Sideli, K. (2004). "The Charge from the Board." *Standards of Good Practice for Education Abroad.* The Forum on Education Abroad.

[2] Standard 8 in the first edition of the Standards states: "The organization has established and continuously maintains effective health, safety, security, and risk management policies, procedures, and faculty-staff training."

[3] The Forum on Education Abroad. (2005). *Standards of Good Practice for Education Abroad*, 2nd edition.

[4] The Forum on Education Abroad. (2008). *Standards of Good Practice for Education Abroad*, 3rd edition.

[5] The Forum on Education Abroad. (2011). *Standards of Good Practice for Education Abroad,* 4th edition.

[6] The Forum on Education Abroad. (2015). *Standards of Good Practice for Education Abroad*, 5th edition.

[7] The Forum on Education Abroad. (2019). Standards Development Policy. Available at: https://www.forumea.org/standards-development-policy.html

[8] Standard 8, Query b.vi: "What are the established protocols for the regular reporting of health incidents to the home campus?
    1)   How are faculty and staff trained in how to complete incident reports?
    2)   How are incident reports shared with program partners, as appropriate?"
And Query c.iii: ""What are the established protocols for the regular reporting of safety incidents to the home campus?
    1)   How are faculty and staff trained in how to complete incident reports?
    2)   How are incident reports shared with program partners, as appropriate?"

[9] The Forum on Education Abroad. (2010). *Incident Database Project Pilot Report.* Available at: https://www.forumea.org/uploads/1/4/4/6/144699749/forumeaincidentdatapilot.pdf

[10] Mello, N.A. (2015). *The Forum's Critical Incident Database.* Available at: https://www.forumea.org/uploads/1/4/4/6/144699749/critical-incident-database-2014-report.pdf

[11] The Forum on Education Abroad. (2019). *2019 Report: Education Abroad Critical Incidents.* Available at: https://www.forumea.org/uploads/1/4/4/6/144699749/2019-cid-report.pdf

member institutions and organizations as was hoped, largely due to varying approaches to data collection, incident tracking and response, and differing definitions of incident types across member institutions. Limited participation in the project, unfortunately, limited the results that could be reported in the research, too.

The most recent edition of the *Standards* (the sixth), was published in 2020, after a year-long process that involved hundreds of stakeholders and was subjected to two rounds of voting and revising before consensus was reached. In this edition, health, safety, security, risk management, and well-being have been woven throughout the document, rather than in a single section, as a reminder that the *Standards* are meant to be applied holistically, not in discrete chunks, and to encourage consideration of important principles and values as being the responsibility of all members of a team dedicated to education abroad program delivery, not just a single person or role.[12]

Clause 5.1.7 of the *Standards of Good Practice for Education Abroad, Sixth edition*, calls on institutions and organizations to track and report critical incidents:

> 5.1.7. Each organization shall have policies and procedures in place regarding security and risk management that prioritize the health, well-being, and safety of students and personnel, including, but not limited to:

- Risk assessment and monitoring for program locations and activities
- Tracking, responding to, and reporting critical incidents
- Written emergency plans and protocols
- Insurance coverage

Along with this updated framing of our field's commitment to tracking, responding to, and reporting incidents comes the present project: a fresh approach to tracking and reporting on incidents of significant risk to students that helps guide good practice at the organizational level while also developing a corpus of data at a large scale that can inform evidence-based practice in the areas of risk management, faculty-staff training, and student support.

Project Background

In 2020 a group of health, safety and security professionals representing education abroad provider organizations, as an informal community of practice that emerged from the PULSE International member network, began meeting. In 2022, they approached The Forum on Education Abroad as the Standards Development Organization for the field of education abroad, originator of the Critical Incident Database, and leader in this space, to help identify a way to

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[12] The Forum on Education Abroad. (2020). *Standards of Good Practice for Education Abroad,* 6th edition, p. 7. doi.org/10.36366/S.978-1-952376-04-7
Note: The Topical Index in the Annex of the sixth edition points readers of the *Standards* to the clauses focused on Health, Safety, & Well-Being, Security, and Risk Management.

collect and compile data about the significant incidents that happen to students on their organization's programs using a common framework so that the data can be reported publicly to education abroad stakeholders and be used to make informed decisions and build in risk mitigations where possible.

Student Risk Task Force

In early 2023, The Forum on Education Abroad convened Phase I of the Student Risk Task Force to advance this plan, which promotes best practice in the field as identified in clause 5.1.7 of the *Standards of Good Practice for Education Abroad.*

Colleagues who signed on as *members* of the Task Force agreed to:
- Attend monthly Task Force virtual meetings
- Participate in at least one presentation or listening session
- Offer asynchronous collaboration and respond to requests for feedback on documents, proposals, datasets, etc.
- Provide anonymized incident data to The Forum on behalf of their organization by the deadline agreed upon by the group (for initial report)
- Commit to securing institutional buy-in at their organization for on-going participation in this project (annually)
- Maintain the privacy and confidentiality of all data, discussions, opinions, document drafts, feedback, etc. collected and created as a part of this project in perpetuity.

Colleagues who signed on as *supporters* committed to and contributed equally to the meetings and exchange of ideas that resulted in the work represented in this report with the exception that organizational commitment to sharing data could not be made until after the data reporting protocols were finalized.

During monthly meetings and asynchronous collaboration in between, the group developed a proposal for data collection and reporting based on their collective expertise. They began by examining the definitions from the CID project and refining those incident definitions that were unclear or could result in varied categorization based on individual interpretation. They also discussed each contextual factor collected by the CID and discussed which pieces of information were likely to be consistently and reliably reported by different individuals at different organizations. This meant eliminating some reporting categories that were based on conjecture or personal opinion (e.g. whether alcohol or drug use was a contributing factor). The result is a data collection and reporting plan designed to be mutually feasible for organizations with different incident tracking and reporting protocols and systems so as to maximize participation from organizations across the field.

Their initial proposal was presented at The Forum's Annual Conference in Seattle, Washington, on March 24, 2023 and made available for public comment (online) from all interested

stakeholders from March 24 - April 30, 2023. After feedback from those opportunities was incorporated, an updated proposal was presented to the education abroad community by the Task Force at The Forum's Annual Health, Safety, Security and Risk Management Institute in June 2023. Refinements were made to the data collection plan in response to feedback received at that event. In August and early September, the Task Force members compiled their organizations' incident report data in accordance with the newly developed protocol and submitted their pilot data to The Forum, representing incidents that occurred on all programs operated by participating organizations during the reporting period between January 1, 2023 and June 30, 2023. These data are included in the current pilot report.

Looking Ahead

Phase II of the Task Force, populated by representatives from colleges and universities, will begin meeting in October 2023 to consider additional factors and develop a complementary proposal that will allow colleges and universities to join in this initiative. This group plans to present their proposal by early 2024 and to pilot the process for the July 1 - December 31, 2023 reporting period. Additional college and university participants will be invited to join the initiative upon completion of the pilot period.

How to Get Involved

Education Abroad Organizations that did not contribute data to this pilot report are invited to join the initiative, regardless of Forum membership status. To learn more about the project and how your organization can get involved, contact The Forum at cid@forumea.org.

Acknowledgements

The Forum on Education Abroad would like to thank the following individuals for their dedicated service on the Student Risk Task Force, without whose dedication and expertise this initiative would not have been possible:

- Bill Bull, CIEE
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- Hannah Leidich, Arcadia University, The College of Global Studies*
- Robin Reliford, WorldStrides
- Vanessa Sterling, CET Academic Programs
- Stacey Tsantir, DIS - Study Abroad in Scandinavia

*Colleagues listed with an asterisk behind their organization signed on to the task force in the category of "Supporters."

The Forum and the Student Risk Task Force are also thankful to the many colleagues and interested parties who provided feedback on this process at conference presentations and via the public comment period and to the many other unnamed colleagues at collaborating organizations who supported their Task Force colleagues in developing and executing the data collection and reporting protocol represented here. This project would not have been possible without the thoughtful and dedicated colleagues who were engaged in the task forces and committees that brought the Critical Incident Database to life. We are grateful for everyone who shares in our commitment to student well-being and continuous improvement of our professional practice.

This report presents information about incidents that were likely very traumatic, painful, disruptive to the students involved, and that may have led to long-term or permanent damage/scars. It also represents countless hours of hard, caring, and compassionate work done by the colleagues involved in responding to these incidents and supporting students and their loved ones in the aftermath. While the statistics shared here cannot fully represent those experiences, we never forget to honor them.

Collaborating Organizations

The following collaborating organizations contributed data to the current report:

Data Privacy

The Forum on Education Abroad and its partners in this endeavor have held the privacy of students and their loved ones as a high priority throughout the course of this project. The primary form of data protection is for participating organizations to remove all personally identifying information about individuals involved in reported incidents before submitting their semi-annual reports to the project. Data submitted to this project is collected and retained by The Forum on Education Abroad in accordance with our privacy policy. Only essential Forum research staff will have access to the original reporting documents received for the purposes of contributor verification and to remove potential duplicates from the incidents reported.

Any time a single incident is isolated by itself within a unit of analysis, no additional information about the incident will be reported to avoid sharing details that could permit a reasonably knowledgeable person to identify the individual involved from context. For example, the current dataset includes only one incident that resulted in death. To protect the privacy of the deceased student and their loved ones, no more details about this incident are shared in this report. These data are still included in all global totals and will be retained for future records so that additional analyses and insights can be reported when the dataset expands and anonymity can be achieved.

Terminology and Definitions

The following terms, category, and definitions were used by participating organizations to prepare their data for submission.

Program Disruption

A Program Disruption is described as any large-scale event disrupting the program and/or causing student injury.

NOTE: If the cause of program disruption also results in a student incident(s) as defined above, a separate report is generated for each student incident in addition to the program disruption report.

Disruption Type

Vehicular Crash, e.g., car, bus, boat, bicycle, train, etc. impacting several students/the entire program

Civil unrest, e.g., strikes, protests, demonstrations, coups, war, armed conflicts, etc. that substantially disrupt a program for 3 days or more and/or cause student injury

Fire, materially impacting student housing, classroom, program time for 3 days or more regardless of physical damage or student harm

Infrastructure/Tech, e.g., oil spills, cyberattacks, power outage, banking crisis, crowd control issues, etc.) that substantially disrupts a program for 3 days or more and/or cause a student injury

Natural disaster, e.g., serious weather, earthquake, etc., that substantially disrupts a program for 3 days or more and/or cause student injury

Public Health, e.g., disease outbreak that substantially disrupts a program for 3 days or more and/or cause a student injury

Terrorism that substantially disrupts a program for 3 days or more and/or cause a student injury

Other Accident/Incident, i.e., use for incidents that are not represented by any of the other categories above yet that substantially disrupt a program for 3 days or more and/or cause student injury

Incidents Directly Impacting a Student

Incident Type

Arrest or charged in local legal system (including if assault perpetrator)**:** persons processed by arrest, citation or summons

Assault (non-sexual victim): any event where there was a physical attack (with or without a weapon) delivered with the likely intention of injury

Assault/Harassment/Stalking (sexual victim): any sexual act directed against another person, forcibly and or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

Identity-Based/Hate Violence: an offense committed against a person or property which is motivated, in whole or in part, by the offender's bias, negative opinion, or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation, gender identity, ethnicity, or national origin, or if reported by the victim as their interpretation of the event. NOTE: The incident is countable in this category based on the perception of the offender, even if the victim is not a member of the intended victim group.

Kidnapping: the taking of a person against his/her will (or from the control of a parent or guardian) from one place to another under circumstances in which the person so taken does not have freedom of movement, will, or decision through violence, force, threat or intimidation.

Mental Health Distress: A mental health event serious enough that it involved ER support, suicide risk and/or report of mental health distress that results in death, program departure or hospitalization

Missing Student: any event in which a student was missing/overdue for the amount of time which meets the local threshold for reporting to/involvement of *local law enforcement (not your internal policy or that of the U.S. RSO)*

Physical Health, Illness: An illness that resulted in death, program departure or hospitalization

Physical Health, Injury: An injury that resulted in death, program departure or hospitalization
Theft/Loss:[13] The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another. In many of these cases, the student isn't sure if their item was taken or was left behind so the incidents are reported together.

Robbery/Burglary: Taking or attempting to take anything of value by the use or threat of force from the care, custody or control of a person or persons (robbery) or entry into a building, with the intent to commit a crime, especially theft (burglary)

Contextual Information Collected About Incidents

Month of Incident

Program Length

- Less than 4 weeks
- 4-8 weeks
- 8-12 weeks
- 12+ weeks

Program Type[14]

Exchange

A program involving reciprocal movement of participants—whether faculty, students, staff, or community members—between institutions or countries.

Faculty-Led Program (or Faculty-Directed Program)

A study abroad program directed by a faculty member (or members) from the home campus who accompanies students abroad. Usually, though not always, brief in duration.

Field Study Program

A study abroad program type whose pedagogy revolves around experiential study outside the classroom setting. Examples include field research programs, internship programs, service-learning programs, archaeological field schools, and field biology programs.

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[13] 💡 Theft/Loss and Burglary/Robbery were originally a single category in the Task Force's proposal, Theft/Burglary/Robbery/Loss of Property. While preparing their data, members of the Task Force realized that the majority of their tracking systems allowed them to further distinguish between Theft/Loss (taking or losing property without the use or threat of force) and Robbery/Burglary (which involves the use or threat or force). Six out of seven (6/7) participating organizations reported incidents in these two categories separately. One had to report them in the original joint category for this reporting period. In future reporting periods, all participants will be required to distinguish between the two categories.
[14] As defined in the Glossary published by The Forum on Education Abroad.

Health-Related Program

Any experiential learning program delivered in public health and/or health care delivery settings, including both clinical and community health care contexts.

Hybrid Program

(or **Mixed Program**) A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.

Integrated University Study

A study abroad program type in which the predominant study format is participation in regular courses alongside degree-seeking students from the host university. May be either via Direct Enrollment or enrollment facilitated by a study abroad provider organization.

Internship Abroad

An experience in a professional setting that takes place outside of the country in which a student's home university is located. This professional, practical experience is viewed as an extension of coursework and an opportunity for training or professional exploration related to a student's future career path.

Multi-Site Program

A program in which students spend a significant amount of time studying in each of two or more locations.

Study Abroad Center

An education abroad model in which the predominant study format consists of classroom-based courses designed for non-host country students. Centers may be operated independently, be special units within a host country university, or be sponsored by a college or university in another country or by a study abroad provider organization. Many study abroad centers have permanent staff and facilities.

Teaching Abroad

A volunteer (or largely volunteer) placement abroad as a teacher or teacher's assistant. Varieties of teaching abroad programs include student teaching (in partial fulfillment of a teaching certificate); teaching English as a second or foreign language; and professional teaching in a K-12 or university environment. Some programs combine the volunteering with structured learning. Most volunteering is unpaid, though some programs provide a living stipend.

Travel Seminar

(preferable to the roughly synonymous **Study Tour** or **Study Travel Program**) A program in which students travel to many different cities or countries and receive instruction in each location, often regarding a designated, unifying topic. Examples include shipboard education programs or European cultural studies tours. This is a distinct program type and differs from field trips or excursions within other program types/subtypes.

Volunteering Abroad

Largely self-directed, unpaid work- or service-based learning opportunity initiated by students motivated to respond to the needs of an organization or community, often without specific learning objectives or associated coursework.

Work Abroad

Immersion in an international work environment with the educational value of the experience itself being the primary purpose. May or may not be for academic credit. Depending on the focus of the experience, it may be designated as interning, volunteering, service-learning, teaching, or just working abroad. Work abroad is sometimes used more narrowly to mean working for pay. By design, work abroad programs are temporary, lasting from a few weeks to two or three years. Educational work abroad is to be distinguished from career-related overseas assignments, permanent jobs abroad, and migration for gainful employment.

Custom or Not

A Custom Program (or Customized Program) is a study abroad program administered by a program provider organization according to specifications of a college, university, consortium, or other group.

Student Type

- First year
- Undergraduate
- Graduate/professional
- High school/gap year

Country of Incident

Location of Incident

Did the incident happen in the location of study/program activity (city/town/village) or not? (I.e. location where field study, internship, class, etc. takes place)

Death. Reporting organizations were given the option to provide details about cause of death and asked not to include any personally identifying information about individuals. This option was included so that details provided here can be referred to for updates to the process in the future. No cause of death information was provided for the death included in this pilot report.

Hospitalization (admitted for physical or mental health care)

Program withdrawal, dismissal, or early departure (regardless of what happens with credit or support protocols)

Return to program (student returns to or continues participation in the program)

An optional open-ended notes section was provided at the end of each incident entry. No notes were provided by the participants in this pilot report.

Methodology

Each education abroad organization has its own methods and systems for collecting information about incidents of significant risk to students as well as many other cases of minor incidents that require the support or attention of program faculty and staff. For the purposes of this pilot study, the Student Risk Task Force drew on data already recorded in their existing systems.

After finalizing their plan for data collection and reporting for the pilot report, the members of the Student Risk Task Force worked with colleagues within their organization to extract all cases from their organizational incident databases during the reporting period. The task force members then arranged the data in accordance with The Forum's data submission template (Appendix 3) and coded the incident types and contextual information to match the categories and definitions outlined in the instructions for reporting (Appendix 1). Incidents that fit more than one category (e.g., Assault & Identity-Based/Hate Crime) were assigned multiple codes. Once their incident reports were prepared, contributors uploaded their data to a secure online form (Appendix 2).

The data was received by The Forum on Education Abroad who verified that the data submission had been properly uploaded. In a few cases, some data was missing or improperly coded and a Forum staff member reached out to the submitter to verify or correct the information. Once these doubts were cleared up, the Forum staff de-identified the data and compiled reports from all contributing organizations into a single spreadsheet for analysis. The incidents reported by the organization have not been subjected to independent verification by The Forum on Education Abroad.

About the Organizations Contributing to this Report

Seven (7) education abroad provider organizations represented by members of the Student Risk Task Force reported incident data for this pilot reporting period. Collectively, these organizations served 34,105 students on education abroad programs between January 1, 2023 and June 30, 2023. During the reporting period, these organizations were operating education abroad programs in the following 77 countries.

Albania*	Finland	Oman*
Argentina	France	Panama*
Australia	Germany	Peru*
Austria	Ghana	Poland
Bahrain*	Greece	Portugal
Belgium	Hungary	Rwanda*
Belize*	Iceland	Singapore
Bhutan*	India	Sint Maarten*
Bosnia and Herzegovina	Indonesia*	Slovakia
Botswana*	Ireland	Slovenia
Brazil	Israel*	South Africa
Cambodia*	Italy	South Korea
Canada*	Japan	Spain
Chile	Jordan	Sweden
China	Kenya*	Switzerland
Colombia	Kosovo	Taiwan
Costa Rica	Latvia	Thailand*
Cuba*	Lithuania*	Trinidad & Tobago*
Croatia	Macedonia*	Tunisia*
Czech Republic	Malawi*	Turkey*
Denmark	Malaysia*	United Arab Emirates*
Dominican Republic*	Mexico	United Kingdom
Ecuador*	Morocco	Uruguay*
Egypt*	Netherlands	Vietnam*
Estonia	New Zealand	Zimbabwe*
Fiji*	Norway	

* Non-reportable. Data for incidents occurring in this country will not be reported in by-country analyses because only one participating organization is operating a program in this location. These data are still included in all global totals.

Applying the *Standards of Good Practice for Education Abroad* to Support Student Safety and Well-Being

Upon submitting their data via the online form, organizational representatives were asked to answer a series of questions to self-report whether or not their organization was complying with the *Standards of Good Practice for Education Abroad* as they related to health, safety, security and well-being of education abroad students. The overwhelming majority of participating organizations in this pilot study indicated substantial conformity with the *Standards* (5 out of 6 or 6 out of 6 answered yes to all questions; due to a technical issue upon submission one organization's answers to these questions was not recorded).

Table: Self-Reported Conformity with the *Standards of Good Practice for Education Abroad*

Clause of the *Standards*	Question	Organizations Responding Yes
4.2.2	Does your organization regularly discuss and clarify the following topics with partners and collaborators? ● Compatibility of missions and alignment of goals, objectives, and outcomes; ● Determining the objectives of the partnership; ● Establishing respective financial responsibilities; ● Assigning functional roles or tasks to responsible parties; ● Establishing policies and procedures; ● Managing health, safety, and security risks	5/6
5.1.5	Does your organization have policies and procedures in place that govern personnel matters, conduct, and training, including: ● Participant conduct management; ● Communication protocols; ● Participant health, well-being, safety, and security; ● Emergency management and response; ● Partner relations, roles, and responsibilities?	6/6
5.1.6	Does your organization have policies that govern student matters related to (Student affairs): Student conduct matters, including but not limited to durg and alcohol use, mental health, and well-being, culturally sensitive behavior, sexual misconduct, travel, housing, disciplinary process, and appeal process?	6/6
5.1.7	Does your organization have policies and procedures in place regarding security and risk management that prioritize the health, well-being, and safety of students and personnel, including: ● Risk assessment and monitoring for program locations and activities; ● Tracking, responding to and reporting critical incidents; ● Written emergency plans and protocols; Insurance coverage?	6/6

5.1.8	Does your organization have guidelines governing its partnerships, including: establishing partnerships and formalizing collaboration, responsibility for security and risk management, managing privacy, confidentiality, and disclosure practices, marketing practices, partnership review?	6/6
5.2.4	Does your organization provide risk management, preparedness, and emergency response measures and ensure insurance coverage is in place for all programs?	6/6
5.2.7*	Does your organization provide a safe environment that supports learning for all students?	5/6
6.1.8	Does your organization communicate expectations for conduct and consequences of behaviors to participants?	6/6
6.1.10	Does your organization provide students with information related to accessing physical, mental, and emotional health and well-being services?	6/6
6.1.11	Does your organization prepare students to manage their safety by providing resources related to concerns including but not limited to: physical risks, behavior, property crime, liability and legal issues, sexual misconduct, identity-based discrimination, country-specific recommendations?	6/6
6.1.12	Recognizing that not all countries have in place the same support and infrastructure as the home institution, does your organization clearly convey to students the importance of disclosing mental health and physical disability status, accommodation, and other specific needs to students? Work with other responsible parties and students to determine how their needs may be met on the program? And advise students on other program options if their needs cannot be met?	6/6
6.2.6	Does your organization support students as they navigate identities including race, ethnicity, sexuality, gender, religion, ability, and socioeconomic status in the local context?	6/6
6.2.7	Does your organization support students in accessing physical, mental, and emotional health and well-being services?	6/6
6.2.8	Does your organization support students in managing their safety by providing resources related to: physical risks, behavior, property crime, liability and legal issues, sexual misconduct, identity based discrimination, country-specific recommendations?	6/6
6.3.4	Does your organization provide resources related to student mental and physical well-being related to program participation?	6/6

*Several respondents, including both those answering "no" and answering "yes" to this question objected to the wording of the *Standards*, pointing out that guaranteeing safety is impossible.

Incident Detail

Important Note on Interpreting the Results in This Report ⚠️

⚠️ The data provided in this report are presented to illustrate the frequency with which incidents of significant risk to students occur during education abroad. Limitations in our data reporting mean that we CANNOT make comparisons or draw conclusions about relative likelihoods or the impact of contextual program factors on the likelihood of an incident occurring.

In other words, if there are more of a particular incident type reported on a certain type of program, we cannot know from our dataset whether that is simply because there were more students studying on that type of program during the reporting period. It does NOT mean that the program type is inherently more risky.

Where it is appropriate to make comparisons, these will be outlined in the report.

Program Disruption Data:

Only two program disruptions were reported to this study during the pilot reporting period. Both were described as natural disasters occurring in New Zealand in February 2023. Given the small number of incidents in this category, no further exploration of this data will be included in this report. The information about program disruption reporting methodology is included in this report in detail so that as the dataset is built over time, more data in this category can be collected and analyzed in more depth in future reports.

Total Incidents Impacting Students:

🔑 609 separate incidents impacting individual students were reported.

Incident Rate:

🔑 0.018%
In other words *about 1 in 56 education abroad students in this dataset experienced and reported to their programs an incident in our reporting categories.*

Student Type:

89% of incidents in the dataset were reported by/about undergraduate students. The other incidents were reported by/about: high school students (10%); students on first-year programs (1%); a graduate/professional student (<1%)(n = 1).

Type of Incident

🔑 The most commonly reported incidents were: Property Loss (49%), Physical Health, Illness (15%), and Mental Health Distress (11%).

Chart: Incident Type Count
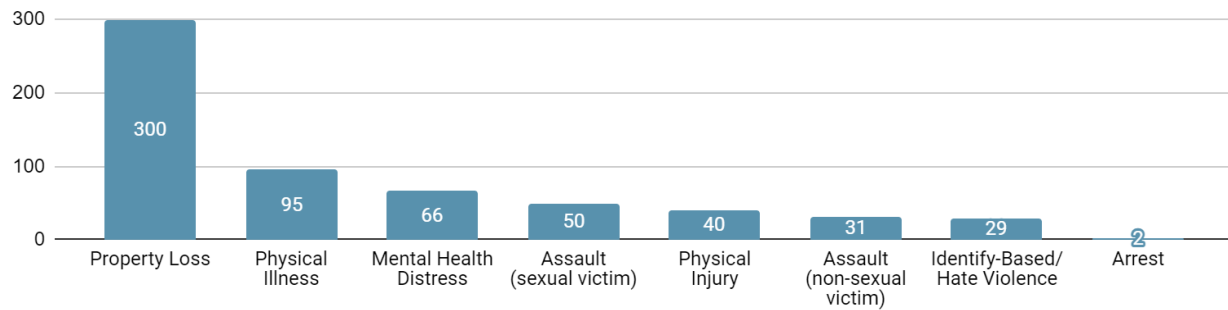
The vast majority of Property Loss incidents (n=214) were in the Theft/Loss category (no force or threat of force) (35%). Nine percent of all incidents (n=58) were categorized as Robbery/Burglary (with force or threat of force). The remaining 6% of Property Loss incidents were unspecified (n=28).

When we divide the Incident Type into categories we find that Health-related Incidents comprise about 33% of all incidents while Crime-related Incidents were reported at about double the rate (67%).

Table: Side-by-Side Count of Incident Type. Health vs. Crime

Health-Related Incidents	#/% of All Incidents		Crime-Related Incidents
Physical Health, Illness	96/15%	300/49%	Property Loss
Mental Health Distress	66/11%	50/8%	Assault (sexual victim)/Harassment/Stalking
Physical Health, Injury	40/7%	31/5%	Assault (non-sexual victim)
		29/5%	Identify-Based/Hate Violence
		2/0.3%	Arrest
Total Health	**33%**	**67%**	**Total Crime**

Month of Incident

Chart: Percentage of Incidents Reported by Month

% of reported incidents	17%	14%	21%	14%	10%	25%

0% 25% 50% 75%

■ January ■ February ■ March ■ April ■ May ■ June
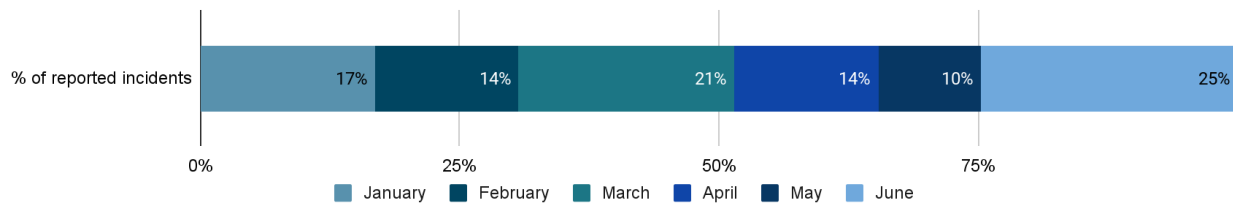
⚠️ REMEMBER: The relative frequency of incidents between two different category types, e.g., May vs. June, cannot be interpreted to mean that in a particular month a student is at higher risk than other months for these incidents to occur. Such conclusions would require more information than we have available to us in this report.

Program Length

Chart. Count of Incidents Reported by Program Length

Less than 4 weeks	4-8 weeks	8-12 Weeks	12+ weeks	Other
90	62	14	442	1
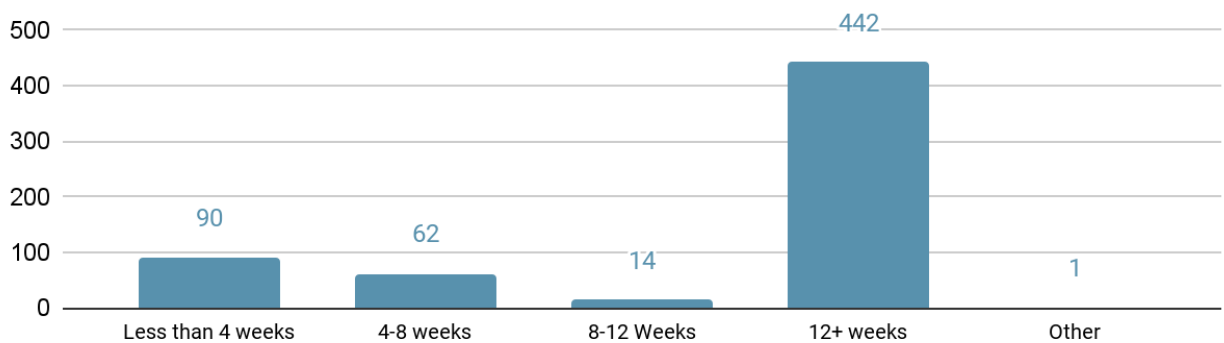
Most incidents in this dataset were reported by students on long-term programs.
⚠️ This *cannot* be interpreted to mean that incidents are more likely on long-term programs.

Anecdotally, Task Force members conjectured that students on longer programs may be more likely to report an incident to program faculty/staff, while on shorter programs, students might think "I'll be home soon, I can seek treatment/help then" and choose not to report to program staff.

💡Incidents reported to home institution staff or families after the program has ended are not consistently represented in this dataset because program providers are limited in in their ability to gather that information and are not always called upon to respond to or assist with incidents reported at a later date.

Program Type

Chart: Count of Incidents by Program Type

Most incidents in this dataset were reported by students on study abroad center programs. ⚠️ This *cannot* be interpreted to mean that incidents are more likely to occur on study abroad center programs. Rather, it is likely an artifact of the fact that most of the programs offered by the participating organizations in this pilot are study abroad center programs. Because total participation rates by program type were not reported in this pilot study, we cannot draw inferences about how program type impacts incident likelihood.
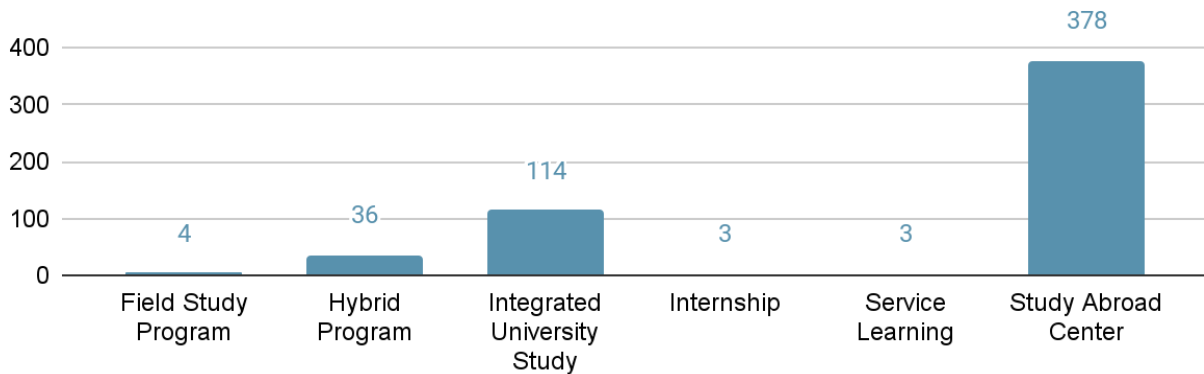
⚠️ Similarly, the fact that the majority of reported incidents happened on non-custom programs *cannot* be interpreted to mean that custom programs are less risky. Because total participation rates by program type were not reported in this pilot study, we cannot draw inferences about how program type impacts incident likelihood.

Chart: Count of Incidents from Custom and Non-Custom Programs
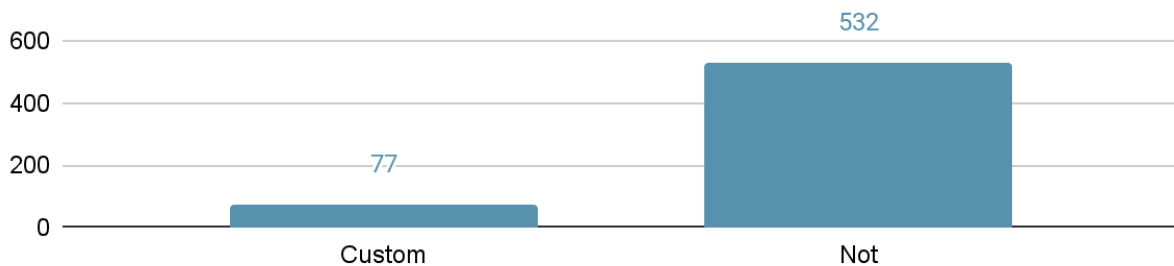
Country

Incidents were reported in all world regions represented by the programs operated by contributors to this dataset. Not every country with a program in this dataset had a significant incident reported during the reporting period.

Where only one of the participating organizations was operating a program during the reporting period, by-country analyses are not included in this report. Those data are still included in global totals and will be retained for inclusion in future datasets where, as participation in this project grows, by-country breakdowns may become possible at a later date.

Chart: Incident Count by Country Location

Country	Incident Count		Country	Incident Count
Argentina	27		Jordan	4
Australia	17		Mexico	4
Brazil	5		Morocco	2
Chile	7		Netherlands	15
Colombia	3		New Zealand	2
Costa Rica	6		South Africa	11
Cuba	2		Spain	173
Czech Republic	11		Sweden	9
Denmark	31		Taiwan	9
France	41		United Kingdom	63
Germany	14		Ghana	3
Greece	3		Portugal	5
Hungary	3		Dominican Republic	4
India	4		Belgium	1
Ireland	17		Poland	1
Italy	88		Botswana	3
Japan	23		Singapore	2
Countries with no reported incidents during the reporting period:			Austria, Bosnia and Herzegovina, China, Croatia, Estonia, Finland, Iceland, Kosovo, Latvia, Norway, Portugal, South Korea, Switzerland	

One goal identified by the Task Force for this project is to be able to compare the relative rate of incidents by country across different education abroad destinations, and to be able to consider the rate of particular incident types by country. Having this information will help education abroad faculty and staff better target their risk mitigation efforts to the program context. In this pilot study, the dataset is not large enough to permit such granular insights. For now, we share the overall rate for all incident types by country in the countries with more than 500 students studying abroad in them during the reporting period. The rate of incidents for the top 17 destinations in our dataset are included below.

Chart: Incident Rate by Country for Locations with More than 500 Education Abroad Students Studying In-Country During the Reporting Period

Rank in Dataset by # of EA students	Country	Incident Rate	
1	Spain	0.027	
2	Italy	0.020	
14	Netherlands	0.018	Average Global Incident Rate
15	South Africa	0.018	
3	United Kingdom	0.017	
11	Ireland	0.017	
10	Australia	0.016	
6	Japan	0.015	
5	France	0.015	
4	Denmark	0.010	
7	Germany	0.010	
9	Czech Republic	0.010	
8	Sweden	0.007	
12	Costa Rica	0.007	
16	Greece	0.005	
17	Singapore	0.004	
13	South Korea	no incidents reported	

Location of Incident

92% of reported incidents happened in the same city/town as the program. 8% occurred in other locations (i.e., during student independent travel).

⚠️ Remember, we cannot infer that this means that incidents are more likely to occur in a program location. Our data do not permit us to infer causation. Anecdotally, task force members believe that students are less likely to report or seek help for an incident occurring away from their program location or during independent travel, for a variety of reasons.

Location of Incident

Ninety-two percent (92%) of incidents reported were reported to have happened in the city/town/village where the program was taking place. Most of the remaining reported incidents (7.7%) were reported to have happened in another location (i.e., during independent travel to another city). For the remaining 0.3%, the location was not given in the incident report.

Result of Incident

Chart: Percentage of Incident Results

Legend:
- Return to Program
- Program Withdrawal
- Hospitalization
- Death = 0.1%
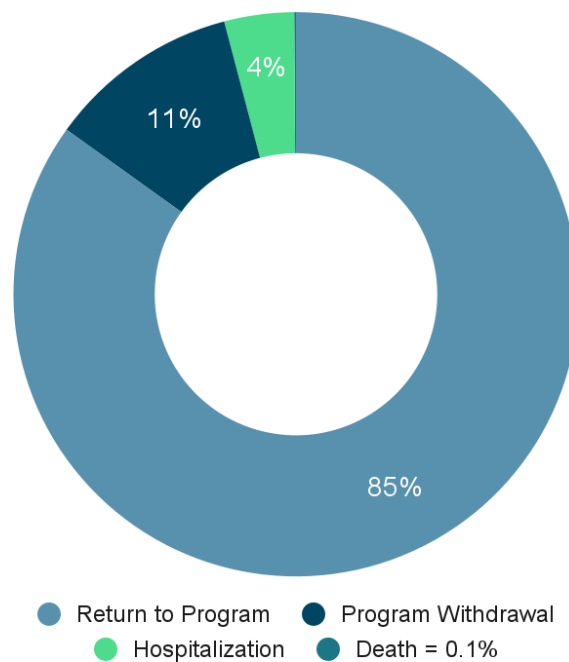
🔑 85% of significant incidents reported here resulted in students returning to program. This would seem to suggest that many major incidents are responded to in such a way that allows a student to cope or recover and still pursue their educational programming after the incident.

🔑 11% of all reported incidents resulted in program withdrawal.

🔑 4% of incidents included hospitalization as a result.

💡 Note that some reporting organizations reported hospitalization as a standalone result of an incident, while others reported two results when hospitalization was involved – the hospitalization itself and what happened after – either a return to program or a program withdrawal. In the future, the process for reporting incident results will be standardized so that the follow-up post hospitalization is recorded for all hospitalizations.

Chart: Incident Result by Incident Type

	Return to program	**Hospitalization**	**Program withdrawal**	Death*
Assault (non-sexual victim)	87%	3%	9%	
Assault (sexual victim)/ Harassment/Stalking	100%			
Mental Health Distress	31%	3%	66%	
Property Loss (all types)	100%			
Physical Health, Injury	74%	17%	7%	
Physical Health, Illness	71%	17%	12%	
Arrest	50%		50%	
Identify-Based/Hate Violence	93%		7%	

*Non-reportable

🔑 Mental health distress incidents were the most likely incident type to result in program withdrawal, with 66% of students who experienced these withdrawing from their program after the incident.

Lessons Learned & Future Directions 💡

As a pilot report, the takeaways from this report that can inform evidence-based practice are still preliminary. These insights have been highlighted in the Key Takeaways section and indicated using the key (🔑) icon throughout the report.

What the pilot has taught us is that collecting data from multiple large organizations in a way that can be collated and interpreted together is challenging, but a worthy endeavor. Throughout

the report the ideas for improvement or expansion of this work have been highlighted with the lightbulb (💡) icon. Those are summarized again below.

Future iterations of this report will work from refined definitions and reporting guidelines. One of these is the future distinction between property loss crimes that use or threaten use of force (robbery/burglary) and those that do not (theft loss). Another is to improve the procedure for indicating multiple incident types or incident results on a particular case, especially to include the post-hospitalization result when a hospitalization is indicated.

As Phase II of the Student Risk Task Force begins their work, they will be tasked with identifying ways that incident reports from colleges and universities can be combined in the same dataset with incident reports from education abroad organizations without counting the same incident twice, i.e., when a student from a college reports their illness to their home campus and to the on-site staff of the education abroad organization that operates their program in partnership with the college. Inclusion of college and university data will also improve the rate of capture of incidents that are potentially left out of the education abroad organization data because they are not reported by the student until they share information about the incident with their home institution faculty or staff after returning home from their program.

The reason for planning to publish iterations of this report on at least an annual basis is to keep the information current and timely, as well as to continue to grow the size of the dataset so that more granular insights can be drawn from the data. With a larger sample, future reports could explore in more detail rates of particular incident types by country, for example. More specific observations could help the profession continue to improve and target our practices and protocols in the areas of faculty and staff training, student preparation, program development, health and well-being services and resources, and more. It is the hope that readers of this report will find inspiration and motivation to join in on this initiative to help reach those goals.

💡 Participants in this pilot study reported that mobilizing their teams and organizing their data so that it could be properly submitted to The Forum required a meaningful investment of time and effort. Interested future participants in this project are encouraged to use the information provided in this report and on [The Forum's website](#) to get a head start on collecting and organizing information about incidents on their programs to align with the definitions and procedures outlined in this report.

THE FORUM
ON EDUCATION ABROAD

Student Risk Data Collection & Reporting Plan

Use this document as your guide for participating in The Forum on Education Abroad's initiative to collect data about incidents of significant risk to students during education abroad programs and share that data with our community to inform decision-making and advance the application of best practice in student and program health, safety, security, and risk management.

Organizations participate in this data collection and reporting effort voluntarily and in accordance with the terms outlined below. If you are interested in having your organization join the initiative, contact The Forum's Senior Director for Research and Publications, Dr. Amelia Dietrich, dietrica@forumea.org.

If you are operating in incidents categories are prohibited from being reported to this effort by law, but you would still like to participate in the project (e.g., in California, colleagues working at public institutions cannot share information about kidnapping incidents) include this information in your initial email to the Senior Director for Research and Publications.

NOTE: This is a working draft, prepared to guide the pilot reporting efforts in August 2023. It is subject to change during subsequent reporting periods. Any changes will be noted in future iterations of this document to allow participating organizations to adjust their data collection and reporting procedures accordingly.

Original Draft: 1/24/2023
Last update: 9/12/2023

What incidents will be reported to The Forum?

Incidents Directly Impacting a Student

NOTES on REPORTING:

We are only collecting data on students participating in education abroad programs. Do not include incident reports about incidents impacting faculty, staff, or others.

If multiple students are directly impacted by the same incident, generate a separate report for each individual student.

We define impacted students as students who are the victims of the crime or the person suffering from the illness or injury reported. DO NOT submit separate incident reports for students who are witnesses or serve as support networks to victims after the fact.

If an incident could be classified within multiple categories below, submit a single incident report identifying the most severe category of those applicable.

Incident Type

- **Arrest** or charged in local legal system (including if assault perpetrator)**:** persons processed by arrest, citation or summons
- **Assault (non-sexual victim):** any event where there was a physical attack (with or without a weapon) delivered with the likely intention of injury
- **Assault/Harassment/Stalking (sexual victim):** any sexual act directed against another person, forcibly and or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.
- **Identity-Based/Hate Violence:** an offense committed against a person or property which is motivated, in whole or in part, by the offender's bias, negative opinion, or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation, gender identity, ethnicity, or national origin, or if reported by the victim as their interpretation of the event.
  NOTE: The incident is countable based on the perception of the offender, even if the victim is not a member of the intended victim group.
- **Kidnapping:** the taking of a person against his/her will (or from the control of a parent or guardian) from one place to another under circumstances in which the person so taken does not have freedom of movement, will, or decision through violence, force, threat or intimidation.
- **Mental Health Distress:** A mental health event serious enough that it involved ER support, suicide risk and/or report of mental health distress that results in death, program departure or hospitalization
- **Missing Student:** any event in which a student was missing/overdue for the amount of time which meets the local threshold for reporting to/involvement of *local law enforcement (not your internal policy or that of the U.S. RSO)*
- **Physical Health, Illness:** An illness that resulted in death, program departure or hospitalization
- **Physical Health, Injury:** An injury that resulted in death, program departure or hospitalization
- **Theft/Loss:** The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another. In many of these cases, the student isn't sure if their item was taken or was left behind so the incidents are reported together.

- **Robbery/Burglary:** taking or attempting to take anything of value by the use or threat of force from the care, custody or control of a person or persons (robbery) or entry into a building, with the intent to commit a crime, especially theft (burglary)

Program Disruptions: any large-scale event disrupting the program and/or causing student injury

NOTE: If the cause of program disruption also results in a student incident(s) as defined above, generate a separate report for each student incident in addition to the program disruption report.

Disruption Type

- **Vehicular Crash,** e.g., car, bus, boat, bicycle, train, etc. impacting several students/the entire program
- **Civil unrest,** e.g., strikes, protests, demonstrations, coups, war, armed conflicts, etc. that substantially disrupt a program for 3 days or more and/or cause student injury
- **Fire,** materially impacting student housing, classroom, program time for 5 days or more regardless of physical damage or student harm
- **Infrastructure/Tech,** e.g., oil spills, cyber attacks, power outage, banking crisis, crowd control issues, etc.) that substantially disrupts a program for 3 days or more and/or cause a student injury
- **Natural disaster,** e.g., serious weather, earthquake, etc., that substantially disrupts a program for 3 days or more and/or cause student injury
- **Public Health**, e.g., disease outbreak that substantially disrupts a program for 3 days or more and/or cause a student injury
- **Terrorism** that substantially disrupts a program for 3 days or more and/or cause a student injury
- **Other Accident/Incident,** i.e., use for incidents that are not represented by any of the other categories above yet that substantially disrupt a program for 3 days or more and/or cause student injury

What information will be reported about each incident?

- Month of incident:
  - **Spell out the name in full**
- Program length:
  - **Less than 4 weeks**
  - **4-8 weeks**
  - **8-12 weeks**
  - **12+ weeks**

- Program Type[15]:
  - **Exchange:** A program involving reciprocal movement of participants—whether faculty, students, staff, or community members—between institutions or countries.
  - **Faculty-Led Program** (or Faculty-Directed Program) – A study abroad program directed by a faculty member (or members) from the home campus who accompanies students abroad. Usually, though not always, brief in duration.
  - **Field Study Program** A study abroad program type whose pedagogy revolves around experiential study outside the classroom setting. Examples include field research programs, internship programs, service-learning programs, archaeological field schools, and field biology programs.
  - **Health-Related Program** any experiential learning program delivered in public health and/or health care delivery settings, including both clinical and community health care contexts.
  - **Hybrid Program** (or **Mixed Program**) – A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.
  - **Integrated University Study** A study abroad program type in which the predominant study format is participation in regular courses alongside degree-seeking students from the host university. May be either via Direct Enrollment or enrollment facilitated by a study abroad provider organization.
  - **Internship Abroad** An experience in a professional setting that takes place outside of the country in which a student's home university is located. This professional, practical experience is viewed as an extension of coursework and an opportunity for training or professional exploration related to a student's future career path.
  - **Multi-Site Program** A program in which students spend a significant amount of time studying in each of two or more locations.
  - **Study Abroad Center** An education abroad model in which the predominant study format consists of classroom-based courses designed for non-host country students. Centers may be operated independently, be special units within a host country university, or be sponsored by a college or university in another country or by a study abroad provider organization. Many study abroad centers have permanent staff and facilities.
  - **Teaching Abroad** A volunteer (or largely volunteer) placement abroad as a teacher or teacher's assistant. Varieties of teaching abroad programs include student teaching (in partial fulfillment of a teaching certificate); teaching English as a second or foreign language; and professional teaching in a K-12 or university environment. Some programs combine the volunteering with structured learning. Most volunteering is unpaid, though some programs provide a living stipend.

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[15] As defined in the Glossary published by The Forum on Education Abroad.

- ○ **Travel Seminar** (preferable to the roughly synonymous Study Tour or Study Travel Program) – A program in which students travel to many different cities or countries and receive instruction in each location, often regarding a designated, unifying topic. Examples include shipboard education programs or European cultural studies tours. This is a distinct program type and differs from field trips or excursions within other program types/subtypes.
  - ○ **Volunteering Abroad** Largely self-directed, unpaid work- or service-based learning opportunity initiated by students motivated to respond to the needs of an organization or community, often without specific learning objectives or associated coursework.
  - ○ **Work Abroad** Immersion in an international work environment with the educational value of the experience itself being the primary purpose. May or may not be for academic credit. Depending on the focus of the experience, it may be designated as interning, volunteering, service-learning, teaching, or just working abroad. Work abroad is sometimes used more narrowly to mean working for pay. By design, work abroad programs are temporary, lasting from a few weeks to two or three years. Educational work abroad is to be distinguished from career-related overseas assignments, permanent jobs abroad, and migration for gainful employment.
- ● **Custom** or **Not**
  - ○ Definition from Glossary: Custom Program (or Customized Program) – A study abroad program administered by a program provider organization according to specifications of a college, university, consortium, or other group.
- ● Student type:
  - ○ **First year**
  - ○ **Undergraduate**
  - ○ **Graduate/professional**
  - ○ **High school/gap year**
- ● Country of incident:
  - ○ **Spell out full country name**
- ● Location of incident

  Did the incident happen in the location of study/program activity (city/town/village) or not? (I.e. location where field study, internship, class, etc. takes place)
  - ○ **Yes**
  - ○ **No**
- ● Result of incident:
  - ○ **Death**
    - ■ Optional: provide details about cause of death. Please do not include any personally identifying information about individuals. that we can look at for updates to the process in the future
  - ○ **Hospitalization** (admitted for physical or mental health care)
  - ○ **Program withdrawal**, dismissal, or early departure (regardless of what happens with credit or support protocols)

- ○ **Return to program** (student returns to or continues participation in the program)
  - Open-ended notes section: Please do not include any personally identifying information about individuals in this section.

How will data be submitted to The Forum?

1. Forum will provide spreadsheet template, definitions, and instructions for organizing your data.
   a. Instructions will be clear to remove any personally identifying data before submission.
2. Participating organizations will upload their spreadsheet to an online portal via The Forum's website.
   a. Submitting individual must give consent on behalf of the organization to participate in the project each time they submit.
   b. Submitting individual must confirm that no personally identifying data is included in the data reporting.
   c. Submitting individual must report the organization's total students served by education abroad programming during the period of the data upload so that a total number of students represented can be included in the report.
   d. Submitting individual must provide a list of all countries in which the organization operated education abroad programs during the reporting period.
   e. The submission form will include an agreement that the data upload includes all reportable incidents that occurred on organization's programs during the time period listed. Agreeing to participate in this project means committing to transparency and accountability.
3. Data uploads: Twice a year. Exact dates TBD, but we plan to delay reporting deadlines for a month after a reporting period ends (e.g., report for January through June by August 1) to allow time to close out incidents and collect information for incidents initiating at the end of the reporting period.
4. Compliance self-reporting: Submitting organizations will be asked to answer a series of questions about the application of health, safety, security, and risk management best practices as outlined by the *Standards of Good Practice for Education Abroad* (6th Edition).

How will The Forum protect the data it receives?

The primary form of data protection is for reporting organizations to remove all personally identifying information about individuals involved in reported incidents before submitting their semi-annual reports to the project.

Data will be collected and retained by The Forum on Education Abroad in accordance with our privacy policy. Only essential Forum research staff will have access to the original reporting

documents received for the purposes of contributor verification and to remove potential duplicates from the incidents reported.

How will the data be reported to the public?

The Forum is committed to updating the report at least annually.

The report will be published on The Forum's website in an open-access format.

Reports will always recognize the individuals and organizations involved in this Task Force (as the originators of the project) as well as any additional organizations that join the data submission efforts over time.

Reports will never report data at the institutional or individual level. Data will only be reported in the aggregate. Even if personally identifiable information is accidentally supplied to The Forum, no student, staff, or faculty names or personally identifying information will ever be included in the final report.

The Forum will endeavor to ensure that individual incidents are not identifiable from context even when anonymized, e.g., if only one contributing organization runs a program in Nicaragua, the data for Nicaragua will be kept confidential and listed as "non-reportable" in the report. Data that is non-reportable in smaller sub-samples of the data will still be included in the global statistics reported.

Appendix 2: Data Submission Form

For Student Risk Task Force Members to upload August 2023 data

Your Name*:

Professional Role/Title:

Organization Name*:

Email address*:

We may use this information to follow up with you if we have questions about your upload.

During the reporting period of January 1 to June 30, 2023, how many students participated in education abroad programs at your organization?
Please enter only a number.

Please upload your data spreadsheet for the January 1 - June 30, 2023 reporting period in the space below.*
Link to Data Reporting Spreadsheet template:
Link to Data Collection & Reporting plan, which includes definitions and more detailed instructions for preparing your data for reporting:

<div align="center">
Select a file...
or drag and drop a file here
</div>

Please check the box next to all questions to which your answer is YES.

- ☐ 4.2.2: Does your organization regularly discuss and clarify the following topics with partners and collaborators? Compatibility of missions and alignment of goals, objectives, and outcomes; Determining the objectives of the partnership; Establishing respective financial responsibilities; -Assigning functional roles or tasks to responsible parties; Establishing policies and procedures; Managing health, safety, and security risks

- ☐ 5.1.5: Does your organization have policies and procedures n place that govern personnel matters, conduct, and training, including: Participant conduct management ; Communication protocols ; Participant health, well-being, safety, and security; Emergency management and response; Partner relations, roles, and responsibilities?

- ☐ 5.1.6: Does your organization have policies that govern student matters related to (Student affairs): Student conduct matters, including but not limited to durg and alcohol use, mental health, and well-being, culturally sensitive behavior, sexual misconduct, travel, housing, disciplinary process, and appeal process?

- ☐ 5.1.7: Does your organization have policies and procedures in place regarding security and risk management that prioritize the health, well-being, and safety and students and personnel, including: Risk assessment and monitoring for program locations and activities; Tracking, responding to and reporting critical incidents; Written emergency plans and protocols; Insurance coverage?

- ☐ 5.1.8: Does your organization have guidelines governing its partnerships, including: establishing partnerships and formalizing collaboration, responsibility for security and risk management, managing privacy, confidentiality, and disclosure practices, marketing practices, partnership review?

☐ 5.2.4: Does your organization provide risk management, preparedness, and emergency response measures and ensure insurance coverage is in place for all programs?

☐ 5.2.7: Does your organization provide a safe environment that supports learning for all students?

☐ 6.1.8: Responsible parties shall communicate expectations for conduct and consequences of behaviors to participants?

☐ 6.1.10: Does your organization provide students with information related to accessing physical, mental, and emotional health and well-being services?

☐ 6.1.11 Does your organization prepare students to manage their safety by providing resources related to concerns including but not limited to: physical risks, behavior, property crime, liability and legal issues, sexual misconduct, identity-based discrimination, country-specific recommendations?

☐ 6.1.12 Recognizing that not all countries have in place the same support and infrastructure as the home institution, does your organization clearly convey to students the importance of disclosing mental health and physical disability status, accommodation, and other specific needs to students? Work with other responsible parties and students to determine how their needs may be met on the program? And advise students on other program options if their needs cannot be met?

☐ 6.2.6 Does your organization support students as they navigate identities including race, ethnicity, sexuality, gender, religion, ability, and socioeconomic status in the local context?

☐ 6.2.7 Does your organization support students in accessing physical, mental, and emotional health and well-being services?

☐ 6.2.8 Does your organization support students in managing their safety by providing resources related to: physical risks, behavior, property crime, liability and legal issues, sexual misconduct, identity based discrimination, country-specific recommendations?

☐ 6.3.4 Does your organization provide resources related to student mental and physical well-being related to program participation?

Certification of Removal of Personally Identifying Information*
I confirm that no personally identifying information about anyone involved in the reported incidents is included in the data I am submitting for this reporting period (including victims, perpetrators, and individuals involved in the response, e.g., program staff, faculty, medical professionals, law enforcement, etc.).
Choose one...

Consent*
I give consent on behalf of my organization to participate in The Forum on Education Abroad's Student Risk Data Collection & Reporting project. By agreeing to this, I understand the data reported in this submission will be included in The Forum's open-access report as outlined in the Student Risk Data Collection & Reporting Plan and that the data will be collected and stored in accordance with The Forum's Privacy Policy.

I agree

Organizational Logo Upload
Please upload a high-resolution JPG or PNG image of your organization's logo that can be used to recognize your organization's participation in this project on The Forum's website, in the pilot report, and in any future presentations that derive from the pilot project.
Select a file...
or drag and drop a file here

Enter your full name here to confirm your consent to the terms above.*:
Today's Date*:

Appendix 3: Data Submission Template

Welcome to our Student Risk Incident Data Reporting tool:

Please download a copy of this spreadsheet and save it with your organization's name and the reporting period as the filename, e.g.:

TheForum_Jan-June_2023.xlsx

Tab 1 is for Incidents Directly Impacting a Student: Use this sheet to report incidents impacting students on your organization's education abroad programs. *Use the appropriate terminology in bold (no abbreviations) as the entry in each cell.*

Tab 2 is for Program Disruptions: Use this sheet to report large-scale events that disrupt the program and/or cause student injury. *Use the appropriate terminology in bold (no abbreviations) as the entry in each cell.*

Tab 3 is for you to provide a List of Countries where your organization operated programs during the reporting period. The Forum uses this information to avoid sharing incident details that will make the incident identifiable from context.

This document provides more detailed definitions and instructions for preparing your data. The links in the column headings direct you to the section of the document relevant to that column. https://docs.google.com/document/d/1i3FxkQTCpQwp-nGOxm52e4qdu7FSPrHlfUh9cWjn32o/edit?usp=sharing

REMEMBER TO FOLLOW BEST PRACTICES AND ORGANIZATIONAL PROTOCOL TO SAFEGUARD CONFIDENTIAL INFORMATION ON YOUR DEVICES. SAVE THIS DOCUMENT IN A SECURE LOCATION, ONLY SHARE WITH THE NECESSARY STAFF, AND REMOVE PERSONALLY IDENTIFYING INFORMATION FROM ANY REPORTS OR SUMMARIES SHARED OUTSIDE OF YOUR EMERGENCY RESPONSE AND RISK MANAGEMENT TEAM.

SHEET 1: How to Use This Document

Incident Type	Month of Incident	Program Length	Program Type	Custom or Not	Student Type	Country of Incident	Location of Incident	Result of Incident

SHEET 2: Incident Reports

Disruption Type	Month of Incident	Program Length	Program Type	Custom or Not	Student Type	Country of Incident	Location of Incident	Result of Incident

SHEET 3: Program Disruptions

Please provide a list of all countries where your organization operated education abroad programs during the reporting period. Spell out the full name of each country.	Number of Students Who Studied in This Country During Reporting Period	REMINDER: For multi-country programs, students will be "double-counted" in this section. Total discrete students served across all programs during the reporting period will be shared in the submission form.		

SHEET 4: Country Listing