



FEYZİYE  
SCHOOLS  
FOUNDATION  
•1885•

# GLOBAL CITIZENSHIP POLICY



İŞIK SCHOOLS

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## **Our Mission**

Illuminating the past and the future through education.

## **Our Vision**

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one foreign language, are tolerant towards different cultures, have historical awareness, have scientific thinking, have analytical skills, are environmentally conscious and lifelong learners.

## **Aims**

In line with the principles of Atatürk, we aim to do the following;

- Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalisation of the democratic values such as peace, tolerance, democracy and human rights.
- Raise individuals who are sensitive to the environment and the society, have a sense of responsibility and have decision-making skills.
- Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
- Become versatile world citizens by creating an environment where they respect local and international cultures.
- Ensure that our students have digital citizenship skills.
- Raise individuals who adopt academic honesty as a principle in their studies.
- Assist in putting learned knowledge into practice through experience, and support creativity.
- Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- Help develop self-awareness, to enable good decisions and choices for further study and adulthood, and prepare them for the next step of their education.

## **IB (The International Baccalaureate®) Mission**

The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

This policy constitutes the principles of the Global Citizenship Policy of FMV Işık Schools.

# 1. Introduction

## 1.1. What is Global Citizenship?

Global Citizenship means raising individuals who do not confine themselves to connections with their country of birth, understand international human rights, accept and try to know all human cultures, are aware of and fulfill their social, ethical, political and environmental responsibilities and assume responsibility for their actions, effectively use technology in every field of life, are innovative and enterprising in problem solving, can lead and work as a team, can seek solutions to sustainable development goals and can help design the future.

International Interaction means raising individuals who believe all world citizens are equal and should have equal rights.

Intercultural Interaction means raising individuals who consider differences in lifestyle as enrichment regardless of race, gender, language, religion and social status, are curious about different cultures, are open to communication and interaction, have different perspectives and intercultural communicative competencies, and learn from each other.

## 1.2. What is the Global Citizenship Policy?

Adopting the principle of "Raising Good People First", Işık Schools also aims to train their students as world citizens. In this direction, the "Global Citizenship Policy" has been created in order to make students aware of their own cultures, as well as to raise awareness that there are different societies and different cultures in the world, and that they should see the world from their perspective.

While developing the FMV Işık Schools' Global Citizenship Policy, a guiding committee was first formed. The global citizenship policy of our school was formed by the coming together of different members representing the school community (administrator, teacher, student, parent, guidance counselor, school-parent union members, and other members representing the school community) and the agreement of the "Global Citizenship Policy Executive Committee" on the relevant beliefs and values of education and training. It is the responsibility of the steering committee to maintain constant communication with the people they represent

## 1.3. Why do we need a Global Citizenship Policy?

A global citizenship policy has been established in line with the vision, mission and goals of the Feyziye Schools Foundation.

## 1.4. Who is the Target Audience of the Global Citizenship Policy?

The target audience of Feyziye Schools Foundation Global Citizenship Policy is the school community as a whole—the students, families, teachers and other personnel that we are continuously in communication with.

## **2.** The Principles Forming the Basis of Our Global Citizenship Policy

We initially and primarily raise “good people” in line with our Foundation’s mission. FMV Işık Schools are aware of the integral quality of Global Citizenship in an ever-developing multicultural world. Being aware of the importance of Global Citizenship, our schools aim to raise students who have internalized the following values:

- a. The global dimension that connects us with each other in different ways is an inseparable part of our life.
- b. Global citizens should work with each other to solve problems.
- c. Nations need to cooperate while solving important international problems, and thus increase human prosperity.
- d. Everybody is responsible for solving global problems.
- e. Borders between countries should be open to allow for the free flow of people and information across the world.

## **3.** Student Profile

Our students are brought up to become individuals who:

- a. are analytical thinkers,
- b. are knowledgeable about scientific research methods and eager to apply their knowledge,
- c. are interested in art and sports,
- d. are sensitive to the events in the world and the environment,
- e. are productive,
- f. are sensitive to the events in the world and the environment,
- g. are productive, love within a framework of respect,
- h. have a developed sense of responsibility,
- i. have strong values on which to base their character.

To this end, the academic and behavioral standing of the student is continuously monitored.

## **4.** Our Responsibilities as An Educational Institution

All internal and external stakeholders of Feyziye Schools Foundation are responsible for increasing the awareness of the school community regarding Global Citizenship and supporting the implementation of education processes which support that policy

### **4.1. Responsibilities of the School Administrators**

- a. Takes time to continually explore and question a wide range of issues and ideas that are locally, nationally and globally significant,
- b. Provides for the learning community to model, develop and showcase various aspects of international consciousness,
- c. Creates opportunities for meaningful cultural exchange and action in local and global communities,
- d. Embraces multilingualism to increase intercultural dialogue and global participation,
- e. Engages in professional development and encourages teachers to become more active members of the professional development community; shares best practices with the local and global community,
- f. Encourages all members of the learning community to participate in decision- making in the school,
- g. Creates awareness of celebrations from different nations and cultures.

#### **4.2. Responsibilities of the Teacher**

- a. Places international awareness at the center of the curriculum in line with the Global Citizenship Policy; ensures that it is extended to all educational activities and incorporates them into their educational outcomes,
- b. Encourages students to focus on the common features of global humanity in their research and inquiries,
- c. Applies inclusive and developing methods in line with the strengths and needs of development, interests, perspectives, needs and wishes of students,
- d. Spreads diversity through the use and display of languages, pictures and books,
- e. Allows students to share ideas to support their development in international awareness,
- f. Constantly provides opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity.

#### **4.3. Responsibilities of the Library Specialist**

- a. Supports the mission of IB and FMV Işık Schools with appropriate studies
- b. Ensures the multi-faceted progress of the studies,
- c. Adopts the concept of international consciousness,
- d. Supports IB learner profile features and learning approaches with his or her studies,
- e. Collaborates with teachers in their planning,
- f. Guides students to use technological resources correctly when accessing information,
- g. Encourages students to be aware of ethical research methods,
- h. Provides printed and electronic resources of different cultures and languages to the library and makes them available to the entire school community.
- i. Enables students to have access to research sources quickly and safely in international and national studies.
- j. Introduces and delivers studies created in accordance with the Library's Academic Integrity Policy to students from all levels.
- k. Supports the school's mission and vision regarding "Information Literacy."
- l. Evaluates the sources in the library from local and global communities to create a meaningful and original context in research-inquiry.
- m. Provides a learning environment in the library which is a common area that welcomes and embraces the diversity of cultures, languages, and perspectives.
- n. Supports the development of a sense of understanding in students through activities, projects and studies that different societies communicate with us in both different and common ways, supporting the formation of international consciousness.

#### **4.4. Responsibilities of the Student**

- a. Is aware that they live in a global world,
- b. Is aware of ethical values such as social justice, respect, empathy, tolerance, equality and difference,
- c. Uses intercultural communication skills by learning different languages,
- d. Has knowledge, skills, values and attitudes that can produce solutions to global problems,
- e. Follows current issues, is aware of global problems, takes responsibility in related studies,
- f. Develops projects that will raise awareness in the school community by focusing on the United Nations Sustainable Development Goals,
- g. Asks, questions, thinks critically and is open to communication.

#### 4.5. Responsibilities of the Parent

- a. Reads and accepts the policy guidelines
- b. Is aware that he/she is a part of the policy and act accordingly,
- c. Sets an example for intercultural practices,
- d. Supports students in applying the principles of the global citizenship policy,
- e. Reinforces targeted values, tendencies and behaviors,
- f. Contributes to activities and experiences where the cultural diversity applied by the school can be explored,
- g. Supports students from different cultures and nationalities and establishes positive and effective relationships through activities such as arts, sports and culture.

#### 4.6. Responsibilities of Other Members of the School Community

Other members of the school community (health workers, civil servants, cafeteria staff, security guards, cleaners, etc.) are aware of our school's global citizenship policy and act in accordance with policy principles while performing their duties.

## **5. Curriculum Content, Trainings and Awareness Studies**

In today's world, global citizenship education emerges as a highly important concept. The development of technology, common problems caused by limited resources worldwide, migration events due to political and economic reasons, the constant change of countries' borders and multiculturalism in country structures can be expressed as factors that make global citizenship education mandatory.

The Global Citizenship Policy of FMV Işık Schools ensures the establishment of the framework for how this concept will be integrated into our education program. Through global citizenship education, it is aimed to enable our students to understand the characteristics of the society in which they live, develop perspectives on global issues at an international level, generate solutions to these problems and ensure their effective participation in public life.

To instill a sense of global citizenship in our students, we incorporate activities that support the development of skills such as constructive communication in different environments, tolerance, expressing and understanding different perspectives, building trust, negotiating, empathy, openness to concepts like democracy, human rights, justice, equality, entrepreneurship, and competition, effective communication in public spaces and showing solidarity and interest in solving problems affecting both local and wider communities.

- Our students are first provided with the opportunity to use their native language effectively. Native language education and teaching activities are enriched with activities that will enable students to gain a universal perspective and develop 21st-century literacy skills.
- With selected works from Turkish and world literature, it is aimed to create a universal intellectual perspective.
- From kindergarten to high school, the contents of the lessons are designed to enhance students' creative and critical thinking skills and prepare them for global citizenship. The selected books and lesson materials include global issues to educate students about the concepts that are related to them.
- Prepared reading instructions and reading exercises in classes are aimed at developing students' ability to think about the world and humanity.
- In kindergarten, primary, middle, and high school; in-class activities, textbooks and reading books provide content that aims to introduce students to different cultures, social structures, and moral values in accordance with the curriculum.

- Students are encouraged to realize that there are languages other than their native Turkish and they are encouraged to be willing to learn a foreign language and communicate in it.
- In order for students to receive a quality foreign language education, emphasis is placed on regarding the language proficiency of our foreign language teachers. Additionally, opportunities are provided for students to learn about and understand different cultural characteristics by interacting with educators whose native language is English.
- In kindergarten, primary, and high school, foreign language classes directly support the school's global citizenship philosophy by incorporating cultures and international interaction.
- It is aimed to accelerate students' global outreach by offering education in common world languages such as English, German, French and Spanish.
- Foreign teachers also share information about their own cultures. Different cultures are introduced through activities and projects are developed to instill a sense of global citizenship responsibility.
- Starting from kindergarten and continuing through primary, middle and high school levels, foreign language proficiency is structured according to the criteria of the Common European Framework of Reference for Languages (CEFR), along with high school preparatory education.
- Depending on their success in the field of foreign languages, students are provided with separate training for international language exams in English and modern languages, and they are prepared for these exams that are recognized worldwide.
- Global Citizenship is incorporated into the English curriculum starting from the preparatory and 9th-grade levels in our high schools. Students conduct project work in line with the United Nations Sustainable Development Goals and these projects are evaluated internally and externally.
- In our high schools, the International Baccalaureate Diploma Program (IB-DP) and the IB Primary Years Program (PYP) implemented in kindergarten and primary school provide education in line with the principles and policies of Global Citizenship at appropriate standards. Graduates are equipped with the ability to adhere to both academic integrity and the criteria for global citizenship through CAS activities and social skills.
- In our kindergartens, the theme of "peace" is addressed in accordance with the "Living Values Education Program" determined by UNESCO.
- The "Eco-Schools Project," an international program, is implemented in our schools to provide an environmentally friendly school environment for teachers, students, parents and the school community.
- Students are encouraged to be environmentally conscious, inquisitive, investigative, aware of global issues and individuals seeking solutions to these problems.
- Starting from middle school, scientific terms related to mathematics and science are supported with their English equivalents to discover that mathematics and science are universal languages. These courses are conducted in English in our high schools.
- In social sciences programs concepts such as citizenship, human rights, democracy, forms of governance and public administrations are included in the curriculum to raise awareness among students.
- Various activities and community service projects are carried out to ensure that our students embrace universal values, respect human rights and become individuals with democratic values.
- In physical education and games and physical activity classes, students are given the opportunity to get to know their own cultures and the cultures of others living around the world, as well as games while considering individual differences.



- The theme of art being an international value, facilitating interaction among all world nations and being a universal language is addressed in our schools.
- Students are provided with an art education where they will realize the consciousness of being an individual and at the same time belonging to a larger global family, blending the values of their society with international values.
- In order to help our students understand the importance of art in life, preserve artworks, acquire knowledge about universal values and works of art, and develop awareness of passing this knowledge to future generations, the development of these concepts is supported within the curriculum.
- In music classes and activities, students learn about the value different cultures place on art, the impact art has on individuals, the richness of perspectives it brings and respect for diversity through experiencing it firsthand.
- Işık Schools students receive Digital Citizenship Education starting from kindergarten, based on "Common Sense" content.
- The Digital Citizenship Curriculum is reviewed and redesigned annually based on the standards of internationally recognized digital platforms.
- ICT lessons are prepared to include the most essential skills students need in the 21st century, such as creativity, critical thinking, communication, and collaboration.
- Global Citizenship is supported not only through academic criteria but also through the activities of social clubs and social responsibility projects carried out in our schools.
- Projects are conducted towards the United Nations Sustainable Development Goals.
- In order to raise awareness among our students about global issues, various club activities such as Model United Nations (MUN), Debate Club, World Scholar Club, and Destination Imagination (DI) Club are also carried out in our schools.
- Students participate in various national and international sports, cultural, artistic, foreign language, and technology-related competitions, festivals, trips and events.
- Students are provided with the opportunity to participate in domestic and international trips, cultural exchange programs, conferences, tournaments and festivals; allowing them to both introduce their own cultures and get to know and experience different cultures.

## **6. Guidance and Counseling Unit Activities for the Development of Global Citizenship Awareness**

The FMV Işık Schools Counseling and Psychological Counseling Service conducts activities that allow students progressing towards becoming global citizens to discover, develop, and express their own values and ideas and gain problem-solving skills by being aware of their responsibilities and rights. Counseling and Psychological Counseling Service assists students by;

- Helping them understand that they are unique and recognizing their values as individuals,
- Helping them understand that everyone is different in many ways and helping them accept this,
- Encouraging them to try to see events from others' perspectives,
- Helping them distinguish right from wrong and develop the confidence to choose right,
- Ensuring they know their fundamental rights and freedoms,
- Encouraging them to be individuals who seek solutions, ask questions, and question things in the face of difficulties,
- Encouraging them to be empathetic, respectful, and sensitive towards people living in different cultures and countries,
- Encouraging them to value different identities, their histories, and perspectives, and to be willing to learn from them,
- Helping them realize the competencies needed to succeed in the global world and motivating them to develop themselves in these areas.

## **7. Linking the Global Citizenship Policy with Other Policies**

### **7.1. Language Policy**

Işık Schools believe that students must be able to effectively use their mother-tongue first, and then at least one additional foreign language. Our schools hold the opinion that the most important part of education is language education in this globalizing world and among the educational processes of the 21st century; therefore, establish their educational philosophy based on this opinion. Our schools are aware that language is the basic tool and requirement for intercultural communication, and adopt multilingualism. Our schools aim at ensuring that individuals gain an international viewpoint and awareness by means of accurate and high-level language acquisition allowing them to recognize and understand their cultures first and other cultures later. Our school's language policy directly supports the IB's international mindedness philosophy. Local, national and international work is conducted within the scope of "intercultural work", and the concept of "world citizenship" is focused on. Our school's language policy aims at enabling students to gain language skills that will ensure they learn about different cultures through inquiry and research. This goal is supported by critical thinking skills development research, presentations, debates, global citizenship classes, e-twinning projects, international organizations, conferences and competitions, and student exchange programs.

### **7.2. Inclusion Policy**

Students, parents and teachers are welcome with a structured program during the orientation process. This plays a critical role in the development of international awareness by increasing the sense of belonging to the community. In order to ensure that all members of the learning community participate in the decision making process, importance is given to the work of the student council at the beginning of the academic year. We ensure that our students are lifelong learners who are sensitive towards others' rights, differences, and requirements, and who internalize basic values such as peace, tolerance, democracy, children's rights and human rights.

### **7.3. Admission Policy**

During admission, inventories used in cognitive and social-emotional skills assessments made by the guidance office to get to know the student are used in accordance with international standards. The aim is to raise awareness by giving feedback to students and parents and to shed light on students' own development. As FMV Işık Schools, attention is paid during registration to ensure that students who want to be included in the IB program, especially in high school, have proficiency in both Turkish and English skills, digital literacy, research-inquiry and analysis skills, critical thinking skills, communication skills and international awareness. This process is followed by a special commission. Students applying to the diploma program are informed about domestic and international education opportunities and are supported on their way to becoming global citizens. While developing the admissions policy, the evolving needs of the school community are taken into account and care is taken that the practices do not conflict with the IBDP.

#### **7.4.Distance Education Policy**

FMV Işık Schools aim to provide high quality education in all situations and conditions. The phenomenon of distance education has become an important component of education as part of the academic program. In addition, this phenomenon is a part of the educational activities of the 21st century. With this policy, it adopts a holistic, balanced pedagogical approach to perpetuate high quality education. It aims to raise individuals who are aware of their responsibilities, who can fulfill them, who can take responsibility for their actions, and who design the future.

#### **7.5.High Quality Education Policy**

FMV Işık Schools is an institution that aims to provide high quality education at local and international level and aims to raise effective individuals who have received this education for the future. Throughout their education life at Işık Schools, all students grow up as citizens of the world, with developed problem-solving skills and able to contribute to the world at micro and macro levels. The entire school community- foundation, administration, parents, teachers, students-guides this process in the best way possible.

#### **7.6.Educational Technologies Policy**

FMV Işık Schools Educational Technologies Policy covers the entire school community, including all administrators, teachers, students and parents. With the studies carried out in line with this policy, the aim is to raise awareness about the conscious and ethical behavior of school stakeholders in the digital world. In line with this goal, necessary trainings are given to school stakeholders.

#### **7.7.Child Protection Policy**

While FMV Işık Schools display a sensitive approach to the values, customs and traditions of the cultures in the school community, it aims to provide students with an internationally conscious, sensitive and respectful understanding of different cultures in a way that will not adversely affect their emotional, social and physical development. Within the framework of this understanding, it has a Child Protection Policy that puts students at the center and displays a holistic approach.

While instilling environmental and social responsibility awareness in students, their progress is followed by paying attention to changes in students' behaviors, the safety of trips planned to get to know different cultures is inspected according to travel procedures. While raising individuals who can use technology in all areas of life, measures are taken to ensure digital security by considering virtual threats. The Convention on the Rights of the Child, adopted by the United Nations in 1989 with the aim of raising individuals who recognize universal human rights, is taken as a basis by the entire school community and this declaration is displayed in various parts of the school.

#### **7.8.Assessment Policy**

Principles and values included in FMV Işık Schools' Global Citizenship Policy takes part in all educational activities within the framework of the curriculum through the national / international programs implemented. In line with these principles and values, students' cognitive and skill development follow-up is done with the assessment tools specified in our school's assessment and evaluation policy. Students are provided with feedback on this subject, allowing them to follow their own progress.

### **7.9. Academic Integrity Policy**

Our goal of ensuring that our students become multifaceted global citizens by creating an environment that respects local and international cultures is stated in the Academic Integrity Policy of FMV Işık Schools. In this context, the school adopts the concept of international consciousness and it provides highly academic resources for its members to have a broad perspective.

FMV Işık Schools students respect the opinions of different people with their open-mindedness. It has an infrastructure that looks from different perspectives and evaluates different perspectives. It fulfills its freedom of expression in accordance with ethical rules.

### **7.10. The Social-Emotional Learning Policy**

FMV Işık Schools' Social and Emotional Learning Policy is based on the psychological well-being of all individuals in the school community. This policy has a perspective that is aware of the effects of social and emotional learning on academic and holistic development.

At Işık Schools, lesson plans are prepared with interdisciplinary and student-centered studies to improve and develop the learning and teaching process and to ensure active participation of all learners in the learning process. IB PYP, IB DP, and AP programs are implemented. In addition to these practices and programs aimed at developing learners' thinking and questioning skills, all curriculum studies are prepared taking into account both the cognitive and social and emotional needs of students. Through these studies, it is aimed that students will know themselves as individuals, become aware of individual differences and different cultures, get to know the people living in those cultures, approach empathetically, become aware of their rights and freedoms, and become individuals who seek solutions, ask questions, and question things in the face of difficulties. The Social and Emotional Learning Policy, by supporting the development of these skills, allows for the development of Global Citizenship awareness in our students.

## **8. Policy Review Process**

The Global Citizenship Policy is reviewed by the committee at the end of each academic year. This process includes collaboration between foundation and school management, IB coordinators, the CIS coordinator, department heads, teachers, librarians, students, parents and other members of the school community.

This policy was reviewed by the policy committee in March 2024 and necessary changes were made.

## 9. Global Citizenship Policy Committee

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Presentative
Songül ERDOĞAN	FMV Işık Schools Coordinator of International Programmes
Zeynep ENGİN	School Principal - 07A
Sinem ÖZDEMİR	Assistant Principal- 05A
Sevinç Deniz UYSAL	Assistant Principal- 05E
Barış ELBİR	Assistant Principal- 06I
Begüm İrem ERDOĞAN	IB PYP Coordinator-06N
Sevgi ŞİRANLI	FMV Işık Schools Coordinator of Foreign Languages-05N
Esin ALPER	Head Of Kindergarten Department-07A
Tuncay ELGÜN	Head Of Primary Education Science Department - 06E
Evşen KAYA TABAK	Primary School Guidance Counseling Coordinator-06I
Aytuna ÖZBENT	Library Specialist-06I
Ceren BIYIKOĞLU	Turkish Language and Literature Teacher- 05F
Çağkan Umut ÇELİK	English Teacher -06A
Cecil GAZİOĞLU	English Teacher -05I
Rabia BAŞKAYA	Kindergarten Homeroom Teacher -07F

05: FMV Işık High School- Science High School  
06: FMV Işık Primary and Middle School  
07: FMV Işık Kindergarten

A: Ayazağa Campus  
I: İspartakule Campus  
E: Erenköy Campus  
N: Nişantaşı Campus  
F: Florya Campus

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# BAŞARI IŞIK'TA PARLAR

Akademik başarılarımızın yanı sıra; bilimden teknolojiye, spordan sanata  
verdiğimiz çok yönlü eğitimle başarı **1885'ten beri** Işık'ta parlıyor.