

INTERNATIONAL GLOBAL CITIZEN'S AWARD

المواطن الدولية الجائزة العالمي 国际全球公民奖

Premio Internacional de Ciudadano Global

अंतराष्ट्रीय वैश्विक नागरिक सम्मान

IGCA GUIDE FOR CENTRES 2018

The International Global Citizen's Award (IGCA) programme enables schools and other centres working with young people to encourage and recognise the development of individuals as global citizens. Since it began as a pilot project in 2007, 30 centres in 16 countries have made well over 3000 awards.

The *IGCA Guide for Centres* is the central document for the Award programme, and this new edition incorporates changes we have made over the past ten years.

Most of the information in the first part of this document (pages 1 – 22) relates to the initial Bronze level of the award. The second part (pages 23- 29) sets out the overall framework for the three levels, Bronze, Silver and Gold, and indicates the nature of the progression through the levels.

For further information on certain topics (e.g. what do we mean by global citizenship? links to relevant organisations) visit the IGCA website <http://www.globalcitizensaward.org>

For a consideration of how schools can address global citizenship on a more comprehensive basis in all areas of their activity see

Boyd Roberts
Educating for global citizenship – a practical guide for schools
Published by International Baccalaureate
On sale at Follett IB Store:
<http://www.follettibstore.com>

INTERNATIONAL GLOBAL CITIZEN'S AWARD GUIDE 2018

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The International Global Citizen's Award (IGCA) programme encourages young people to become better global citizens by

- finding out about other cultures and outlooks
- finding out more about how their everyday lives affect the environment and the lives of others
- taking small actions to help make the world a better place
- reflecting on their developing knowledge and awareness

The IGCA recognises development and action by individual participants over a period of time – not reaching a fixed “standard”.

The programme is operated and run by local centres in different countries, following the same international model, and sharing in its operation and development.

Underlying the Award are certain key assumptions and concepts:

Global citizenship should

- emphasise attitudes and values
- emphasise action and participation
- recognise that students, like adults, are global citizens now - not preparing to be global citizens in the future
- set aside traditional ideas of the teacher as “expert”; rather adults and others work alongside participants as mentors.

FEATURES OF THE IGCA

The IGCA

- is for **individual participants**, aged 11-18 (although some activities can be undertaken in groups)
- encourages participants to be engaged as active global citizens in their day-to-day lives now
- focuses on those aspects of global citizenship that relate to the **everyday lives of young people**
- is voluntary and **non-competitive**
- is about the **change and development of participants, not reaching a “standard”**
- encourages individuals to become better global citizens, and recognizes when they have done so
- **is awarded locally by individual centres**, but using a **common international model**
- **involves students fully** in implementing the programme locally
- is dynamic and embodies principles of global citizenship
- provides a systematic framework in which **relevant existing activities can be incorporated** and recognised (although the programme will involve all participants and centres in doing something new)
- promotes a centre's own developing understanding of global citizenship and global issues
- involves centres sharing ideas and practice and contributing to the development of the Award.

The IGCA is distinctive in a number of respects:

- It involves participants in how the Award operates on a day-to-day basis in a centre. This includes deciding on activities to be undertaken, sharing in decisions on who should receive the Award, and mentoring by Silver and Gold participants of participants at earlier stages.
- It is designed to grow at grassroots level and to be low cost, with a minimum of central administration and bureaucracy.
- It can incorporate existing activities.
- It has considerable flexibility, within the overall international model, so that it can be implemented in different ways in contexts.
- Centres are encouraged to interact, and to share in decision-making: it is a shared project.
- It aims to embody principles of good global citizenship in its own operations.

ELEMENTS OF THE INTERNATIONAL GLOBAL CITIZEN'S AWARD: OUTLINE

The IGCA Bronze (initial) level involves a commitment to action and development in **four areas** over **at least six months**:

UNDERSTANDING OTHER CULTURES AND OUTLOOKS

through

- Reading books / newspapers / Internet research
- Watching TV and films
- Cultural trips and visits
- **Face-to-face encounters / conversations (required)**

PERSONAL GLOBAL FOOTPRINT

The impact of our personal lifestyles and choices upon the environment (the natural world), and on other people

- **Being good with money**
 - The impact on other people and on the environment of how participants themselves spend and donate their own money
- **Responsibility towards the environment**
 - The impact of food, transport, clothes, energy, and the other services and items we use personally, upon the environment (the natural world)

This includes personal research, reflection and action to make changes in personal lifestyle.

WORKING WITH OTHERS

- Personal community engagement (“service”)
- Influencing change through advocacy, persuasion or promotion
- Active participation in decision-making

RECORDING AND REFLECTING ON CHANGE AND DEVELOPMENT

Recording activities undertaken that are relevant to the Award

Reading, research, actions taken

and, crucially

Reflection on developing awareness and understanding of what it means to be a global citizen

- on a continuing, frequent basis
- in writing
- through other forms of expression, such as images
- orally with peers and/or mentors.

The IGCA is available at three levels.

The initial level is Bronze, and from this participants can proceed to Silver and Gold levels.

The three levels follow the same basic overall structure, but Silver and Gold levels of the Award programme have some additional components, notably a project, and involvement in the programme by mentoring other participants. See the second section for details of Silver and Gold levels.

CENTRES

What organisations can become centres?

The programme is open to schools and other youth organisations, such as youth groups. Prospective centres engage in a review process to consider how they would introduce and implement the programme, and to consider its implications for them. This is then discussed with an experienced member of the IGCA community. Registration is then a relatively simple process. The most important requirements are the wish to be involved fully – and commitment. You will also need a computer and Internet connection.

Schools of all types in all countries are encouraged to participate. Just as participants will start the programme with very different levels of awareness of global issues and their implications, so schools will also join the programme with different backgrounds. Schools are encouraged to get involved with the programme as a way of developing a more global dimension to their work – not necessarily because they already have this well developed.

The language being used for administrative purposes and for all documents is English, but centres can operate the programme in any language. Centres are also encouraged to translate documents into their own language.

What it means to be a centre

There are two dimensions to being a centre.

- The first is offering the programme to participants within your school or organisation.
- The other is to contribute to and share in the development of the Award project internationally, through providing information and feedback and contributing to discussions and decisions.

While it may be an individual teacher who first hears about the IGCA, it is essential that senior management, including the school or organisation head, are fully informed about the programme and actively supportive of its introduction.

Specifically, centres

- undertake, on registration, to introduce the Bronze level of the award programme with a number of students over a minimum period of six consecutive months from an agreed starting date
- appoint a designated adult to act as IGCA Coordinator / contact person, with responsibility for introducing the scheme and receiving and responding to communications
- commit to involving students in the operation of the programme and the process of deciding who should receive the award
- undertake to share information, suggestions and ideas with other centres, through the Award's social networking site (currently Ning)
- agree to their participation as a centre being made public on the Award website and elsewhere

- contribute to the development of the Award by providing feedback and giving views to the director and to other centres, through the coordinator
- contribute towards expenses associated with the programme (see p 30 - 31)
- make the awards within the centre, in a process involving participants, following the common international model.

THE ROLE OF THE IGCA COORDINATOR

The active, committed support of senior management is essential if the programme is to become established and take root in a school.

But central to the activities of the programme is the IGCA Coordinator, who is the lead and contact person for the IGCA in a centre.

The **International Global Citizen's Award (IGCA) coordinator** should:

- be committed to the idea of the programme and award
- be comfortable with working with students in a collaborative and cooperative way, involving them in the operation of the programme and the awards made
- be credible as a role model for participants in dealing with the areas involved
- be willing to network with coordinators in other centres
- act as the nominated person to liaise with the project director
- contribute to the operation and development of the programme by making contributions to the Ning space or through other channels developed.

Communications are by email and through use of the Award Ning space.

International travel is not necessary for participants or coordinators. Indeed, for environmental reasons, it seems responsible and important for travel associated with running the award programme, particularly air flights, to be kept to the absolute minimum.

We use Skype or FaceTime for conversations.

FURTHER INFORMATION ON PRACTICAL IMPLEMENTATION

1. ELEMENTS OF THE AWARD PROGRAMME

- **Understanding other cultures and outlooks**
- **Personal Global footprint**
 - Being good with money
 - Responsibility towards the environment
- **Working with others**
 - Personal community engagement (“service”)
 - Influencing change through advocacy, persuasion or promotion
 - Active participation in decision-making
- **Recording and reflecting on personal change and development**

This is not intended to be a fully comprehensive programme in global citizenship. Something of this kind could never be so. There is no limit, for instance, to the amount of relevant and interesting knowledge related to global citizenship. And certain relevant skills, such as conflict resolution, are not specifically included. The programme takes as its starting point what it is reasonable for a student of school age to do – and what relates to and stems from their everyday life. By turning the spotlight on what they are doing in their normal lives, it raises their awareness of their relationship to others, their environmental impact and their place within a global world. It also focuses on specific aspects of working with other people to bring about change.

As emphasized elsewhere, it is progress, development and change that are at the heart of the programme. Individual participants will begin their journey at different starting points, and different participants receiving the same level of award will be at different places.

2. A WORD ON TERMINOLOGY

The following terms are used here:

Centre	a school, college or other organisation authorised to participate in the IGCA programme and offer the IGCA
Participants	young people taking part in the programme
Coordinator	the adult designated to take responsibility for the award programme within a centre, and the contact person with the central award administration and for other centres
Mentor	the term suggested for those who take a leading role in advising and working with participants in the award programme in a centre – whatever their day job or other role in life might be – e.g. teacher, parent, administrator, student (Award participants at Silver and Gold level undertake mentoring of other participants in the centre, as part of their programme).

3. THE TIME COMMITMENT EXPECTED OF PARTICIPANTS

The IGCA programme requires the involvement of participants for a minimum of six months for each level (i.e. 6 months for Bronze; an additional 6 months for Silver; and a further six months for Gold). (But see later for special arrangements for accelerated entry to the Silver level p 41).

For the Bronze level award, the proposed average weekly involvement in all aspects of the programme is 1½ - 2 hours. The total time involved is therefore around **40 – 50 hours over six months**, so the time available for each of the different elements is limited. This total may include some relevant existing activities which satisfy IGCA requirements under one of its section headings.

Although some participants may wish to emphasise some parts of the programme more than others, it is important that all participants engage in all areas. **Suggested time allocations for the Bronze level award** are:

	Total hours
• Understanding other cultures and outlooks	10 – 15
• Personal Global footprint	10 - 15
• Being good with money	
• Responsibility towards the environment	
• Working with others	15 – 20
• Personal community engagement	
• Influencing change through advocacy, persuasion or promotion	
• Active participation in decision-making	
• Recording and reflecting on personal change and development	5 – 10

Note: All times include associated research and activities.

This highlights that participants are engaged in each area for limited and relatively short amounts of time. The selection of activities to have maximum impact on the participants is therefore important.

If one particular activity can be selected to count in several areas, then this is a very good way to have greater overall impact without taking too much time. For instance, community engagement might be leading a conservation project to clear a local area of litter and debris. With associated research, this could count as both community engagement and responsibility towards the environment. If the participant had also led a meeting to plan the project, then this would be an example of participation in decision-making.

The total time involved in this whole project might easily be 10-12 hours, and these could be apportioned to the relevant areas of the programme.

4. GENERAL CONSIDERATIONS

- The aim of the programme is to have **impact on participants** – on what they know, but more particularly, on how they think and see things; and impact on their everyday lives – **what they do** – as a result of what they have learned, found out or experienced.
- The programme is not another subject, but an attempt **to encourage change**, even if only in a small way, **in the outlook and everyday life of the participant**. The programme encourages participants to explore areas of their lives and to consider the impact they have on the lives of others and the environment.
- Having said this, there is no “view” that participants are required to adopt; no position they are expected to adopt. There are no right and wrong answers in the areas being considered. Active global citizenship involves careful, considered thinking about global issues and their implications – within students’ capabilities, and according to their age - not easy adoption of slogans.
- The programme needs to be **practical and realistic**. Participants need to be able to undertake the programme in a limited time commitment of perhaps 1½ - 2 hours per week.
- If the programme becomes too demanding, no-one will want or be able to do it!

It is impact that we are aiming for. So it is not simply meeting the time engagement requirements of the programme, but the careful selection (and advice on the selection) of activities that is important.

Participants and mentors should be looking for things which will have the greatest impact, without necessarily requiring the greatest amount of time. In terms of *Understanding other cultures and outlooks*, for example, one short key conversation with someone, thoughtfully prepared for and reflected upon, may have considerably more impact upon the participant’s understanding of how other people see the world than reading several books.

The programme can incorporate some things the participants will be doing anyway (for example, a book that might be studied as part of classroom work, or a service activity forming part of another programme or requirement). But the IGCA programme will require participants to adopt a different approach, and to undertake reflection, to satisfy IGCA expectations.

If participants simply find out more information but have not changed in their attitudes and outlook, then their engagement in the programme has not been fully successful.

5. MORE DETAIL ON THE ELEMENTS OF THE IGCA PROGRAMME

5.1 UNDERSTANDING OTHER CULTURES AND OUTLOOKS

This is a key attribute of a “global citizen”.

The aim here is for participants

- to encounter ways of thinking, cultures and perspectives different from their own (This may include exposure to/learning about the lives of people with different socio-economic backgrounds or political outlooks.)
- to reflect on how this changes their own views and outlook
- to view the world differently, even if only slightly differently, as a result.

The last aim is the most important, and therefore the most important aspect of this part of the programme is to have **impact and to increase insight**.

But we should not be too ambitious or expect too much.

Finding out a little about lots of different countries, cultures or backgrounds is likely to have less impact than encountering one particular feature in greater depth. It is not so much the increase in knowledge that we are aiming for – rather developing a capacity to see things differently.

Seeing things differently might involve recognising common ground between outlooks and cultures that seem very different, not only recognising the differences.

In part, this could be achieved by reading, watching films or television programmes or Internet research.

Examples of suitable activities would be:

- Internet research on different cultural or religious traditions, or about people from a different socio-economic background
- Reading a website, article or book explaining one of the world's major religions
- Reading a short story or novel set in a different country or cultural background, or in a different socio-economic context
- Reading a historical account of recent events in a different country
- Reading newspaper / Internet articles relating to a particular country or aspect of culture; or from a distinct and different political perspective
- Watching a documentary film on a different cultural group, country, socio-economic background or political view
- Listening to a visiting speaker from a different cultural or religious tradition or different political outlook.

Here the emphasis is not on the literary merits of the novel, or historical analysis of events, or learning information in itself. Rather, it is on what the material tells us about the society / culture / outlook and how it relates to the participants.

- What are the similarities and what are the differences between the participant's own background, and that of the book / film etc.?
- How does the participant reflect on their own culture, outlook and perspective on the world after reading / watching / finding out about another?

Ideally, the material should be chosen according to the participant's interests, and to have the greatest impact upon the person – possibly to challenge their preconceptions. So participants should be encouraged to consider their own current knowledge and assumptions.

But some **more direct, more personal experience is required**. Indeed, some participants may wish to develop their understanding of other cultures and outlooks largely by such personal experience. We cannot rely on simple exposure to produce the mind shift and change in understanding we seek. So, simply being part of a multicultural or international community does not, of itself, produce understanding. However, it does provide lots of potential opportunities to do so. In order to give the greatest opportunities to develop a different perspective, some sort of deliberate activity or intervention may be necessary. And in all cases, participants should reflect on their experience.

(Pandit and Alderman (2004)¹ describe a very simple and seemingly effective technique for promoting greater intercultural understanding – a **face-to-face interview**.

In the study, a student from the host country was assigned a student from another country to interview, having ascertained the willingness of students to take part. The interviewer prepared for the interview by researching the foreign student's country, and formulating questions. After the interview, the interviewer gave a written account of the interview, and said what (s)he had learned from it. Interviewers received guiding questions for the reflective concluding element, such as "What did you learn about the international student?" and "How did you reflect on your own culture after the interview?"

The research was largely qualitative, but students' accounts of how they perceived their own culture differently as a result of this limited but structured exercise gave strong indications that perceptions had been changed beneficially as a result.

Opportunities for such an exercise abound within many schools, and could be adapted for a wide age range of students. Some schools in international schools have very successfully encouraged students to get to know and find out more about the everyday lives of support workers in the school, often leading very different lives from those of the students.

The Award has developed a version of a face-to-face interview for centres to use, if they wish. This is available to participating centres on the Award's Ning social network

<http://igcaward.ning.com/forum/topics/face-to-face-interviews-developing-a-better-understanding-of>.

Other potential ways to develop understanding would include:

- visiting a local mosque, church or cultural community centre to talk to people
- interviewing adults from a different background within the school
- reflecting on everyday encounters with friends of different backgrounds
- overseas visits, with appropriate reflection (Simply visiting somewhere on holiday is unlikely, in itself, to be enough. Ideally, there would be some personal engagement with a person whose outlook is different.)
- Model United Nations participation
- Internet/email interactions with students in other countries (e.g. IGCA participants in different countries).

¹ Pandit, K and Alderman, D

2004

Border crossings in the classroom: the international student interview as a strategy for promoting international understanding
J. Geography 103: 127 - 136

These activities will be much more effective with proper preparation and reflection. So participants should be encouraged to do preparatory and follow-up reading and investigations. Key to all of this is reflecting on what knowledge and understanding of other cultures brings to the appreciation of one's own.

5.2 PERSONAL GLOBAL FOOTPRINT - LIFESTYLE CHOICES

Global footprint is a development of the concept of ecological footprint articulated by Mathis Wackernagel and William Rees in 1996². It loosely means the impact our activities have upon the environment (the environment) and others. (<http://www.globalfootprint.org>)

Students can make a difference to their personal global footprint by choices and actions relating to their normal lives.

Aspects include

5.2.1 Being good with money

In most cases, students have limited funds available for donations. However, giving money away is certainly one aspect of "being good with money", for those participants in a position to do so. Participants would be expected to do some background research on any charities they wish to support. A donation to a nominated charity forms part of the award package for participants completing the programme.

Being good with money also means buying products or services which are ethically or sustainably produced or delivered, and/or which are not harmful to the environment and other people. Without wishing to condone consumerism, we should recognise that many of our students **are** consumers with clear preferences in food, clothes, trainers, DVDs etc. Some older participants have bank accounts. The programme highlights ethical issues relating to students' choices, encourage them to become more informed, and to review, and possibly change their consumer behaviour accordingly.

See, for instance:

the UK website <http://www.ethicalconsumer.org/>

the US website <http://www.betterworldshopper.com/>

and websites on fair trade e.g. <http://www.fairtrade.net/>

See also websites linked to on the IGCA website: <http://globalcitizensaward.org/links.htm>

Examples of actions:

- Investigate the background on where and under what conditions a proposed major purchase is produced - for instance working conditions of the labourers involved. Take this information into account in deciding on the purchase
- Find out about and buy fair-trade clothes, tea, coffee, chocolate etc.
- If opening a bank account, investigate the ethical policies of the various banks and take these into account in making the choice
- Buy second-hand or recycled goods and assess the savings in resources as a result

² Wackernagel, M. and Rees, W. (1996). Our Ecological Footprint: Reducing Human Impact on the Earth. New Society Publishers, Philadelphia, PA and Gabriola, Island, BC.

- Repair something rather than buying new – but considering the resources involved
- Investigate where food comes from and weigh up the food miles and energy expenditure for food production: buy accordingly
- Buy wood, fish, paper from renewable resources
- Buy green electricity

Many participants will not be in a position to choose the energy sources or materials used at home. However, they can become informed about the issues associated with them and bring these to the attention of their parents or other adults who are making these decisions. This would then constitute *Influencing change through advocacy, persuasion or promotion* within the IGCA.

5.2.2 Responsibility towards the environment

Participants become better informed about their personal impact on the environment – direct and indirect - and, again, take some appropriate personal action.

Examples depend very much on where people live but include

- Lifestyle changes in response; for instance
 - reducing water use
 - reducing food waste
 - reducing personal use of single-use plastic
 - recycling paper, plastics etc.
 - assessing the implications for the environment of transport and reducing the use of cars, or increasing walking, cycling or public transport.
 - Composting garden waste, paper etc.
- Activities relating to wildlife and conservation
 - Setting up a wildlife garden
 - Making a pond at home
 - Planting trees in the garden at home

The Royal Society for the Protection of Birds (RSPB) in the UK has examples of activities some of which could be incorporated into the IGCA.

<https://www.rspb.org.uk/fun-and-learning>

5.3 WORKING WITH OTHERS

Working with others is an important aspect of citizenship and community involvement and responsibility at all levels, from the local to the national to the global. In some cases, we work with other people collaboratively to do things we cannot do on our own – for instance as part of a group or committee organising something. In other cases, we are working to benefit other people – for instance, we may be helping people directly during our community engagement.

The IGCA deliberately avoids use of the term leadership. Leadership can have unfortunate connotations, and the emphasis within the programme is the ability to work with and alongside others in a variety of capacities.

This section involves three distinct types of activity:

5.3.1 Personal community engagement (“service”)

Global citizenship involves being a member of our communities at local, national and global level. Work to benefit the community can therefore take place at any of these levels. Where possible, at least some of the community engagement undertaken should involve awareness of its global significance or context.

Local action can relate to issues of global significance. While action to address global issues can also take place abroad, there is no need for students to go abroad to undertake action with global significance.

Appropriate community engagement can take many forms.

Examples:

- serving in a charity shop, and developing an understanding and awareness of the work of the charity, and the role of the shops in its funding
- litter picking, and an understanding of the harmful effects of litter on wildlife and the physical environment
- conservation work such as tree planting, shrub clearance and an understanding of the ecological importance of this
- helping to organise a fund-raising event for an organisation concerned with development or poverty eradication, as long as it is accompanied by developing awareness of the global issues concerned, and of the work of the organisation and its significance and
- mentoring other participants within the IGCA (for Silver and Gold level participants)

5.3.2 Influencing change through advocacy, persuasion or promotion – taking up an appropriate cause and bringing it to the attention of others.

Particular examples might be

- persuading friends and family to attend a fund-raising auction (partly by explaining the cause)
- speaking on behalf of (advocating) a cause at a public meeting or writing about it in a school newspaper
- campaigning against the death penalty
- lobbying at school for fair-trade products to be introduced, or promoting them to students
- persuading parents to choose low energy light bulbs, or a car with lower fuel consumption and emissions
- promoting a fund-raising sports tournament at school
- meeting a local politician to express concern about development of an area of woodland
- writing to a local newspaper on a matter of local concern
- letter writing as part of Amnesty International membership

(These could involve collaborative and team activities)

5.3.3 Active participation in decision-making processes

Sharing in decision-making is an important aspect of becoming a more effective citizen. This section requires participants to take part in decision-making, with other people, and to reflect on what they learn about the process while doing so. Any contexts where the participant shares in decision-making can be considered here, not those specifically relating to global issues.

Examples would be

- membership of a class or student council
- taking part in a family decision
- acting as a member of a committee or action group
- working with other members of a group to decide the topic of a group project in a school subject
- taking part in decisions relating to the operation of the IGCA itself.

Active participation in decision-making should not be regarded as the same as leadership. There are other programmes that emphasise leadership, but the IGCA does not do so. What is involved here is taking part in shared decision-making – something that all participants should be able to undertake.

5.4 RECORDING AND REFLECTING ON CHANGE AND DEVELOPMENT

The three elements above (6.1 – 6.3) represent the core of the actions taken by participants. A record of these needs to be kept, particularly as at least some, and perhaps most, of the activities will take place outside school. Centres need to consider how they verify that activities have been undertaken.

It is therefore appropriate that participants **keep a record** of the activities they have undertaken. The record needs to indicate what activities or actions have been undertaken, and a brief indication of the time involved. Participants should therefore keep a personal, individual diary (written, diagrammatic, or tape-recorded), blog or other record which can be presented to other people.

But it is by **reflecting on experience** that learning takes place.

Recording of activities alone is not enough.

As the leading US educationalist John Dewey noted:

“We do not learn from our experience, we learn from processing our experience.”

Participants may find they express their reflections most effectively in different ways. Their reflections may form part of their diary/blog, but reflections do not have to be written. This is not an exam subject so it is quite acceptable to consider other forms of expression. Participants can use any language accepted by the award centre.

It is in this record/reflection that participants are encouraged to consider or set out the complexities of certain issues, and how they weigh up different views before taking particular actions. For instance, there is a danger that some issues such as organic food, food miles, buying locally or offsetting carbon miles elicit a simple-minded response. Organic food – good (even if it is flown in from hundreds of miles away); high food miles – bad (even

though locally produced alternatives might conceivably involve greater expenditure of energy); buying locally – good (but does that mean people in Europe should never buy bananas, for instance? And what about benefiting people in developing countries by fair trade?) Taking actions without any real awareness of the background issues should be discouraged.

For participants with the necessary intellectual capacity, this programme should be hard-headed and it is here that they would tangle with some of these complex issues.

The time constraints of the programme mean that participants cannot be expected to get to grips with a lot of different issues. It is far better for them to engage with a few topics and issues in some depth, than to acquire a superficial and trivial understanding of many complex issues.

It is here also that participants would reflect (in whatever way or medium is appropriate) on their changing view of people, cultures and the world.

While some written record and evidence of reflection is appropriate, other forms of reflection are very much to be encouraged. Some of the most valuable reflection can be oral - with peers or mentors.

Participants will differ in their learning styles and preferences. Centres are encouraged to reflect this in the guidance given to individual participants on how they record and reflect. A participant who is more comfortable working orally than on paper should not be required to do everything in writing.

Reflection must be a continuing, regular process throughout participation in the programme. While a final reflection can be very helpful, the development of a **practice of reflection** is of greater importance.

Some general points:

Recording of activities alone is not enough. Reflection must also be involved.

Frequent continuing reflection is better than less frequent longer reflections.

It is the quality and depth of reflection rather than quantity that matters. Participants should be encouraged to think as deeply as they are capable about issues and their experience in the programme

Reflection should not be left until the end of the programme.

The [IGCA Reflection Guide](#) gives lots more information on the importance of reflection in learning, and practical ideas to use in the Award context.

6. INTERACTIONS BETWEEN CENTRES

The pilot stage attempted to “partner” centres for the exchange of information, and for providing feedback. This proved problematic for a number of reasons. But being part of and contributing to the global community engaged with the Award is an important aspect of its international dimension.

We do not want to go down the route of convening meetings – although we know face-to-face contact can be uniquely valuable. Air travel for such meetings is expensive, and therefore precludes attendance by some people and, crucially to this programme, has a known and recognised environmental downside.

So, a “Ning” social networking space has been established where centres are encouraged to post reports, comments and to respond to those of others. Visiting and contributing to the [IGCA Ning](#) strengthens and supports centres in operating the programme.

Centres are also encouraged to contact other centres directly through the Award coordinator. (The project director can sometimes identify other centres with similar interests.)

7. FURTHER THOUGHTS ON PRACTICAL IMPLEMENTATION OF THE IGCA

7.1 INCORPORATING EXISTING ACTIVITIES

The purpose of the IGCA programme is to encourage and recognise development of participants in a range of areas relevant to global citizenship. There is no need for participants to begin entirely new activities in all areas to fulfil the award programme requirements, if they are already engaged in relevant activities. Indeed, part of the purpose of the Award is to give recognition to worthwhile activities already being undertaken, within the IGCA's comprehensive programme framework. If participants are already engaged in existing activities and initiatives within schools – for instance, service programmes, student councils, environmental action groups - these could be incorporated in the overall framework. However, individual participants will not be able to fulfil the programme requirements without beginning or undertaking some new activities and actions. For instance, the Award calls for reflection on and possibly adjustments in lifestyle – a unique feature. And in all cases, participants are expected to **reflect** on their activities.

7.2 WAYS OF IMPLEMENTING THE IGCA

There is considerable flexibility in how the IGCA can be implemented. This enables the programme to be operated in different countries and contexts, and with young people of different ages.

At Silver and Gold levels, there is greater emphasis on individual initiative and action, and the mentor plays a more detached role. But at Bronze level, there is scope to operate the programme in many different ways. Examples:

For older participants

- setting out the basis of the Award at an assembly, meeting, or in writing, and inviting individuals to undertake activities on their own initiative to meet the requirements – with limited mentor support
- Offering the IGCA in conjunction with an exam-based course in Geography, IB Environmental Systems and Societies, IGCSE Global Perspectives or another exam course which places a considerable emphasis on global issues
- Offering the IGCA in conjunction with a regular timetabled lesson on Global Issues / Global Perspectives, or something similar
- Modifying an existing course to cover certain knowledge aspects of the IGCA, with additional mentor support out of class

- offering the IGCA solely through an after-school club or activities

For younger participants

Wherever possible, individual interests should be the basis for IGCA activities, and initiative by participants should be encouraged. But as the Award can be offered at a variety of ages, it is perfectly acceptable for Bronze level work with younger participants to include significant elements of activity initiated by mentors, if this is appropriate and necessary.

Some examples of ways of implementing the Bronze level Award with younger participants:

- Forming a special group of interested students meeting regularly out of classroom time with some activities initiated by a mentor (e.g. an investigation of personal impact on the environment), with students selecting their own topic of investigation, reflecting individually, and considering their own response and action
- Undertaking some work as a group under a mentor (e.g. researching an aspect of impact on the environment; some “service” work) – with individual participants recording and reflecting individually
- Incorporating elements in normal classroom work – e.g. selecting books in languages that highlight differences in culture and outlook, and encouraging students to reflect on what they have learned about cultures and outlooks from them
- Incorporating reflection – recorded as part of the IGCA – in lessons on climate change, food production, distribution of wealth, or on different world religions
- A combination of the above, with individuals meeting as a group regularly, supplemented by individual meetings with a mentor as appropriate
- Offering the IGCA in conjunction with a regular timetabled lesson on Global Issues / Global Perspectives, or something similar.

While mentors may be taking a larger role with younger participants, participants should be involved in selection of topics and decision-making as far as possible, and play as large a part as possible in the operation of the Award. One of the key underlying concepts of the Award is that students are global citizens now, and in this area of school life should have a strong say in what happens!

Participants must complete Bronze before Silver, and Silver before Gold (with a few exceptions for accelerated entry to Silver level, see p. 41). Centres will always be introducing the Bronze level first, therefore. But in introducing the Award, you may wish to consider how the progression of levels from Bronze to Silver to Gold would fit within the school. Centres may wish to consider offering the Bronze level award to large numbers of younger students (11-13 years old) focusing on activities undertaken on a group/class basis. Individuals opting to continue the Award programme to Silver or Gold levels would do so on an individual basis – although, obviously, the more who continue, the better.

7.3 MENTORS

Teachers will, inevitably and appropriately, be involved in operating the Award. But in the context of the Award, the term **mentor** is used for a person who supports, encourages and advises participants.

This is because parents and adults within the community can also be involved as mentors. Mentor is a function, not a job. Although the programme might involve mentors working with groups of students, it is the developments and changes by **individual** students that are recognised. These take place over a period, and students take responsibility for recording and reflecting on their learning and actions.

Students can also be excellent mentors. Participants at the Silver and Gold levels are expected to act as mentors to participants at Bronze or Silver levels. This is one aspect of community engagement by Silver and Gold participants, on which they are expected to reflect as part of the Award programme. Mentoring by participants can be a very productive experience for student mentors and the participants they work with.

7.4 KNOWLEDGE AND INFORMATION CONTENT

In many schools, topics relevant to global citizenship will be covered in various subjects and parts of the regular curriculum. The IGCA programme can draw on all that is already going on within the school in such areas. Indeed, adjustments can be made in subject teaching to enable students more effectively to participate in the IGCA programme. Selection of books in literature courses which give students opportunity to reflect on other outlooks and cultures is an obvious example.

However, there is no set “knowledge” that participants in the programme are required to study. Instead, participants are expected to become better informed about the activities in which they are engaged as part of the IGCA programme. How they do this depends upon age and ability. Certainly, older and more able participants can do most of their research on the Internet, using skills they are developing or have developed in the regular curriculum. There is no set amount of “content” to acquire and acquiring more knowledge does not necessarily make their participation more effective. Distinguishing good from less reliable courses is important, as is critical reading of information, within the capacities of the participant. More important is what the participant learns from the knowledge they obtain, and what they do as a result.

In some centres, it may be appropriate to offer more guidance and direction to participants and it is acceptable to cover knowledge related to the programme in a class.

7.5 INVOLVEMENT OF PARTICIPANTS IN RUNNING THE IGCA

This is an essential aspect of the programme. It is also rather distinctive compared with many other award programmes which are adult-led and/or adult-assessed. The programme emphasises engagement of participants as global citizens.

In most centres, a group of individuals, adults and students, will form the overseeing group for the Award programme. This group decides the precise format of the programme within the school, within the overall framework.

Participants should also be involved in the final award process, deciding who among their fellow participants has engaged seriously with the programme and shown development during it. Students often have a strong sense of fair play and natural justice, and may know more about their fellow students than adults in the school. The perspective of participants on who of their fellow participants should receive the Award is therefore uniquely valuable.

The precise ways in which participants are involved in the operations and award process is determined by each centre.

7.6 THE AWARD PROCESS

The intention here is to avoid excessive bureaucracy, while ensuring that the award is meaningful and serious. To be eligible for the award participants should have:

- registered as participants in a recognised centre for the stipulated period of time
- satisfied the coordinator and/or overseeing group that they have fulfilled all requirements of the award under the various headings

Elements of the award programme

- **Understanding other cultures and outlooks**
- **Personal Global footprint**
 - Being good with money
 - Responsibility towards the environment
- **Working with others**
 - Personal community engagement (“service”)
 - Influencing change through advocacy, persuasion or promotion
 - Active participation in decision-making
- **Recording and reflecting on personal change and development**

Each centre retains responsibility for its own awards, following the common international model. But centres are encouraged to elicit feedback on their award process from other centres through the [IGCA Ning](#), and to offer feedback on the processes of other centres. (Note: In making awards at Gold level, centres are required to involve at least one person from outside the school in the decision-making process, see p 40).

A period of participation is stipulated with suggested times to be spent on the various areas of the programme. These aspects are easy to quantify, though less interesting and important than qualitative changes and developments. Centres also need to develop a means of determining that participants have completed activities and developments of a sufficient extent to receive an award. This will involve judgement, weighing up, for instance the depth of involvement in certain areas with the spread of

activities undertaken. Wherever possible, other participants should be involved in such an evaluation. It may be that some notional points system might be helpful.

Note: Remember that there is no fixed standard to be reached. What is important is that each participant who receives the Award has engaged with the programme seriously, and grown and developed. It is this progress and seriousness of engagement that are being evaluated, **not a fixed level of attainment or achievement.**

As the programme is concerned with development and changes, it seems very appropriate to include a conversation, presentation or interview as part of the final award process. (Banksia Park International High School, Australia has found this very productive in its Global Citizen's Medal programme). During this, the participant can outline the most significant or interesting ways in which (s)he has changed or developed during the programme. This could, very appropriately, be to a panel which includes (some) fellow participants (and in due course perhaps some former participants) as well as the programme coordinator and perhaps other adults who are interested or involved. This session would be intended to affirm and celebrate completion of the programme, rather than being a feat of endurance! Use of such a panel is beneficial at Bronze level, and required for Silver and Gold levels.

It seems appropriate that there should be the possibility – even if only theoretical – of disqualifying a participant from receiving the award for such reasons as racism or antisocial behaviour of certain kinds during participation in the programme. Any such instances will be very rare, and should be handled sensitively by the coordinator.

The whole award process should not become too bureaucratic, but it is necessary to ensure the credibility and integrity of the award programme within the school, and as part of an international project.

The model means there will be quite a measure of difference between different centres and countries. This is inevitable and reasonable, as the award is locally made by a centre. It is not considered to be cause for any type of concern. The Award is not an academic qualification (although it requires full use of academic skills), and university acceptance would not be dependent on it, for instance. Rather, it represents the recognition by a centre of serious engagement and development by the participant during the programme, using a model used by other centres internationally. Although not directly relevant to university entry, the IGCA is likely to be of interest and recipients mention it in personal statements and discuss it at interviews.

7.7 ADULT PARTICIPANTS

Underpinning the thinking behind the award is the notion that we are all global citizens, some better, some less good, and that global citizenship is not an area where teachers, or adults in general, can claim particular authority or expertise. The purpose of the programme is to promote change and development in individuals to become better global citizens. This applies as well to adults as to younger people. Within schools and organisations, adults, particularly those who are acting as mentors, are encouraged to participate in the programme themselves. The information above is geared primarily to young people, but it is probably clear how adults might participate in the programme.

8. A FINAL WORD

The IGCA is an evolving grassroots project. Centres are encouraged and expected to share in the processes of review and evolution of the programme on the basis of their experience and in the context of the changing world in which we live. Schools participating in the programme are involved in a potentially exciting venture, in which all those involved – students / participants, mentors and coordinators - develop as global citizens.

FREQUENTLY ASKED QUESTIONS

Q: We are doing a lot of this already. What is different about the IGC Award?

Many schools are doing excellent work in areas relating to global citizenship. However, what is different about the award is:

- It involves a commitment by participants to try to become a better global citizen over a period of time
- The award focuses on the **development and change in individuals**
- It involves changes in aspects of personal life outside school
- It is a comprehensive and considered programme, focused in particular on aspects of global citizenship relevant to young people in their lives now – it is not about preparing for future citizenship
- It focuses on reflection, attitudes, values and action – not primarily or exclusively on knowledge or academic skills
- It involves **recognition** of development in individuals
- It is an international programme, with centres in different countries, and all participants following the same programme model
- It is not an academic programme, although it makes full use of academic skills such as research skills and critical thinking.

Another difference is the expectation that each centre will contribute to the overall development of the Award programme internationally. This is done by sharing information, examples of practice, ideas and thoughts, and providing feedback. This is done through the Ning site, and perhaps in addition through direct contact with other centres.

Q: What about all the things we are doing already?

Although the IGCA programme represents a distinct addition to a school's activities, the idea is to build on and incorporate relevant activities already taking place within schools. There will be many activities which are already going on which could form part of the programme. These will include community engagement (including the service element of CAS in the IB Diploma), Model United Nations, aspects of the Duke of Edinburgh's Award / International Award programme, Roots and Shoots.

However, there is a distinct emphasis for activities considered as part of the IGCA programme. There is a distinct global citizenship slant. For instance, individual participants need to **reflect on what they are learning and how their views as a global citizen are changing in their "diary"/ blog and/or reflection conversations**. They are also expected to consider the global implications of activities, where appropriate. This is not necessarily required in other activities. Overseas holidays or trips are not, in themselves, appropriate IGCA activities. But they become IGCA activities when combined with the participant finding out more about a new country or culture, and reflecting on how this has changed their own perspective.

Aspects of the academic curriculum might be able to contribute to the IGCA. Books which are being studied in literature courses might, for instance, contribute to **Understanding of other cultures and outlooks**. Whereas the focus in literature may be on literary criticism, for the purposes of the IGCA,

participants could reflect on what they have learned in the book about their own culture and other outlooks or cultures. Aspects of subjects such as geography, biology, environmental sciences economics and business may well provide factual background directly relevant to the award. Aspects of different subjects can be adjusted to help the tie-in with the award programme.

Q: How do we evaluate the “amount of change” within individuals?

Some of the most important things in life are also the most difficult to assess or evaluate. How do we recognise that a person is good, or a better person than another, for instance?

There is a quantitative element to the programme, with participants expected to spend an overall total amount of time on the award, and to take a specified amount of time completing relevant activities under each of the four headings.

But the evaluation and decision whether or not to make an award is undertaken by individual centres. (Trying to do this fairly in centres all around the world by a centralised process is just **too** difficult, and, arguably, inappropriate). It is expected that adults and students will be involved in the evaluation and award process. Students usually show a good sense of fairness and fair play, and will know a considerable amount about their peers.

The judgement to be made involves answering a number of questions:

- Has the participant undertaken the specified amount of activities?
- Has s/he undertaken the programme seriously for at least six months?
- What specific actions have been undertaken?
- What changes has the participant made during the programme?
- Has s/he shown development during that time?

One centre has found it helpful to use the following criteria for making awards:

- Evidence of development of ability to reflect
- Evidence of meaningful engagement over time with all 4 sections of the award
- Evidence of meaningful development in terms of knowledge and awareness of global issues
- Evidence of personal actions (in service, lifestyle changes etc.) to become a better global citizen.

A student with little knowledge and awareness of global issues at the outset of the programme may be able to show more evidence of development than someone beginning the programme with higher levels of knowledge and engagement with global issues. But it may be appropriate for both students to receive the award.

The evidence available will include

- the participant’s diary / blog / record
- conversations with the mentor/mentors
- observation of peer reflections
- input from fellow participants

An extended conversation, based on the “diary” and perhaps in front of a panel of fellow participants and adults is recommended at all levels, and required for Silver and Gold levels.

Q: How do you fit the award into a timetable? Do you fit it in?

Different schools have different ways of implementing the award. Some schools may timetable meetings after school. Some schools are relating the award programme to a global issues lesson - although participation in the full award programme would be voluntary, even if the lesson was not! But it is essential that participants also spend time on the programme out of school, as it concerns their everyday lives. Having a regular meeting with Bronze level participants as a group can be beneficial.

Some schools may wish to timetable some aspects of the award as a club or activity, in the same way that other things might be timetabled. In many ways, the organisation is also similar to that for IB CAS or International Award for Young People (IAYP) programme oversight.

Q: Would the award be compulsory for students?

The award programme overall should not be compulsory.

It must be voluntary, particularly as significant parts of the programme are undertaken out of school time and contexts and involve personal lifestyle choices. However, if the award is offered in conjunction with a global issues course or regular timetabled lessons, then work required for those lessons might be compulsory. But aspects of the IGCA, such as decisions to make changes to personal lifestyle, to take personal action, and to reflect on ethical development, would be voluntary.

Q: How do you “sell” it to students? What is in it for students?

Some students will be more attracted to the award programme than others, and it is probably best to start with people who show this initial interest.

Receiving recognition can be very motivating in itself, and the idea of giving an award is that this encourages students to participate. As the award is given by the school, it shows that global citizenship is important to the school. The fact that the award is offered by schools around the world highlights its general importance.

For older students, participation in the award can certainly be mentioned in university references and personal statements, or discussed in interviews. Undertaking activities of this kind is likely to be of interest to university admissions staff, particularly in some countries, perhaps the USA in particular.

The attitudes of the school and the teachers are very important. The programme will benefit from keen and charismatic teachers, at least in the early stages. Some parents might be supportive too.

Q: What does the student get at the end?

The main outcome is the development of the student. But by way of recognition, students

- receive a certificate (completed by the centre using a common digital model)
- allocate a sum of money to a charity nominated by the participant or selected from one of the charities endorsed by the award scheme (currently Oxfam, KIVA or WWF). This should be GBP 10 or the equivalent.

The donation can be made

- by the individual participant or his/her parent
- by the school from general funds
- from funds raised by the participant in activities as part of the Award programme.

In this way the award to a recipient also benefits others or the environment.

In addition, centres may wish to give a presentation item to award recipients. This is optional.

The Award is able to supply small wooden plaques at a modest cost (GBP 2.50 each currently, plus postage/courier costs). These are made in a cooperative of disabled craftsmen in Burkina Faso, fairly traded through a company in Wales, UK.



IGCA plaques

Size: 11.5 cm in diameter

There are various designs available, and centres ordering these receive a selection.

Some centres choose to commission an award presentation item locally - perhaps an item that is made ethically and sustainably, the sale of which benefits a good cause.

Q: How much does it all cost?

This very much depends on the school, and what activities are already in place. There will certainly be costs in terms of staff time - although it might be that parents and others could be enlisted as volunteers.

No travel is required, and one reason for having a school-based award is to cut down on costs. Almost all communication is by email.

The intention and hope is to keep central costs as low as possible. Currently, on initial registration, centres are asked for a contribution of £100 towards central project expenses. (Currently all work undertaken

centrally is on a voluntary basis). In addition, there is an annual contribution of up to £100 per year, only levied if required. At the time of writing, the annual contribution for 2018 is zero.

In addition, there are the following costs per participant:

STG 10 (\$15) donation to charity on behalf of the participant (paid by the school, the recipient or parents, or raised by the participant during award activities)

Cost of a presentation item - optional

Every effort is being made to develop a programme that is accessible and sustainable in schools of different types in different contexts around the world.

If these costs are a barrier to participation, please contact the director.

HOW DO I TAKE THINGS FURTHER? HOW CAN WE BECOME A CENTRE?

- Contact the project director with any immediate queries you may have
e: boyd.roberts@globalcitizensaward.org
- If you decide that you would like to introduce the Award, contact the project director, who will forward
 - a document to assist schools in planning to introduce the Award
 - other relevant documents
 - details of access to the Ning site
 - a registration form (to be signed by the head of the school or organisation)

Further reading

Schools wishing to address global citizenship on a coordinated basis across all aspects of school life will find this developed in

Boyd Roberts

Educating for global citizenship – a practical guide for schools

Published by International Baccalaureate

On sale at IB Store www.follettibstore.com

and in publications by Oxfam Education available online at <http://www.oxfam.org.uk/education/>

Also helpful is a publication by The Asia Society:

Veronica Boix Mansilla & Anthony Jackson

[Educating for Global Competence: Preparing Our Youth to Engage the World](#)

INTERNATIONAL GLOBAL CITIZEN'S AWARD

للمواطن الدولية الجائزة العالمي 国际全球公民奖

Premio Internacional de Ciudadano Global

अंतर्राष्ट्रीय वैश्विक नागरिक सम्मान

OUTLINE OF REQUIREMENTS AT BRONZE, SILVER AND GOLD LEVELS

PROGRESSION FROM BRONZE TO SILVER TO GOLD LEVELS

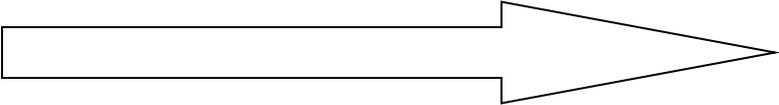
General notes: The focus in the IGCA is on **personal development** during the programme, and not on achieving or demonstrating a specified level. The IGCA aims to encourage participants to become more aware, more committed, more reflective, and to change their behaviour and actions as a result. Without a change in behaviour or action (e.g. in lifestyle, spending of money, how time is spent, change in personal conduct with people from a different background, initiating action) it is difficult to accept that real change has taken place in thinking, and how the world is viewed.

However, while the focus is on development, there are also pointers which indicate how much time might be spent at each level and the extent of engagement and activities expected (e.g. the number and nature of personal encounters to develop greater awareness and understanding of other cultures and backgrounds). These are for rough guidance only and flexibility will be needed in considering the development of individuals. Simply fulfilling these "requirements" is not enough. It is evidence of a change in mind-set and outlook that matters – provided in the recording and reflection, and in behaviour and resulting action taken. If a participant has fulfilled the "requirements" but not demonstrated change and development, (s)he should be encouraged to reflect more deeply, or to undertake additional activities with the aim of promoting further development.

At Gold level, while the focus continues to be on development, recipients must also be credible role models as global citizens, within the school context. Slightly different arrangements for making Gold awards therefore apply, with the involvement in the award process of at least one person from outside the school.

The IGCA is a grassroots project that draws on the experience of participating centres. This outline has been, and will continue to be modified on the basis of experience and feedback.

Elements and aspects of the Award	Award level		
	Bronze	Silver	Gold
Minimum age to begin the programme	11 years	13 years	15 years
	6 months	6 months. Must have completed Bronze award no more than 18 months before beginning Silver. If more time has elapsed, minimum period of participation at Silver level is increased to 8 months, averaging 2 hours per week Under special circumstances participants may enter silver level directly, without completing bronze level. See p 41.	6 months. Must have completed Silver award no more than 18 months before beginning Gold. If more time has elapsed, minimum period of participation at Gold level is increased to 8 months, averaging 2 hours per week.
Minimum total number of hours	50	50 plus 10 hours on projects	50 plus 15-20 hours on project
<p>Suggested allocation of time to the four areas of the Award within the minimum total of 50 hours.</p> <p>Project work is in addition for Silver and Gold levels.</p> <p>Note: All times include associated research.</p>	<p>Understanding other cultures and outlooks 10 – 15 hours</p> <p>Personal Global footprint 10 - 15 hours</p> <ul style="list-style-type: none"> ○ Being good with money ○ Environmental responsibility <p>Influence and involvement with others 15 – 20 hours</p> <ul style="list-style-type: none"> ○ Personal community service ○ Advocacy, persuasion or promotion ○ Active participation in decision-making 		

	<p align="center">Recording and reflecting on personal change and development 5 – 10 hours</p>
	<p>At all levels, activities undertaken as part of other programmes, e.g. IB MYP service, IB Diploma CAS, IAYP / Duke of Edinburgh's Award or as part of normal school requirements, can be incorporated within the IGC Award total number of hours, as long as they are appropriate and relevant to UGCA requirements. However, reflection and recording should be undertaken specifically for the IGC Award. (It is encouraging different, specific development as a global citizen).</p>
<p>Key trends across the award levels</p>	<p>In moving from Bronze to Silver to Gold participants are expected to show the following:</p>  <p>Increasing independence Increasing personal initiative Increased participation in the Award processes itself More extended involvement and engagement with global issues Greater depth of research achieved by greater focus on fewer and more limited aspects of topics Greater depth of reflection Ability to see interconnections to a greater extent Greater maturity, as student become older</p> <p>Decreasing involvement of the mentor(s) as initiators, supervisors and monitors</p> <p>As the programme is concerned with personal development and change, not with standard reached, progression needs to be viewed at the level of the individual. It is therefore possible that the quality and standard of certain aspects of the award, e.g. reflection, may be higher by an able participant at Bronze level than by an older but less able participant at Gold level. The key thing is that the Gold participant has progressed from where (s)he was at Bronze and Silver awards, and shows continuing progress. The able Bronze level student must show progress in his or her own terms to receive the award.</p>

	Bronze	Silver	Gold
Understanding other cultures and outlooks	<p>Evidence of developing general awareness of different cultures and outlooks.</p> <p>At least one (brief) personal encounter at some depth with someone from a different background, e.g. meeting / interview, with appropriate reflection.</p>	<p>Evidence of general developing awareness and understanding of cultural differences.</p> <p>Find out about and engage with two cultures / backgrounds different from participant's own</p> <p>Significant engagement at a personal level, including direct personal interaction, over at least 2 hours – in total. This may be made up of several shorter encounters.</p> <p>Examples: talking to people with different religious or cultural backgrounds.</p>	<p>Sustained engagement with another culture over at least three months, by research, direct personal experience and Personal encounter(s) of some depth and greater extent on several occasions, totalling at least 4 hours</p>
	<p>The idea is that there should be greater depth of exposure to fewer cultures / outlooks on progressing through the levels. At Bronze level appreciation may be relatively superficial, reflecting age and stage of development. By Gold level, the depth of exposure should be considerably greater. It is depth of exposure that is more likely to develop real mind-shift, and assist participants to view the world with the eyes of another.</p>		

		Bronze	Silver	Gold
Personal Global Footprint	Being good with money	<p>Develops a greater general but personal understanding that people can influence the world by the way they use and spend their personal money.</p> <p>Investigates the human and environmental background to some aspects of everyday expenditure relating to personal life e.g. sources and packaging of food, water, electricity, clothes. Where possible, makes purchasing choices that are informed by this research.</p> <p>(This recognises that at Bronze level, young students in some contexts may have little personal money to spend.)</p>	<p>Provides evidence of a developing awareness and concern about the human and environmental background of goods and services purchased or used.</p> <p>Shows evidence of personal spending that is informed and concerned about the impact on others and the environment.</p> <p>It is expected that at Silver level participants will be of an age where they will have some personal money to spend, or are in a position to influence the spending of others.</p>	<p>Provides evidence of increasing care in spending/purchasing with regard to impact on the environment and on others. Demonstrates a sound and developing awareness of ethical spending. Evidence of keeping up to date with changing information, and with making an effort to research or find out about the background to goods or services purchased.</p>
	Environmental responsibility	<p>Shows developing interest in and knowledge/awareness of</p> <ul style="list-style-type: none"> personal environmental impact directly (e.g. by throwing away trash, use of water, heating and air conditioning, cycling or walking not being driven, Carbon footprint) indirectly (e.g. by awareness of environmental impact associated with production of goods and delivery of services used or purchased) <p>evidence of action taken in personal life to reflect this developing interest and awareness – e.g. small lifestyle changes</p> <p>May also involve engagement with “service” projects related to the environment.</p>		

		Bronze	Silver	Gold
Working with others	Personal community engagement (includes "service")	<p>Community engagement may be undertaken inside or outside school.</p> <p>Community engagement activities may be arranged by others (e.g. mentor), and may involve working in a group.</p> <p>Community engagement should relate in some way to one or more global issues. e.g. should not be simply tidying an office, or some form of menial activity.</p> <p>Community engagement can be composed of a number of short activities during the period.</p>	<p>At least some community engagement should be</p> <ul style="list-style-type: none"> undertaken outside school initiated and arranged by the participant <p>Where possible, should include at least some direct personal service to person/people benefiting.</p> <p>Community engagement should involve at least one more extended activity – longer in duration (e.g. one or two days; or continuing over several weeks).</p> <p>Acts as a mentor to Bronze level Award participants on a regular basis for at least 3 months.</p>	<p>Service is</p> <ul style="list-style-type: none"> initiated and arranged by participant to reflect personal interests and needs he or she has identified involves some direct personal service to person/people benefiting project-based <p>(See project guidelines below)</p> <p>Acts as a mentor to Bronze or Silver level Award participants on a regular basis for at least 3 months</p>
		<p>In all cases, there should be evidence of reflection and learning taking place during the community engagement –</p> <ul style="list-style-type: none"> learning about global issues involved, and the relationship between the local and the global learning about others and about themselves <p>Every effort should be made to discourage notions of "helping people" which are patronising and promote or perpetuate stereotypes.</p>		
	Influencing others through advocacy, persuasion or promotion	Evidence of persuasion or advocacy among friends or family	Evidence of at least one attempt to influence people who the participant does not know well (in other words, not friends or family).	Evidence of a number of deliberate attempts to exert influence on others over the period of the award programme.
Active participation in decision-making	Evidence at all levels of engaging in making decisions with others, and with reflection and learning about the processes involved.			

	There is no expectation that participants will show greater “leadership” qualities at Silver and Gold levels. This is not intended to be a leadership programme. What is expected is that participants show continuing learning and development in all areas throughout their participation.		
Recording and Reflecting on change and development	Bronze	Silver	Gold
	Records regularly (at least once per week) with evidence of reflection Recording/reflecting monitored by mentor on a regular basis (at least every 4 weeks)	Recording/reflecting monitored by mentor on a regular basis (at least every 8 weeks)	Evidence that participant records regularly (at least once per week) with evidence of reflection but Recording and reflecting monitored by mentor on an occasional basis only.
Mentoring of the participant	May involve a high level of contact with mentor(s). Mentoring may take place in groups for some (but not all) of the time.	Less frequent mentoring, conducted on an individual basis. May be initiated by the mentor on all occasions.	Mentoring is less extensive, and should not always be initiated by the mentor.
Project	None required, although participants may choose to work on a project basis. Projects, if undertaken, may be suggested by mentor, and may be undertaken in groups.	One or two projects which are undertaken by the participant individually (not in groups) and are student-initiated and selected. May be supported by a mentor Includes some, but not necessarily all, of the features of the Gold award project.	A single project undertaken by an individual participant and which is self-initiated and involves <ul style="list-style-type: none"> • Personal research • Developing awareness of one or more global issues • Working with others (but not as a group project) • Work outside school • Action to benefit others and / or the environment • Both local and global dimensions – and an understanding of how these interact • A presentation which includes advocacy/

			persuasion (not simply awareness raising) to people including some outside school or family
Award / recognition process	Participants are involved in the award process (i.e. the decision who is ready to receive the award) at all levels.		
	Award process may involve an award panel, but not essential.	Award process involves an award panel of participants and staff.	Award process involves a panel of participants, other students, staff and at least one person from outside school.
Award	<p>Certificate</p> <p>plus £10 donation to a nominated charity</p> <p>Award plaque or locally sourced award item (optional)</p>	<p>Certificate</p> <p>plus £10 donation to a nominated charity</p> <p>Award plaque or locally sourced award item (optional)</p>	<p>Certificate</p> <p>plus £10 donation to a nominated charity</p> <p>Award plaque or locally sourced award item (optional)</p>

Direct entry to IGCA Silver level

There are two exceptional situations where a modification of this is permitted, at the centre's discretion.

1. When new students join the school in grade 11 (the penultimate year of secondary school), and would like to have the chance to complete the Gold award before leaving the school. (Under normal requirements, this would be exceedingly challenging in terms of the 18-month time requirement, particularly for participants taking external examinations.)
2. For more mature, and particularly older students (aged 16 and above) who wish to begin the IGCA programme, and for whom the requirement to complete a full six months at Bronze level before beginning Silver would be off-putting, and possibly inappropriate.

Participants at Silver and Gold levels act as mentors of other Award participants at Bronze level, or in the case of Gold participants, at Bronze or Silver levels. This is an important and valuable component of the Silver and Gold Award programmes. To be able to undertake such mentoring, personal first-hand experience of being mentored within the programme is necessary. The following modified progression recognises the exceptional circumstances above, while ensuring that participants have personal experience of being mentored before beginning the Silver programme, in which they will themselves be mentoring Bronze participants.

Initial pre-Silver level:

- minimum of three months
- follows the Bronze level format (but for a shorter period)
- for participants aged at least 16
- does not lead to a certificate or formal award

If this is undertaken satisfactorily, this is followed by the normal Silver programme of six months minimum, including mentoring of Bronze level participants.

Note: The Silver programme is unchanged, and participants must complete all its requirements.

For participants who undertake the pre-Silver level but are unable, for whatever reason, to complete

INTERNATIONAL GLOBAL CITIZEN'S AWARD

للمواطن الدولية الجائزة العالمي 国际全球公民奖

Premio Internacional de Ciudadano Global

अंतर्राष्ट्रीय वैश्विक नागरिक सम्मान

**IGCA SILVER AND GOLD LEVEL
PROJECT GUIDELINES
May 2018**

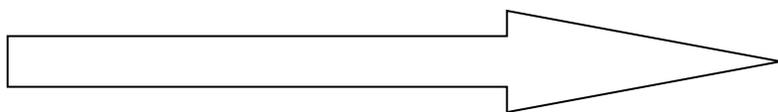
GENERAL CONSIDERATIONS – SILVER AND GOLD LEVEL PROGRAMMES

The IGCA is undertaken in a variety of contexts and with participants differing in age, intellectual ability, maturity, experience, knowledge and awareness and understanding of themselves as global citizens. Unlike academic qualifications which focus on formal assessment, there are no fixed standards within the IGCA and these guidelines are intended to assist centres, mentors and, where appropriate, participants directly, in undertaking projects at Silver and Gold level.

The progressive levels of the IGCA – Bronze, Silver, Gold – provide a framework for the development of individual participants as global citizens – whatever their age or intellectual abilities, or the context in which they are living.

The following extract from the earlier section of the IGCA Guide 2018 indicates the general considerations relating to the progression from level to level:

In moving from Bronze to Silver to Gold participants are expected to show the following:



- Increasing independence
- Increasing personal initiative
- Increased participation in the Award processes itself
- More extended involvement and engagement with global issues
- Greater depth of research achieved by greater focus on fewer and more limited aspects of topics
- Greater depth of reflection
- Ability to see interconnections to a greater extent
- Greater maturity, as student become older
- Decreasing involvement of the mentor(s) as initiators, supervisors and monitors

As the programme is concerned with personal development and change, not with standard reached, progression needs to be viewed at the level of the individual. It is therefore possible that the quality and standard of certain aspects of the award, e.g. reflection, may be higher by an able participant at Bronze level than by an older but less able participant at Gold level. The key thing is that the Gold participant has progressed from where (s)he was at Bronze and Silver awards, and shows continuing progress. The able Bronze level student must show progress in his or her own terms to receive the award.

IGCA PROJECTS

Projects in Silver and Gold level programmes provide an opportunity –and require – the individual participant to show greater maturity, initiative, independence and depth of working, as mentioned above.

At Bronze level, for participants requiring a greater level of support (perhaps those participants who are younger or less able), many activities may be mentor-initiated and may involve participants working in groups led by the mentor. Silver and Gold level projects require more independence and initiative from the participant and focus at least in part, on the development of the individual working as an individual global citizen.

For a participant to be awarded a Gold level Award, we should require not only evidence of individual development, but also of **greater depth of engagement with the concerns of a global citizen**. (There is a minimum age of 15 for participants to begin the Gold level award). It is important that Gold level awards maintain internal credibility within the school. They should represent a significant achievement by the participant within his or her capabilities.

The basic information on Award projects appears earlier in the IGCA Guide 2018 (p 39):

Silver level 10 hours on projects <i>(See note (a) below)</i>	Gold level 20 hours on project
<p>One or two projects which are undertaken by the participant individually (not in groups) and are student-initiated and selected.</p> <p>May be supported by a mentor</p> <p>Includes some, but not necessarily all, of the features of the Gold award project.</p>	<p>A single project undertaken by an individual participant and which is self-initiated and involves</p> <ul style="list-style-type: none"> • Personal research • Developing awareness of one or more global issues • Working with others (but not as a group project) • Work outside school • Action to benefit others and / or the environment • Both local and global dimensions – and an understanding of how these interact • A presentation which includes advocacy/ persuasion or promotion (not simply awareness raising) to people including some outside school or family

	At Gold level participants undertake ONE project over a longer period of time. This encourages and requires greater depth of working and engagement.
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IGCA PROJECTS - FULLER INFORMATION

The IGCA project, which forms part of programmes at both Silver and Gold levels, is an opportunity for the individual participant to engage with

- one, or at Silver level one or two, limited topics within the overall programme
- selected by the participant and of interest and relevance to him/her
- working more clearly as an individual rather than as a member of a group (although this may be quite appropriate in other aspects of the Award programme at Silver and Gold levels)

and

- engaging with issues at greater depth or to a fuller extent and
- exercising more individual initiative, with less involvement of the mentor in providing ideas

than compared with the individual's personal Award programme at Bronze level and in other areas of the Silver or Gold level Award programme.

A project therefore addresses one topic relating to

- Understanding other cultures and outlooks
 - Reading books / newspapers
 - Watching TV and films
 - Internet research
 - Face-to-face encounters / conversations
 - Trips and visits

or

- Personal Global Footprint
 - Being good with money (including ethical shopping)
 - Environmental responsibility

Research and action

or to a combination of these.

Like all parts of the Award programme, it should embrace reflection, and will probably involve aspects of working with others.

It is possible, for certain participants and in some contexts, for the whole of the Silver level Award programme of the individual to be project-based. Indeed, it is possible – although it would require considerable ingenuity – for the Silver Award to be undertaken as one single project, including ALL components of the Award.

But including a project component of 10 hours ensures that ALL Silver participants have experience of deeper engagement with one or two particular topics or activities, and of working as an individual.

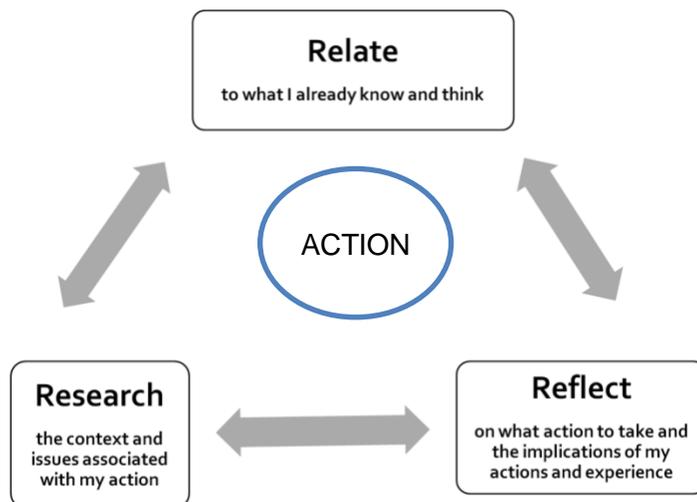
Please bear in mind that this is a personal development programme, and mentors should feel free to offer more support if this will enable a participant to get something out of the project rather than simply getting stuck.

In the Gold level project, the participant should be working more independently than in her/his Silver level project. Centres will need to consider whether it is appropriate to expect Gold level projects to meet a certain minimum standard of depth, to ensure the credibility of the Award at this level. (Remember that for the Gold level Award overall, the school should involve someone from outside the school to assist in deciding whether the individual participant receives the Gold level award.)

ADDITIONAL NOTES ON IGCA PROJECTS

1. Action

IGCA Silver projects will often involve action. Action forms an essential part of Gold projects. The IGCA model underpinning action is helpful here:



IGCA model of the context for action.

Action sits at the heart of, stems from and feeds into three inter-related elements: Research, Reflection and Relating knowledge and action to current views, attitudes, values knowledge and perspectives.

2. Things to remember

- At Silver level the time reckoned for the project component is 10 hours – although if participants wish, this can be increased by reducing the time spent assigned to the other separate components.
- This may include focus on one or two topics. (If more than 2 projects are undertaken within the time, then the individual projects will necessarily be superficial). This is in addition to 50 hours on the rest of the programme. The 10 hours includes time for research, reflection and any action.
- An IGCA project does not need to appear in a specific format. It does not need to be written up as a single piece of work, for instance. However, it is likely that any worthwhile project will include some written records such as research findings, summaries or reflections.
- This is not an academic project that would form a normal part of regular school work.

- While a project will probably include an element of “academic”-type research (for instance finding out information about an issue), it should also focus on the **participant’s experience** (for instance of working with others), **change in attitudes/values**, and their **reflection** on all aspects of the project. It is also likely to involve an element of **personal action** (for instance undertaking activities to persuade, promote or advocate; organisation of an event or activity; undertaking service or other form of community engagement; making a personal purchasing decision; undertaking a change in an aspect of lifestyle).
- Projects can include an element of presentation, when the participant tells other people about their findings, and describes any action and presents his or her reflections.

EXAMPLES OF PROJECTS

1. Investigation of issues associated with a significant purchase by the participant– for example a laptop, mobile phone or a pair of trainers

Research into the product –

- where it is produced
- where components, including chemical components, come from
- background to the manufacturing company – investigation of company website and any policies relating to sustainability / human rights / employment
- Research into conditions under which the product or its components are mined / manufactured – Internet search relating to the company and its producers
- Cost – and proportion of costs that go to workers in the developing world compared with
- What happens to the product when it is finished with? – possibilities of recycling? / or does it go to landfill? Consideration of any harmful effects associated with disposal.

Much of the research would be Internet-based, but there could also be direct enquiries to companies on specific points.

Research could include questions about the product to retailers – with an explanation by the participant of why they are interested in what they are asking about.

Project reflection could include discussing with friends/family and reflecting on an individual basis the pros and cons of the purchase – how necessary is it?

(In addition to the participant working out his/her own views, this raises questions with friends and family and therefore includes advocacy, or, in some cases, persuasion.)

Such a project may involve personal ethical questions, such as is this purchase justified?

2. Should I be a vegetarian / vegan?

Research into issues relating to food production such as

- Ecological considerations – the energy expended / land required to produce plants and animals as food
- Ethical considerations relating to welfare of animals reared for food

This could include contact/conversations with committed vegans/vegetarians to find out their views and thoughts – and also with confirmed meat eaters.

Consideration of any conclusions in relation to personal lifestyle and diet.

3. Associated with a service project already undertaken or about to be undertaken

Participants in a number of schools, including some Award centres, will be undertaking service projects – perhaps as part of a general school initiative (organised by the school or through an agency), or as part of IB Diploma CAS (Creativity, action, service).

Projects do not always involve a consideration of associated social or global issues but may focus on the practical activity.

An IGCA project could provide the associated research and thinking to accompany the practical service project.

This might include:

- Research on the local context of the project
 - why and how the project has been identified as necessary
 - how the community in which the project is being undertaken has been involved in identifying the need for and precise nature of the project
- Research on global issues associated with the service
- For an overseas project involving air fares, consideration of cost / benefit analysis of the project compared with providing funds equivalent to the air fares to the local community

4. Awareness and fund-raising and personal action related to a particular cause

Fund-raising for a particular charity or cause may form an appropriate component of the IGCA programme for students. Research on the cause for which funds are being raised and upon how needs are being addressed can be quite time-consuming. It seems quite appropriate, therefore, for a project to be based on such research.

This would include:

- Research about the issue being addressed for which funds are being raised (e.g. conservation of marine habitats; medical aid for children affected by a conflict in a particular country)
- Research about how an organisation/charity addresses the need (or a comparison of a number of agencies)

- Presentation of information to other people (advocacy)
- Organisation of fund-raising activity, involving working with others
- Reflection on what has been learned
 - about the cause or issue itself
 - people's attitudes to the cause
 - about working with others

5. Exploration of another culture or outlook – other than the participant's own

Understanding other cultures and outlooks is a component of the Award.

Developing this area of the programme at greater depth, and taking more time, could form the basis of a project. This could involve research of greater extent and depth on a religion (e.g. Islam, Judaism) or culture or a particular viewpoint (e.g. vegan, animal rights proponent, pacifist, fundamentalist Christian, Jihadist Moslem, Zionist Israeli).

It could take an issue and explore the different sides taken by people who feel strongly (for instance about a local project to undertake development of a piece of land, examining the views and arguments of conservationists, land developers and local politicians; or animal rights activists versus proponents of medical research in relation to a specific medical condition).

This could involve reading published materials, examination of websites and Internet discussion forums, watching videos and films.

Where possible and appropriate, this should involve some personal engagement with people holding a different view from the participant – through a questionnaire, direct questioning and enquiry by email, or personal interview.

In undertaking a project of this kind in the context of the IGCA, we need to bear in mind that this is not an academic project – although critical faculties and intellect need to be fully engaged. Development of a greater understanding of other points of view, being able to see the other side of an argument, empathy, developing personal passion and commitment are also important.

FURTHER REFERENCES ON PROJECTS

1. Cambridge International Examinations offers two qualifications in **Global Perspectives** which may be of some interest. These courses are formally assessed academic qualifications, including both internal and external assessment. They are used as qualifications for university entrance and therefore are rather different in purpose and intent from the IGCA. Nevertheless, the syllabus materials may be of interest, particularly for centres or participants where it is appropriate to give particular attention to critical thinking and academic research.

IGCSE in Global Perspectives – for students aged around 16. This includes research and group projects. The information about these may be of interest as background. The 2018-20 syllabus is available online at: <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>

Pre-U Global Perspectives and Research – for students aged 18, at the end of high school. This includes an independent research project, guidelines for which may be helpful in the IGCA context. But remember that Pre-U is an academic qualification, while IGCA is not.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-pre-u-global-perspectives-and-research-9777/>

2. Get Global! Is a toolkit for teachers undertaking projects in global citizenship with students aged 11 - 16. It uses a particular process with six steps:

Step 1: Get asking questions!

Step 2: Get an issue!

Step 3: Get more information!

Step 4: Get planning!

Step 5: Get active!

Step 6: Get thinking about it!

http://www.actionaid.org.uk/sites/default/files/schools_get_global.pdf

FURTHER INFORMATION ON THE IGCA

Further information is available in the following:

The [IGCA Website](#) includes links to relevant organisations, and further information about global citizenship more generally.

[The IGCA in action](#)

Case studies of how the IGCA is being implemented in a variety of centres

[The IGCA Reflection Guide](#)

The [IGCA Ning site](#) contains many practical resources and ideas for activities with students:
<http://igcaward.ning.com/>

For queries about the programme, and introducing it in your school contact:

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based on earlier documents February 2009, November 2006 (amended January 2007, September 2007, September 2008).

Incorporating amendments to the programme made in June 2014

www.globalcitizensaward.org