

## Policy on Global Citizenship Education

“It (Global Citizenship Education) aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development” - **UNESCO**

“You must be the change you wish to see in the world.” - **Mahatma Gandhi**

“You have to take ownership and leadership of tomorrow. For that to be possible, you have to strengthen your capacity and widen your vision as a global citizen” - **Ban Ki-moon**, the 8th Secretary-General of the United Nations

“Doing things a new way is easy; we call this novelty. More challenging is a new way that gets accepted by others; we call this creativity. Even more challenging is a new way that is ethical and advances the human condition; we call this ‘Good Work’ ”. **Howard Gardner**



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## **Mission Statements**

### **Strawberry Fields High School (SFHS)**

Education for Strawberry Fields High School is a dynamic process which, through reflective and contextual pedagogy, takes along students, educators and parents on an inviting journey that explores the worlds of intellectual, emotional and spiritual learning. Our immersive approach helps children discover their potential and apply their talents, to connect better to the world around them. It inspires and equips them to become lifelong learners who are responsible and compassionate world citizens.

### **The International Baccalaureate Organization (IBO)**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (International Baccalaureate Organization, n.d.).

### **Council for the Indian School Certificate Examinations (CISCE)**

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence (Council for the Indian School Certificate Examinations, n.d.).

## Chapter 1 PHILOSOPHY AND PRINCIPLES

### 1.1 STRAWBERRY FIELDS HIGH SCHOOL (SFHS)

We, at SFHS, recognise that our world is interconnected and interdependent, and our choices and actions have implications locally, nationally and globally. Thus we endeavour to nurture, as a community, personal respect and respect for others around us. Our guiding principles are drawn from the curriculum framework given by UNESCO and we are committed to the philosophy of UNESCO, NEP, IBO, CISCE and CIS in empowering our community towards promoting a safe, tolerant, peaceful and progressive society.

### 1.2 UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)

Global Citizenship Education (GCED) works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.

It aims to:

- instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.
- empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. (UNESCO, 2021)

### 1.3 NEW EDUCATION POLICY (NEP)

The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen. (Ministry of Human Resource Development, Government of India, 2020)

### 1.4 INTERNATIONAL BACCALAUREATE ORGANISATION (IBO)

**Nurtures their learners to be:**

- **Inquirers.** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable.** They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers.** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

- **Communicators.** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled.** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded.** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- **Caring.** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers.** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced.** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective.** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(International Baccalaureate Organization, 2013)

## 1.5 THE COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS (CISCE)

Through their curriculum empower learners to:

- become successful learners who **enjoy learning**;
- successfully **apply** core concepts learnt from various subjects;
- **understand** texts of different subjects so as to **communicate knowledge and ideas** in ways specific to the subject;
- **articulate thoughts and ideas effectively** using oral, written and nonverbal communication skills in a variety of forms and contexts;
- **use technology** to access and provide information and to communicate with others;
- **understand cross-curricular linkages**- connect learning across subject areas;
- become **confident individuals** who are able to live safe, healthy and fulfilling lives;
- become **responsible citizens** who make a positive contribution to society;
- understand and **apply knowledge to real life experiences**;
- develop a sense of **responsibility towards others**;
- **function successfully** in the local and world community;
- **respect diversity** (in terms of religion, gender, regions, etc. and differences of opinions and beliefs);
- **exhibit sensitivity** towards environmental issues;
- learn to manage and **utilise resources judiciously**.

(*Understanding The CISCE Curriculum Module I*, 2017)

## 1.6 COUNCIL OF INTERNATIONAL SCHOOLS (CIS)

*CIS members have committed to actively develop global citizenship in education through:*

- **Ethics:** Research about, discussion of, and action related to issues of principle of personal, local, and global importance,
- **Diversity:** The understanding of and respect for the similarities and differences of a range of individuals and peoples,
- **Global Issues:** The understanding of multiple perspectives of local and global events and issues,
- **Communication:** The development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures,
- **Service:** The development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning,
- **Leadership:** The acquisition and refinement of the skills of leading and following within different cultural contexts, and
- **Sustainable Lifestyle:** A personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy.

1.6.1 (Council of International Schools, n.d.)

## Chapter 2 AIM AND PURPOSE - RATIONALE

Global citizenship is about building a sense of belonging to a wider community and common humanity. It emphasises on an understanding of the interdependence and interconnectedness between the local, national and global community - socially, culturally, politically and economically.

As a community, we are moving toward integration, beyond physical borders, where we are no longer defined or confined by national citizenship. Thus, it becomes imperative that we become conscious of the world that we create, not only for our children but also the community we live in, as every action we take contributes towards its culture and ethos.

At SFHS, we aim to empower all stakeholders to participate actively in creating a more peaceful, empathetic, inclusive and positive community. We work towards inculcating in our children a strong belief in humanity and to consciously contribute towards a better world by evaluating the ethics and impact of their decisions. We encourage them to weigh the merit of the options and make responsible choices to work towards a just and equitable society with minimum harm to the world they live in.

Global citizenship education aims to enable learners to:

- develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;

- develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others and the environment and respect for diversity;
- develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

(UNESCO,

2015)

### **Chapter 3      GLOBAL CITIZENSHIP EDUCATION - LEARNING EXPERIENCE**

Global Citizenship Education focuses on a lifestyle change which needs to be inculcated from early childhood and continues to be ingrained through education to adulthood. It is a perspective which is brought about by providing experiences both formally and informally embedding it into the curriculum and extracurricular activities. The programme encourages the learners to participate using both conventional and unconventional methods thereby maximising their impact on long term learning.

In a complex and demanding world, learners need opportunities that will equip them with a set of skills and critical attributes to meet the challenges of the world, be advocates of social justice, and act to contribute towards a more sustainable world by applying their learning to real world situations. Learning experiences will be created for the learners by fostering engagement at platforms such as, but not limited to:

- school curriculum,
- awareness and charity drives,
- organisation of shows, fairs, festivals,
- assemblies, street plays, concerts, plays, musicals,
- fundraisers,
- tours and trips, walks, marches,
- sports,
- affiliation with hospitals, charity homes, orphanages, institutes for the differently abled
- exchange programme,
- talk about international days,
- student initiated socially relevant clubs and
- community engagement.

## Chapter 4 CURRICULUM AND PEDAGOGY

Our curriculum on Global Citizenship is based on UNESCO suggested guidelines to achieve the key learning outcomes, key learner attributes, topics and learning objectives based on the three domains of learning.

The three domains of learning - *cognitive*, *socio-emotional* and *behavioural* are interlinked and integrated into the learning process.

- **Cognitive Learning:** developing knowledge and critical thinking skills necessary to better understand the world and its complexities.
- **Socio-emotional Learning:** develop values, attitudes and social skills that enable learners to develop effectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- **Behavioural Learning:** emphasize on being mindful of one's conduct and performance, focussing on practical application and engagement.  
(UNESCO, 2015)

Ability to work within teams or in groups, solve problems, think critically, make informed decisions and communicate effectively are skills that a Global Citizen reflects. These qualities can be developed through active learning methods with participative and collaborative approaches. They are encouraged to reflect flexibility, creativity and initiative in their actions.

As an important element of Global Citizenship pedagogy, we at SFHS work towards creating a safe and conducive environment where learners -

- are encouraged to engage critically on diverse perspectives,
- develop their ability to think independently,
- use participatory learning methods across subjects, and
- base their decisions on constructive discussions, self deliberations and critical inquiry.

Over and above the classroom, whole school activities and outreach programmes, we offer opportunities for learners to experience learning in wide-ranging contexts, from the local to the global (e.g. social initiatives, community participation, international exchanges, etc). The teaching and learning opportunities include circle time talks, role play, research/inquiry-based learning, learner-centred projects/activities, display boards, newsletter, etc. All interactions are participatory, imbuing democratic practices that apply both in classroom based learning and outside the school context.

## Chapter 5 LEARNING OUTCOMES

The SFHS Global Citizenship Education will **aim to** develop and hone in its learners:

- Creativity
- Thinking skills
- Critical inquiry
- Time management skills



- Collaboration
- Conflict resolution
- Effective communication
- Social skills
- Inquiry

We **seek** to have knowledge and understanding amongst our students of:

- Equity
- Globalisation and interdependence
- Diversity
- Sustainability
- Social justice

Learners will **imbibe** values and attributes such as, but not limited to:

- Empathy
- Respect
- Compassion
- Care
- Mindfulness
- Ability to embrace diversity

## **Chapter 6 SFHS COMMUNITY**

Our children are impressionable and look up to us for guidance, approval, and nurturing. Thus, as role models, we at SFHS work together towards building a sensitive, empathetic and just community. We strive to cultivate in our learners the ability to appreciate alternative interpretations, consider different perspectives, benefit from a wide range of knowledge and experiences to empower them with leadership traits that will enable them to foster creativity, trust, collaboration, empathy and compassion for a better world. The school engages with the community to create opportunities for learners in a multicultural and multilingual environment so that one can learn to be flexible, creative and proactive towards community well-being and environmental issues.

Learners at SFHS, although primarily from within one community, come from a range of varied backgrounds and cultures. The School, together with its communities, provides opportunities to learners to reflect on their local and global identities and their belonging. Learners explore their cultural heritage and national affiliation. They reflect and represent their individuality and their role in engaging with the global community within this context.

The SFHS Community embodies stakeholders, who believe in respecting and valuing diversity, equity and inclusion.

## **Chapter 7 SFHS COMMUNITY - ROLES AND RESPONSIBILITIES**

### **7.1 MANAGEMENT:**

The management is committed to –

- Working towards providing an active and conducive learning environment where the students learn by doing and by collaborating with any or all stakeholders.
- Providing necessary and relevant infrastructure.
- Respecting and celebrating all beliefs and cultures thus increasing cultural awareness thereby inculcating a deeper sense of cultural empathy.

## **7.2 EDUCATORS:**

When educators apply a global perspective to their instructional practices, they are nurturing global citizens. Incorporating this holistic approach in the classroom, they:

- Work towards inculcating among students a sense of mindfulness while doing different activities.
- Help them understand different perspectives and be able to respect each one of them through discussions.
- Encourage children through open conversations to recognize different emotions, be able to acknowledge, appreciate and deal with them responsibly.
- Build a feeling of compassion, empathy, kindness to self and others while working collaboratively.
- Develop gratitude to others and work towards giving back to society through outreach programmes.
- Focus on evidence based critical inquiry to be able to understand the gravity of the issue at hand and look for logical solutions.
- Explore opportunities to provide children with diverse experiences within the school and local community.
- Enable students to understand their connection with the world around them.
- Work towards building their understanding of the social, political, economic and environmental forces that influence our world.

The driving purpose behind exploring every opportunity in the curriculum to inculcate global perspectives, is to support young minds to become ambassadors of positive change, as they grow into global citizens. Our educators are trained by UNESCO MGIEP in Social Emotional Learning (SEL) through their course 'SEL for Teachers'. The course supports educators to understand SEL and provides them with tools that enhance their social and emotional competencies alongside that of their students.

## **7.3 PARENTS**

Parents are an integral part of the GCED community who, through their conduct, facilitate the building of a global community to be emulated across the globe. The lessons of life and everyday situations persist beyond the classroom where parents facilitate children in seeing it in the right perspective.

- Parents discuss with their children what's happening around the world, in order to broaden their outlook.
- Parents consciously engage with their children through their actions thereby becoming role models in their lives.
- Parents are children's first storytellers. Sharing childhood stories of family customs help children see parents as real people seeking their own cultural identities, and not just as authority

figures. What better way for children to learn about their heritage than through a parent's personal point of view.

- Their openness toward and celebrating other cultures, languages and customs will show children that they place importance on being a citizen of the world.
- Celebrating all Indian and international festivals with family and friends, encourages children to understand that not everyone has the same beliefs, and will engender respect for other peoples' customs.
- Visiting museums, creative arts centres, and historical landmarks in our city and when travelling or virtual trips through Discovery/National Geographic from the comfort of their home, will widen their understanding of cultures in and around the world.
- Speaking at home in their mother tongue and encouraging their child to learn a new language or learn a new language themselves along with their child, will encourage respect and love for other languages as a means of communication.
- The best way for a child to learn empathy is to see it modelled by a parent. This can be reflected by being honest with them about your feelings when it comes to injustice, disparity, or politics and speaking to them candidly about their passions or frustrations.
- Open interactions with children about digital and cyber safety, and not sharing personal information on social media will ensure their safety from cyber bullying and cyber fraud.
- Volunteering individually or as a family allows a child to connect to the community and make it a better place. Dedicating time to volunteering helps to make new friends, expanding network, boosting your family's social skills, and giving back to the community.

Encouraging an open dialogue at home with their children on understanding different cultures, respecting others' beliefs, values and diverse customs will instil respect and understanding for other cultures across the globe. This would inculcate an awareness and appreciation of different cultures and their food, dance, music, or religion. Thus, while traveling they would be able to embrace the richness of different cultures around the world. This understanding will enable them to respect and appreciate all human beings—despite differences in religion, race, or gender.

## **7.4 STUDENTS**

### **As global citizens, they work towards inculcating:**

- a flexible and proactive approach towards making a difference in and around their community,
- a demeanour reflecting an understanding of self and the ability to connect with communities across borders, religions, cultures and ethnic backgrounds,
- a deeper understanding of global issues and appreciation of universal values so as to be able to voice his opinion and take initiative in making a difference,
- cognitive skills to think critically, creatively and develop the flexibility and ability to have a multi-pronged approach to global issues thereby making an informed choice of action,
- socio-emotional skills such as empathy, mindfulness and compassion, while interacting with people of different backgrounds, origins, cultures and perspectives, and
- behavioural dexterity to act collaboratively and responsibly to work towards alleviating global issues like poverty, inequality, etc and sustainable living.

### **Students are motivated to work towards**

- being proactive in their efforts to make the world a better place,
- developing a sense of their role as a global citizen,
- respecting and valuing diversity and working towards an inclusive society,
- valuing their freedom but recognising that it comes with responsibilities,
- not hesitating to express their concerns on issues of social injustice, if it could help achieve a solution,
- contributing and participating in the community (locally, nationally or globally) as and when the opportunity arises,
- having the inclination to contribute towards a more equitable and sustainable world,
- taking responsibility for their actions, knowing that they have consequences.

Thus, they share a common goal as global citizens in not only respecting their own rights but also rights of others and resolving issues through dialogue and working towards bringing a positive social change.

## **7.5 ALUMNI**

Our alumni are spread far and wide across the globe and they are not only our ambassadors in the world but also play an important role in mentoring/advising the students ready to graduate. Our students get to hear a variety of perspectives from around the world and draw on the collective wisdom of our alumni's first-hand experience. They contribute through academic support, campus-based activities, alumni speaker series and alumni career networks.

We at SFHS stay connected with our alumni through our Strawberry Fields Old Students Association (SFOSA) App, keeping ourselves abreast of their achievements and milestones, thereby being able to leverage their support through-

- Showcasing their work for the community in their vicinity.
- Providing opportunities for them to share their passion in their field of interest.
- Sharing how their time at SFHS empowered and facilitated them in their journey through college and beyond.
- Sharing how their careers detoured away from their subject choices in school or how a gap year facilitated them to get the course of their choice.

The involvement of alumni across the globe also helps our students foster a sense of belonging to a supportive community, wherever they may find themselves in the world.

## **Chapter 8 PROCEDURES FOR RECORDING, FEEDBACK, ASSESSMENT AND EVALUATION**

Global Citizenship learning in SFHS includes a range of assessment techniques, allowing students to reflect their understanding of their competencies through assignments, demonstrations, observations, projects, performance tasks, etc.

Assessments are formative, aimed to assess both the students understanding, awareness, personal growth and initiative. As part of assessment,

- educators engage with students while giving a descriptive feedback thereby guiding them to improving their cognitive, social emotional and behavioural skills in an endeavour to becoming truly a global citizens
- Students are encouraged to self-evaluate, through reflective journals and portfolios, as well as for peer feedback

## **Chapter 9 CONCLUSION:**

It is important to emphasise that global citizenship education explores every opportunity through deliberation and discussions developing values and skills amongst the school community in addressing local and national problems and promoting awareness of the way in which global forces affect national and local issues. The holistic understanding empowers our learners to contribute in a constructive way thereby making a difference in the lives around them.

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