

---

# GLOBAL CITIZENSHIP POLICY

## I. Purpose

The primary aim of education for Global Citizenship is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens.

It aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

---

## II. Type & Scope

### **Type: External (Publicised)**

This policy is applicable to all students, teachers, staff and school leaders at Anne Hill International School.

---

## III. Policy Statement

Education for global citizenship helps young people develop the core competencies which allow them to actively engage with the world and help to make it a more just and sustainable place. It is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature.

Global citizenship education provides the understanding, skills and values students need to cooperate in resolving the interconnected challenges of the 21st century, including climate change, conflict, poverty, hunger, and issues of equity and sustainability. These same educational outcomes prepare students to be successful in the workplace of the 21st century as well.

Communications, global perspectives and community engagement are core elements of global citizenship, which extends to a range of important understandings from arts, adventure and fitness, management, digital citizenship and more.

Student achievements in these varied areas give life to 'inspire students and provide them with the academic and social skills that will enable them to fulfill their human potential as responsible global citizens.'

We believe it is the role of schools to help students become valuable, not through isolated intelligence, but through context, connection and compassion, and through the development of any passion, talent or skill that elevates the human condition. Global citizenship offers not just a traditional measure of a student's intelligence, but of the overall value they will bring to their university, college, workplace, community, and indeed, to the world at large.

In pursuit of learning the school will promote the UNESCO Sustainability Goals. Specifically, in this context the Goal 4.7: Education for sustainable development and global citizenship

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”

Additionally, the school will promote the OECD Global Competence Framework as defined by “Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development’.

In the competence framework, the dimensions are to be able to:

1. Examine local, global and intercultural issues
2. Understand and appreciate the perspectives and world views of others,
3. Engage in open, appropriate and effective interactions across cultures,
4. Take action for collective well-being and sustainable development.

#### IV. Roles & Responsibilities

- **Management Team:** Embed global citizenship in policies, curriculum, and partnerships
- **Teachers & Staff:** Integrate global themes into lessons and events and foster intercultural dialogue
- **Students:** Engage in projects and events that address social, environmental, and global challenges
- **Parents:** Support and encourage global awareness at home and in school activities
- **Community & Partners:** Provide real-world learning opportunities

## V. Review Cycle and Updates

This policy will be reviewed every two years by the Head of School and the academic team to ensure it remains relevant and effective.

## VI. Related Documents, Policies & SOPs

- Intercultural Learning Policy
- Definition of High-Quality Learning & Teaching

<b>Previous Update(s)</b>	N/A	<b>Revision Date:</b>	N/A
<b>Current Update</b>	Version 1	<b>Revision Date:</b>	15/03/2025
<b>Next Update</b>		<b>Revision Date:</b>	