

Emirates International School, Jumeirah



Intercultural and Global Citizenship

"giving young minds the right environment to grow"

Approved By:	Jayne Needham
Date:	August 2026
Next Review	August 2027

Executive Summary

The purpose of this policy is to articulate, define, and embed intercultural understanding and global citizenship across all aspects of the school and wider community. Directly aligned with the International Baccalaureate (IB) framework, this policy outlines the school's commitment to fostering responsible global citizens through structured educational pillars, adherence to international rights frameworks, and inclusive community engagement.

Core Policy Indicators

Strategic Pillars

Ethics, Diversity, Global Issues, Communication, Service, Leadership, and Sustainable Living.

Foundational Framework

Article 29 of the UN Convention on the Rights of the Child (1989).

Contextual Integration

Alignment of global competencies with the IB Curriculum and school context.

Stakeholder Engagement

Outlined roles and responsibilities for Leadership, Staff, Parents/Guardians, and Students.

Policy Statement for Global Citizenship

Global Citizenship is a proactive approach to living that acknowledges the interconnected nature of our multicultural world. It requires collective action, continuous mutual understanding, and the adoption of shared global values to cultivate a sustainable, equitable, and responsible future.

Emirates International School Jumeirah actively develops global citizenship through seven core commitments:

Ethics

Engaging in research, dialogue, and action concerning critical personal, local, and global issues.

Diversity

Respecting and honoring the shared similarities and distinct differences among individuals and cultures.

Global Issues

Analyzing local and international events through diverse perspectives.

Communication

Cultivating fluency in multiple languages—including mother-tongue maintenance—to bridge cultural divides.

Service

Developing skills and dispositions to serve communities through meaningful service learning.

Leadership

Acquiring and refining leadership and fellowship competencies within diverse cultural settings.

Sustainable Lifestyle

Demonstrating personal advocacy and commitment to environmental and social sustainability.

Guiding Framework

This policy aligns with **Article 29 of the UN Convention on the Rights of the Child (1989)**, which mandates that education should foster:

"...the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own."

Intercultural Learning Framework

Intercultural learning is the acquisition of knowledge, skills, and attitudes required to navigate and engage productively across different cultures. This process relies on strong cultural self-awareness as the foundation for respectful comparative learning.

Culture-Specific Learning

Focuses on distinct languages and cultural practices (e.g., modern foreign language studies).

Culture-General Learning

Focuses on transferable competencies, such as open-mindedness, inquiry, perspective-taking, and resolving cross-cultural misunderstandings.

Institutional Context

Student Body Diversity

Representing approximately 80 nationalities, our diverse student population brings a rich array of values, identities, and languages that enrich our community ethos.

Staff Diversity

Reflecting the multicultural fabric of the UAE, our diverse faculty utilizes collaborative practices to foster a healthy, inclusive, and high-performing learning environment.

Strategic Goals

1. Cultural Respect

Safeguard cultural identity by providing high-quality, culturally responsive education for all learners.

2. Active Participation

Equip students with the intercultural knowledge, values, and skills needed for active participation in global society.

3. Global Solidarity

Foster continuous reflection on shared human experiences to promote solidarity across ethnic, cultural, social, and religious groups.

Roles and Responsibilities

Stakeholder Group	Primary Responsibilities
School Leadership	Embed cultural diversity into the school’s vision and strategic goals. Ensure academic and pastoral curricula reflect intercultural perspectives. Maintain safe, non-discriminatory, and peaceful learning environments.

Stakeholder Group	Primary Responsibilities
Academic Staff	Adhere to and model open-mindedness and cultural sensitivity. Integrate local and international histories, perspectives, and minority cultural contributions into instruction. Actively eliminate bias and stereotypes by celebrating diversity in the classroom.
Parents & Guardians	Support the school's ethos of international-mindedness and global citizenship. Reinforce institutional goals and language policies, including supporting mother-tongue programs.
Students	Embody the IB Learner Profile to develop personal intercultural competence. Participate actively in intercultural events (e.g., International Day). Cultivate self-awareness of personal heritage while standing against bias and stereotyping.

References & Resources

UNICEF: *Convention on the Rights of the Child (1989)*

UNESCO: *Intercultural Competences: Conceptual and Operational Framework*

UNESCO: *Guidelines on Intercultural Education*

Council of International Schools (CIS): *Perspectives on Intercultural Leadership*