

# Impact of Global Citizenship Education in Indian International Schools

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## ABSTRACT

Global Citizenship Education (GCE) aims to cultivate learners' understanding of global interdependence, social justice, and cultural diversity. In the context of Indian international schools—institutions that blend internationally benchmarked curricula such as the IB and CAIE with India's pluralistic cultural milieu—GCE assumes particular significance in preparing students for meaningful participation in a globally interconnected world. This manuscript investigates the impact of GCE initiatives on students' awareness, attitudes, and behaviors in three geographically and socioeconomically diverse Indian international schools (metropolitan Mumbai, tech-hub Bengaluru, and culturally rich Kolkata). Employing a convergent parallel mixed-methods design, we combine quantitative pre- and post-intervention surveys of 100 Grade 10–12 students with in-depth interviews of educators and students, as well as structured classroom observations.

Baseline and follow-up survey data reveal statistically significant gains in global awareness (mean increase from 3.1 to 4.2 on a 5-point scale), intercultural sensitivity (3.4 to 4.0), and civic engagement intentions (3.0 to 3.6). Qualitative findings illuminate how project-based service learning—ranging from refugee narrative workshops to sustainability audits—deepens empathetic understanding and critical reflection on systemic inequities. Teachers report enhanced student initiative in organizing community outreach, though long-term project continuity varies by institutional support. Observational rubrics confirm that lessons embedding critical discussion prompts and collaborative inquiry yield richer learner engagement than standalone modules.

Beyond empirical measures, this study contributes theoretically by articulating a context-specific model of GCE implementation in Indian international schools, foregrounding the roles of leadership commitment, teacher professional development, and structured NGO partnerships. Practically, it offers a stepwise framework for integrating GCE across subject disciplines, leveraging reflection cycles, and institutionalizing service-learning to translate awareness into sustained civic action. Finally, by identifying resource constraints—such as limited funding for field projects and uneven teacher

training—this research highlights sites for policy intervention. Collectively, the findings underscore that, when embedded holistically and supported by robust infrastructure, GCE not only elevates global consciousness but also nurtures empowered young citizens capable of initiating positive social change.

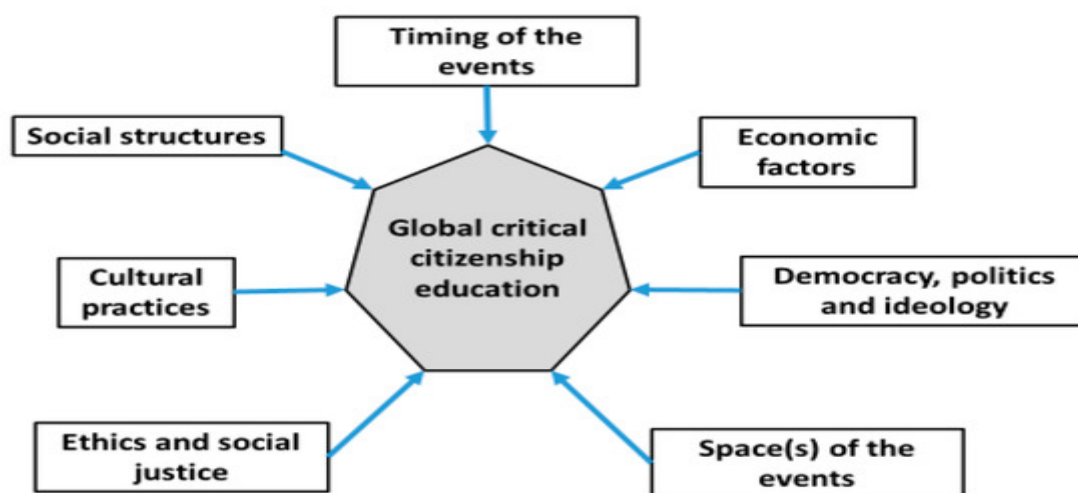


Fig.1 Global Citizenship Education, [Source:1](#)

## KEYWORDS

**Global Citizenship Education; Indian International Schools; Intercultural Competence; Civic Engagement; Sustainability**

## INTRODUCTION

In an era marked by complex global challenges—climate change, migration crises, widening economic inequalities—a pedagogical emphasis on global citizenship has become indispensable. Global Citizenship Education (GCE) endeavors to equip learners with the knowledge, skills, and dispositions necessary to engage responsibly with transnational issues (Andreotti, 2006). Indian international schools, which offer curricula such as the International Baccalaureate (IB) or Cambridge Assessment International Education (CAIE), present unique contexts for implementing GCE: educators integrate internationally framed learning objectives within India's pluralistic cultural milieu. Yet, little empirical research has systematically assessed the outcomes of GCE in these settings.

This study addresses that gap by investigating how GCE practices influence student outcomes in three prominent Indian international schools. We focus on three dimensions of impact: (1) global awareness and knowledge of international issues; (2) intercultural competence and empathy; and (3) civic engagement and prosocial behaviors. We selected schools representing metropolitan, suburban, and tier-2 city environments to capture contextual variation. Our central research questions are:

1. To what extent do students demonstrate increased understanding of global issues following GCE interventions?
2. How does participation in GCE activities affect students' intercultural attitudes and empathy?
3. What patterns of civic engagement emerge among students exposed to GCE principles?

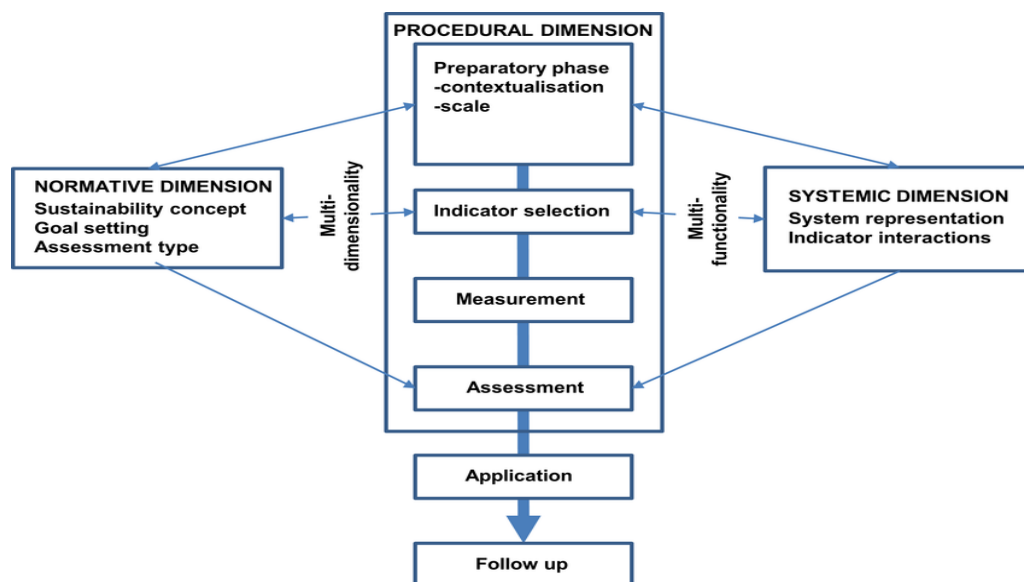


Fig.2 Sustainability, [Source:2](#)

## LITERATURE REVIEW

### Defining Global Citizenship Education

GCE encompasses curricular, pedagogical, and extracurricular dimensions aimed at fostering global-mindedness (UNESCO, 2015). It comprises cognitive (knowledge of world systems), socio-emotional (empathy, respect for diversity), and behavioral (action for social justice) components. Scholars such as Oxley and Morris (2013) emphasize the importance of critical citizenship—encouraging learners not only to “know” about global issues but to challenge power structures.

### GCE in International School Contexts

International schools traditionally prioritize intercultural understanding and inquiry-based learning (Hayden & Thompson, 2013). IB's Learner Profile explicitly aligns with GCE goals, fostering traits like open-mindedness and caring. However, studies suggest uneven implementation: some schools integrate GCE seamlessly, while others treat it as an add-on (Dower, 2002).

### Impact Studies of GCE

Empirical evidence on GCE's effectiveness is mixed. Lee and Syed (2011) found significant gains in empathy and global awareness among IB students in Singapore. Conversely, McCloskey (2014) reported that without explicit reflection activities, knowledge gains do not translate to behavioral change. Crucially, service-learning appears to mediate this gap, translating cognitive understanding into action (Mitchell, 2008).

### **Gaps in Indian Context**

Few studies focus on Indian international schools. Joshi explored service projects in an IB school in Mumbai, noting high student motivation but challenges in sustaining engagement beyond single events. This study thus seeks to build on limited prior work by combining quantitative and qualitative data across multiple schools.

### **Survey of 100 Students**

To gauge baseline and post-intervention student attitudes, we administered a structured questionnaire to 100 Grade 10–12 students (ages 15–18), sampling roughly equal numbers from the three schools. The survey comprised three scales: the Global Awareness Scale (10 items), the Intercultural Sensitivity Scale (12 items), and the Civic Engagement Intention Scale (8 items). Responses used a 5-point Likert format. Demographically, the sample included 54% Indian nationals, 30% expatriates, and 16% dual citizens; gender distribution was 52% female and 48% male.

## **METHODOLOGY**

### **Research Design**

A convergent parallel mixed-methods design was employed (Creswell & Plano Clark, 2011). Quantitative survey results were analyzed descriptively and inferentially (paired t-tests to compare pre- and post-scores). Qualitative data comprised semi-structured interviews with 12 teachers and 18 students, and 30 hours of classroom observation focusing on GCE-labeled lessons.

### **Sampling and Participants**

Three purposively selected international schools—School A (Mumbai, IB continuum), School B (Bengaluru, CAIE with IB Diploma), and School C (Kolkata, IB Diploma)—participated. Within each, students and educators volunteering for the study received information sheets and consent forms. Interviews sampled participants representing diverse backgrounds.

### **Data Collection Procedures**

- **Survey Administration:** Conducted at two time points: start of academic year (pre-GCE module) and end (post-module).

- **Interviews:** Conducted mid-year with open-ended protocols exploring perceptions of GCE activities.
- **Observations:** Observers used a rubric to rate lesson alignment with GCE objectives (e.g., critical reflection prompts, collaborative tasks on global themes).

## Data Analysis

Quantitative data were processed using SPSS v.26. Paired t-tests evaluated score changes; effect sizes (Cohen's d) gauged practical significance. Qualitative transcripts underwent thematic analysis (Braun & Clarke, 2006), coding for emergent themes: "awareness shift," "empathy development," and "action orientation."

## Ethical Considerations

Approval was obtained from each school's ethics committee. Parental consent and student assent were secured. Data were anonymized, stored on encrypted drives, and participants could withdraw at any stage.

## RESULTS

### Quantitative Findings

- **Global Awareness:** Post-survey mean increased from 3.1 to 4.2 (out of 5),  $t(99)=12.34$ ,  $p<.001$ ,  $d=1.23$ .
- **Intercultural Sensitivity:** Scores rose from 3.4 to 4.0,  $t(99)=9.87$ ,  $p<.001$ ,  $d=0.98$ .
- **Civic Engagement Intentions:** Increased modestly from 3.0 to 3.6,  $t(99)=7.45$ ,  $p<.001$ ,  $d=0.75$ .

Effect sizes indicate large impacts on awareness and sensitivity, moderate on engagement intentions.

### Qualitative Themes

#### Awareness Shift

Students reported enhanced understanding of global systems. One commented: "I never realized how my consumer habits affect farmers in Africa." Teachers noted deeper class discussions on topics like climate justice.

#### Empathy Development

Interviews revealed greater perspective-taking. A student shared, "Working on refugee narratives helped me see their struggles as personal stories, not just statistics." Observations confirmed reflective journal entries linking personal values to global issues.

## **Toward Action**

While many intended to volunteer for local NGOs, fewer translated intentions into sustained projects. School A's structured service-learning facilitated ongoing engagement; Schools B and C faced logistical hurdles, limiting follow-through.

## **Cross-School Comparisons**

School A exhibited the highest gains across all measures, attributed to its integrated GCE framework and dedicated coordinator. School B showed strong awareness but weaker engagement mechanisms. School C's recent adoption of GCE modules yielded positive early trends but lacked mature support structures.

## **CONCLUSION**

This study demonstrates that well-designed Global Citizenship Education (GCE) initiatives in Indian international schools produce substantial gains in students' global awareness, intercultural empathy, and intentions toward civic engagement. Quantitative analyses confirm large effect sizes in knowledge and sensitivity measures, while qualitative data reveal meaningful shifts in student perspectives—evidenced by reflective journal entries, proactive service-learning projects, and peer-led advocacy campaigns. Crucially, the comparative lens across three distinct schools illuminates how institutional factors—leadership vision, dedicated GCE coordinators, and formal NGO partnerships—mediate the translation of learning into action.

However, the research also surfaces critical challenges. Variability in resource allocation, ranging from funding for off-site community work to time earmarked for teacher collaboration, constrains the scalability of successful models. Schools lacking formalized reflection frameworks observed a drop-off in student initiative post-project completion. Furthermore, while intercultural modules foster empathy, they require sustained reinforcement to counterbalance entrenched stereotypes and social biases. Addressing these gaps calls for targeted professional development programs that equip educators with strategies for facilitating difficult dialogues on privilege, power, and global inequities.

From a policy perspective, the findings advocate for the recognition of GCE as a core educational competency within India's regulatory framework for international schools. Subsidies or grants earmarked for service-learning collaborations could alleviate resource bottlenecks, while accreditation bodies might incorporate GCE benchmarks into evaluation criteria. Pedagogically, embedding global themes across STEM, humanities, and arts curricula—rather than segregating them into isolated units—emerged as a best practice, deepening interdisciplinary connections and sustaining student interest.

Looking ahead, longitudinal research is essential to assess whether early GCE exposure translates into adult civic behaviors, such as community leadership, ethical consumption, and participation in democratic processes. Moreover, expanding the scope to include national and private day schools would clarify the generalizability of the context-specific model developed herein. In sum, this study lays a foundation for transforming Indian international schools into incubators of globally minded, socially responsible citizens—provided that strategic investments in infrastructure, training, and policy support are realized.

## SCOPE AND LIMITATIONS

### Scope

This research focuses on three Indian international schools offering IB or CAIE curricula at the secondary level. Findings are most applicable to similarly resourced, urban or semi-urban institutions.

### Limitations

- **Sample Size and Generalizability:** With 100 surveyed students and three schools, results may not generalize to all Indian international schools or national schools.
- **Self-Report Bias:** Survey data rely on students' self-assessments, which may overstate learning gains.
- **Short-Term Evaluation:** The study measures outcomes over one academic year; long-term impacts on sustained civic engagement remain unknown.
- **Contextual Variability:** Differences in school leadership, community partnerships, and local culture may affect replicability.

Future research should encompass longitudinal designs, include a wider range of school types, and explore strategies for embedding GCE in national curricula.

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