Emirates International School Jumeirah

School Advisory Council Handbook

Every Individual Succeeds

@Jumeirah

POSITIVE EDUCATION

GLOBAL CITIZENSHIP

BALANCED CURRICULUM

PERSONALISED SUCCESS

EMIRATES INTERNATIONAL SCHOOL • DUBAI •

1991

Vision and Mission Statements

Our vision and mission is also articulated in written form as follows

Our Values

At Emirates International School – Jumeirah we believe:

- *Education is the shared responsibility of the entire school community of the Board, School Advisory Council, Leadership, Administration, Faculty, Students and Parents working in partnership;*
- *An orderly, safe and caring environment is essential to academic success and is marked by respect for the rights of others and development of personal responsibility;*
- *Education must encompass the development of the whole individual with the School's emphasis on academic, physical, social and creative growth;*
- *Education must foster independent thinking, problem solving, critical analysis, empathy and an appreciation and understanding of difference of opinions;*
- *All children learn differently, therefore learning should be personalised;*
- *Allowances must be made for differences in learning styles;*
- *All children must be recognised and valued for hard work and perseverance;*
- *The School experience must promote positive interpersonal relationships;*
- *Good education will instill a desire for life-long learning;*
- *We provide students with opportunities for learning about issues which have local, national, and global significance, to develop them as global citizens.*
- *We develop digital citizenship across the school community through use of appropriate technology within our curriculum*

OUR MISSION
We offer a broad international IB education, in English, designed for local and expatriate students, which promotes excellence in all academic and extracurricular activities. It is our mission to enhance the educational, personal and physical development of our students, encouraging them to think critically and creatively to become responsible digital and global citizens.
EIS – Jumeirah provides a safe yet challenging environment which develops in students an intercultural sensitivity and responsibility towards the people and environment of our local and global community.

FOREWORD

As part of the developing roles of the Advisory Council, this handbook has been published to support the roles, responsibilities and expectations of all members.

Our key principles:
- children come first in every decision
- we must challenge in order to drive improvement
- support the school to ensure students can be the best they can be

Governance is one of the largest volunteer forces in education throughout the world, they have an important part to play in raising academy standards. The role of the Advisory Council is one of the keys to the effectiveness of the school. In its recently published 'The Gift of Good Governance' the KHDA stated "They act as stewards to ensure a school
supports the most promising opportunities for its students. The focus of a school's governing board is to establish the strategy for the principal and school management so as to provide the best education possible for every student at the school. operating an effective and robust governance structure that involves schools and exemplifies ethical standards".

We are working in a school group that respects, sustains and supports. We subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special, open to possibility, gifted with the potential to change the world for the better but also bound by the limits of their own circumstances. Our ambition is to unlock the potential of all children, remove the barriers to aspiration and ensure that all our children succeed.

The Advisory Council plays a key role in the success in our school. We are proud to support them in their roles. This Handbook for the Advisory Council aims to set out the key roles and the expectations that their work leads to children and young people having the best possible education we can offer.

Who is represented in the Advisory Council?
The School Advisory Council (SAC) is made up from key stakeholders who are actively invested in the improvement of the school, members can include: parents, administrators, alumni, educators, business/industry personnel.

Purpose of the Advisory Council
The SAC supports the school leadership to increase student success and overall school improvement by ensuring that Emirates International School-Meadows provides the best possible education for every student.
The AC works as a team involving other members of the school community, as required, in the school improvement process.

The Role and Responsibilities of the Advisory Council
The SAC works alongside the school's senior leadership team through the establishing of effective and regular communication. It is their role to provide constructive feedback. They listen and learn in order to impart relevant advice and ask challenging and purposeful questions.

The SAC ensures accountability for the school's educational performance. They use all the information available including: internal reports, inspection reports, external testing reports, data from surveys and feedback from parents, staff and students, to improve school performance.

The SAC is not responsible for the running of the school – their role is to question but not involve themselves in school operations.

The Key Responsibilities of the School Advisory Council:

- *To work with school senior leaders in ensuring the strategic direction of the school is aligned to the school vision, mission and philosophy as set by governance from the Al Habtoor Group.*
- *To gain in-depth knowledge of school priorities through review of strategic and improvement planning.*
- *To gain in-depth knowledge of student performance through data analysis.*
- *To monitor and hold senior leaders accountable for the quality of the school's performance.*
- *To exert a positive influence on the school's leadership and direction.*
- *To have a positive impact on the overall performance of the school.*
- *To act as governor for specified roles that are linked to inspections and accreditations. To then collaborate with specified staff to gain a deeper understanding of that particular area of the school, ensuring active participation in inspection and or accreditation meetings.*

As a School Advisory Council Member, you will work alongside the school's senior leadership team and governance from the Al Habtoor group to ensure the school is upholding the moral principles upon which CIS members are expected to base their conduct and professional practice (Code of Ethics).

As a member of CIS, we are expected to:
- Fulfil the promises stated in their guiding statements, policies, contracts and promotional materials.
- Strive for excellence.
- Nurture a culture of care in which the education, safety and well-being of students and others are paramount.
- Comply with applicable laws and regulations.
- Respect the dignity and equality of all individuals, groups and cultures.
- Promote global citizenship.

As part of the school's reporting mechanism to the School Advisory Council, the school will highlight the following:
- How we evidence our school's alignment with the CIS Code of Ethics and with the spirit of the UN Convention of the Rights of the Child (1990).
- How we evidence the way that the school communicates and acts on its purpose and direction.
- How we evidence the school's commitment to high-quality learning and teaching.
- How we evidence the school's commitment to well-being and child protection/ safeguarding.
- How we evidence the school's commitment to global citizenship and intercultural learning.
- How we evidence progress against the school's strategic and improvement planning.
- How we evidence progress against the recommendations from the DSIB, CIS and IBO.

School Advisory Council Structure

Emirati Champion Dr. Majid Al Qasimi	Inclusion Governor Zahra Al Jasmi
Wellbeing Governor (inc Safeguarding) Primary School	Wellbeing Governor (inc Safeguarding) High School
Arabic Language Champion Fatima Ghura	Emirati Governor Mahboobeh Hussain (HS) (PS)
Alumni x2 Majida Al Maktoum Graduated 2015 To be elected	Parent Governors Deepa Vinayy Jannie Nielsen
Independent/Leadership Governor Chris McDermott	
School Members Ms. Amna Al Habtoor Director of Schools Ms. Janine Badawy Executive Assistant Director of Schools Principal Head of High School Head of Primary School Deputy Head of High School Deputy Head of Primary School	Additional Members when required Assistant Head of Pastoral (HS) Assistant Head of Pastoral (PS)

School Advisory Council Self Evaluation Roles (Linked with CIS Domains and DSIB Quality Indicators)

An outstanding school continually self evaluates. To meet the needs of CIS and KHDA, our SAC members fall into the following Self Evaluation groups.

Subcommittees	SCHOOL LEADERS	SAC MEMBERS
Leadership and Management Covers CIS Domain A Purpose and Direction Domain B Governance DSIB – 6.1 - Effectiveness of Leadership 6.2 - Self-evaluation and improvement planning 6.4 Governance	School Leadership including Principal and Heads of School	Independent/Leadership Governor Chris McDermott
Domain C The curriculum	Deputy Heads of PS and HS	
Arabic	HoDs Arabic	Arabic Language Champion Fatima Ghura
Domain D Teaching and assessing for learning DSIB 3.1 and 4.1	Deputy Heads of PS and HS	Alumni x2 Majida Al Maktoum Graduated 2015 To be elected
Domain E Students' Learning and Well-being DSIB – 5 Protection & Support	Assistant Heads of Pastoral for HS and PS	Wellbeing Governor (inc Safeguarding) High School Wellbeing Governor (inc Safeguarding) Primary School
Inclusion	SENCo's	Inclusion Governor Zahra Al Jasmi
Domain F Staffing DSIB – 6.5 Staffing	Head of Primary School	Janine Badawy
Domain G Premises and Physical Accommodation DSIB – 6.5 Facilities	Head of High School	Janine Badawy

Domain H Communication DSIB – 6.3 Parents & Community	Deputy Heads of PS and HS	Parent Governors Deepa Vinayy Jannie Nielsen

Formal School Advisory Council – Job Description

Note: This is the formal acceptance letter for a position on the School Advisory Council. It is sent to all members for signature and retained by the Principal's Office.

The School Advisory Council (SAC) is a team of stakeholders: parents, administrators, alumni, educators, business/industry personnel.

The role of the SAC is to support the school leadership to increase student success by ensuring that the school provides the best possible education for every student at the school. The SAC works as a team involving other members of the school community, as required, in the school improvement process. The SAC is not responsible for the running of the school – their role is to question but not involve themselves in school operations. The SAC works alongside the school's senior leadership team through the establishing of effective and regular communication. It is their role to provide constructive feedback to the school. They listen and learn in order to impart relevant advice and ask challenging and useful questions.

The SAC ensures accountability for the school's educational performance. They use all the information available including: internal reports, inspection reports, external testing reports, data from surveys and feedback from parents, staff and students, to improve school performance.

The key functions of the School Advisory Council will be as follows:

- To set strategic direction within the context of the school's vision and ethos.
- To gain in-depth knowledge about the school through data analysis and reporting to develop strategies for improvement.
- To monitor the school's actions and hold senior leaders accountable for the quality of the school's performance.
- To exert a positive influence on the school's leadership and direction.
- To have a positive impact on the overall performance of the school.

CODE OF ETHICS - School Advisory Council members will:

- Be non-judgmental, hold constructive discussions and reach decisions through consensus.
- Respect the rights of students and staff.
- Avoid discussions about individual persons.
- Identify conflicts of interest.
- Focus on school-wide issues and the best interest of the school.
- Commit to maintaining confidentiality of all verbal and written information that is shared by the school.

I have read the Board Manual and agree to abide by it. I have also read and understood key policies/documents supplied in the manual also.

Name   Signature _____   *Date*

Resource: The Gift of Good Governance (www.khda.gov.ae)

Meeting Structures

There will be 3 whole committees and 2 sub committees meetings per academic year.

The general themes of meetings are as follows

Whole Committee Meeting 1 - Term 1
Report on:
- Successes from previous academic year
- School Priorities for current academic year

Sub Committee Meeting 1 - Term 1
Report:
- Self Evaluation in regards to Domain
- Performance Improvement Plan (specific actions) for Domain

Whole Committee Meeting 2 - Term 2
Report on:
- Update on progress of school priorities
- Preparation for Inspection (this is based on previous years but as yet there is no date given for inspections)

Sub Committee Meeting 2 - Term 2
Report:
- Progress and achievements
- Report on Inspection if available

Whole Committee Meeting 3 - Term 3
Report on:
- End of Year progress report

Reports will be presented prior to the meeting for participants to go through. After the presentation by the school leaders, there will be a time to ask questions and make suggestions for the committee

CIS Code of Ethics

Part of the school's journey is working with CIS as a member school. Being a member of this organisation means that we ascribe to their Code of Ethics. This has been meshed with our current Vision and Mission statements. For your reference the code of ethics are as follows:

- Fulfill the promises stated in their guiding statements, policies, contracts and promotional materials.
- Strive for excellence.
- Nurture a culture of care in which the education, safety and well-being of students and others are paramount.
- Comply with applicable laws and regulations.
- Respect the dignity and equality of all individuals, groups and cultures.
- Promote global citizenship.

The UN Convention on the Rights of the Child

1. Definition of a child
A child is any person under the age of 18.

2. No discrimination
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

3. Best interests of the child
When adults make decisions, they should think about how their decisions will affect children. All   adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

4. Making rights real
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

5. Family guidance as children develop
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

6. Life survival and development
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

7. Name and nationality
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

8. Identity
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.

9. Keeping families together
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.

10. Contact with parents across countries
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.

11. Protection from kidnapping
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

12. Respect for children's views
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

13. Sharing thoughts freely
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

14. Freedom of thought and religion
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

15. Setting up or joining groups
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

16. Protection of privacy
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

17. Access to information
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

18. Responsibility of parents
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

19. Protection from violence
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

20. Children without families
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.

21. Children who are adopted
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

22. Refugee children
Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

23. Children with disabilities
Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

24. Health, water, food, environment
Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

25. Review of a child's placement
Every child who has been placed somewhere away from home - for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

26. Social and economic help
Governments should provide money or other support to help children from poor families.

27. Food, clothing, a safe home
Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

28. Access to education
Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

29. Aims of education
Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

30. Minority culture, language and religion
Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.

31. Rest, play, culture, arts
Every child has the right to rest, relax, play and to take part in cultural and creative activities.

32. Protection from harmful work
Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

33. Protection from harmful drugs
Governments must protect children from taking, making, carrying or selling harmful drugs.

34. Protection from sexual abuse
The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

35. Prevention of sale and trafficking
Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

36. Protection from exploitation
Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.

37. Children in detention
Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

38. Protection in war
Children have the right to be protected during war. No child under 15 can join the army or take part in war.

39. Recovery and reintegration
Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

40. Children who break the law
Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

41. Best law for children applies
If the laws of a country protect children's rights better than this Convention, then those laws should be used.

42. Everyone must know children's rights
Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

43 to 54. How the Convention works
These articles explain how governments, the United Nations – including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

Important School Policies

All policies within the school are important. A summary of some is written here for the SAC.

A full list of important community-based policies can be found at:
https://www.eischools.ae/jumeirah/policies

School Policy - Safeguarding and Child Protection - Summary

Title of Document	Key Points
Safeguarding	● At Emirates International School we are fully committed to promoting children's rights, notably their right to be protected from harm, abuse and exploitation and to be involved in any decisions that directly affect them.
	● Child Protection team must follow the agreed procedures ● Identify the signs and symptoms of abuse ● Report allegations, concerns and suspicions immediately to the Principle ● Train and Support all members of staff ● Know when and how to make a referral to outside agencies/professionals
	● All Staff will receive training on the procedures for identifying and reporting cases, or suspected cases, of abuse ● All staff will receive copies of the documents needed to record a disclosure ● Counselling support will be available to staff involved in reporting cases of child abuse ● The Counsellor and Child Protection Office will advise on the appropriate external support services available to children and their families
	● EISJ has two school counsellors: ● Primary School: Shaista Ansari sansari@eischools.ae ● High School: Rose Kamath rkamath@eischools.ae
	All reporting goes through the relevant Child Protection Teams. School Principal is also made aware of any Child Protection/Safeguarding Issue If it is about a member of staff, the School Principal and the relevant Head of School should be informed immediately.
	If you are dealing with a student then

	Recordings should ● State who was present, time, date and place ● Be written in ink and be signed by the recorder ● Be passed to the Child Protection Office Immediately (24hours) ● Use the child's words wherever possible ● Be factual/state exactly what was said
	It is not your responsibility to resolve the problem. You are there only to listen and observe. Do not promise confidentiality

Wellbeing
Summary/Policy

Title of Document	Key Points
Wellbeing	● We nurture students' growth into healthy adults from Primary to High School ● Counsellors and Pastoral Heads would identify who are socially & emotionally vulnerable and provide interventions through peer support and 1-2-1 counselling.
	● Create an inquiry-based learning community to help students' achieve their full potential. ● Develop the whole child keeping in mind the IB learner profile. ● Aspire to be a well-connected community. ● Promoting Diversity and Providing Equal opportunities
	● Parents can approach the School wellbeing team if their child needs additional support for social and emotional wellbeing. ● The intervention plan will make sure both home and school are working together towards the wellbeing of the child.
	● All staff have a responsibility to promote student wellbeing, and to understand protective and risk factors. ● Identification of children with additional needs. ● Staff must monitor behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions. ● Staff must refer vulnerable students to the wellbeing team.

Title of Document	Key Points
Whole School Behaviour Summary	- We believe in encouraging good behaviour through a range of positive behaviour management strategies. - Students have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school. - We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships. - We believe strongly in the importance of promoting and praising good behaviour through house points and students' of the week awards.
	We will not tolerate behaviour which impacts on other peoples' learning and /or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly.
	- Each class creates their own set of essential agreements at the start of each academic year. The rules/agreements are worded positively. - They are an integral part of every class, and may change and evolve over the course of the year.
	- All behaviour sanctions must be recorded on MSchool. - All staff must follow the correct behaviour protocols. - All protocols are visible in classrooms.

Title of Document	Key Points
Whole School Inclusion Policy	Rational behind the Whole School Inclusion Policy is based on the philosophy of equality, sharing, participation and the dignity of individuals. With the belief that all students can learn and reach their full potential given opportunity, effective teaching and appropriate resources.
	- Definitions for the Federal Law No. 29 of 2006 and (*Dubai inclusive education policy framework,* KHDA 2017) have been included to give purposeful meaning to the policy. - A *revised categorisation framework for students of determination,* KHDA 2019 has also been included within the policy to showcase the mandated governing body and the relevance.
	The connection between the school advisory council, school principal, the inclusion champion, the senior leadership teams (Primary and High School), inclusion leaders (Primary and High School), teachers learning support assistants and parents/carers in terms of accountability has been clearly defined and set out within the policy to provide even more guidance and structure to all stakeholders
	A key point to focus on has been reflected upon towards the closing of the document 'Identification and provision for students of determination' this will allow all stakeholders to do the needful as intended when following the correct procedure.
	All relevant sources have been sighted for further reference if needed at the end of the policy which clarifies that a vast amount of research, detail and updated information has been compiled as part of the Whole school Inclusion Policy.

Whole School Intercultural and global citizenship policy

Title of Document	Key Points
Whole School Intercultural and global citizenship policy	Rationale behind the whole school intercultural and global citizenship policy is to define, articulate, and implement global citizenship within the school and the community.
	● With the ethos of the policy clearly linked to the IB Programme run within the school, clear indications are made of the following: Commitment to actively developing global citizenship in education through - ETHICS, DIVERSITY, GLOBAL ISSUES, COMMUNICATION, LEADERSHIP, SUSTAINABLE LIFESTYLE
	● A source of information that is integrated within the policy: The Convention on the Rights of the Child (1989).
	● Characteristics of global citizenship have been identified and defined into the context of the school so that policy readers are able summarize and make links to the IB Curriculum within the school context. ○ **Intercultural Learning** ○ **Cultural diversity in the student body** ○ **Cultural diversity staff**
	● All stakeholders have been taken into consideration during the finalizing of the policy and the impact their role has on embedding intercultural and global citizenship within the school and community. ● Roles and responsibilities that have been outlined are as follows: Leadership, Staff, Parents and guardians, Students.
	● All relevant sources have been sighted for further reference if needed at the end of the policy which clarifies that a vast amount of research, detail and updated information has been compiled as part of the Whole school Intercultural and global citizenship policy.

Global Citizenship

A way of living which acknowledges the nature of our inter-connected and multi-cultural world. The need to work collectively, seek understanding, adapt to and adopt global values to build a sustainable and responsible world.

We are committed to actively develop global citizenship in education through:
- ETHICS - research about, discussion of and action related to issues 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,
- SUSTAINABLE LIFESTYLE - a personal commitment to a lifestyle which supports local and global sustainability, displayed through example and advocacy.

Intercultural Learning

To foster an awareness, cultural sensitivity, understanding, and appreciation of one's own culture and the culture of others within our unique diverse community.

What is intercultural learning?

Intercultural learning refers to the acquisition of knowledge, skills and attitudes which support the ability of learners to understand culture and interact with people from different cultures. In order to develop sophisticated understanding of culture, learners must combine a sense of cultural self-awareness, which will form the basis for comparisons and interaction with other cultures. Intercultural learning may be culture specific or culture general. Culture specific deals with a specific culture, such as learning French language and culture in a modern foreign language class. Culture general focuses on acquiring and mastering transferable skills (communication skills, perspective taking and dealing with cultural misunderstanding) and attitudes (open-mindedness, inquiry and curiosity).