

أجائزة الدولية للمواطن العالمي 国际全球公民奖  
**Premio Internacional de Ciudadano Global**  
*International* **GLOBAL CITIZEN'S AWARD**

## Information for centres

**February 2009**

The IGC Award programme was offered by an initial group of pilot schools from September 2007 and over 150 participants in 8 countries received the bronze level award in May-July 2008. Additional centres have now joined the programme and others are most welcome to do so. Some minor changes to the bronze level programme have been made on the basis of experience during the pilot stage, and a silver award is operating from September 2008. A gold level award will follow in due course.

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 IGC Award 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 IB Store <http://store.ibo.org/>

[www.globalcitizensaward.org](http://www.globalcitizensaward.org)

## **The International Global Citizen's Award**

**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, and**
- **reflecting on their developing knowledge and awareness**

The award 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 co-equal citizens now
- set aside traditional ideas of the teacher as “expert”

### **The IGC Award**

- is for individual participants, aged 11-18 (though adults are welcome too!)
- encourages participants to be engaged as active global citizens now
- focuses on those aspects of global citizenship that relate to the everyday lives of young people
- is voluntary and non-competitive
- encourages all students to participate
- is awarded locally by individual centres, but using a common international model
- involves students fully in its operations
- is dynamic and embodies principles of global citizenship
- provides a systematic framework in which existing activities can be incorporated and recognised
- 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
- could simply not have happened before the development of simple and quick global communications.

The Award is distinctive in a number of respects:

- involvement of participants in operations of the Award itself, for instance in decisions on making the Award, and mentoring by silver and gold participants of participants at earlier stages
- a model that is designed to grow at grassroots level and to be low cost, with a minimum of central administration and bureaucracy
- aiming to embody principles of good global citizenship in its own operations.

## **Elements of the International Global Citizen's Award**

The award programme involves a commitment to action and development in four areas over at least six months:

### **Understanding other cultures and outlooks**

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

### **Personal Global Footprint**

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

Research and action

### **Working with others**

- Personal community service
- Advocacy, persuasion or promotion
- Active participation in decision-making

### **Recording and reflecting on change and development**

A diary / blog to record

- Research
- Views and perspectives
- Reflections
- Action taken

**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.

## **What organisations can become centres?**

Schools and other youth organisations, such as youth groups, are encouraged to become centres. Registration is a relatively simple process, and there are no complicated forms to complete. 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.

Initially, for practical reasons only, the language being used for administrative purposes and currently communication between centres is English, but centres can operate the programme in any language. As the number of centres increases, it is hoped that the use of other languages can be encouraged – and soon!

There are some charges to schools for participation to cover the modest central overheads (see below). If your school or organisation would like to participate but could not afford the costs, please contact the project director.

## **What it means to be a centre**

### **Centres**

- undertake to operate 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 coordinator / contact person responsible for introducing the scheme
- commit to involving students in the operation of the programme and making of awards
- undertake to share information, suggestions and ideas with other centres, through the Award's Ning social networking site
- feedback and contribute to the review and development of the Award
- agree to their participation as a centre being made public on the 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 (Costs are £100 per year plus £15 per student receiving the award)
- make the awards themselves, in a process involving participants, following the common international model,

**There are therefore 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 internationally, through providing information, contributing to the Ning website for centres, etc.**

The **International Global Citizen's Award 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

and, perhaps, be prepared to be a participant themselves.

**Communications** are by email and through use of the Award Ning space. Travel will not be 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.

## **Further information on practical implementation**

### **1. Elements of the award programme**

- **Understanding other cultures and outlooks**
- **Personal Global footprint**
  - Being good with money
  - Environmental responsibility
- **Influence and involvement with others**
  - Personal community service
  - 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, and their environmental impact – and their place within a global world.

### **2. A word on terminology**

The following terms are used here:

**Centre** a school, college or other organisation authorised to participate in the IGC Award programme and offer the IGC awards.

**Participant** anyone – young person or adult - 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.

**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.

### **3. The time commitment expected of participants**

The IGC Award 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).

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**, so the time available for each of the different elements is limited.

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:

	<b>Total hours</b>
• <b>Understanding other cultures and outlooks</b>	<b>10 – 15</b>
• <b>Personal Global footprint</b>	<b>10 - 15</b>
○ Being good with money	
○ Environmental responsibility	
• <b>Influence and involvement with others</b>	<b>15 – 20</b>
○ Personal community service	
○ Advocacy, persuasion or promotion	
○ Active participation in decision-making	
• <b>Recording and reflecting on personal change and development</b>	<b>5 – 10</b>

Note: All times include associated research.

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 service might be leading a conservation project to clear a local area of litter and debris. With associated research, this could count as both service and environmental awareness. 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.

## **5. 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 life and outlook of the participant**. The programme encourages participants to explore areas of their lives and to consider their implications for 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!

As it is impact that we are aiming for, it is not simply meeting the 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. One short key conversation with someone, thoughtfully prepared for and reflected upon, may have considerably more impact 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 IGC Award programme will require a different approach from participants.

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

## **6. More detail on the elements of the IGC Award programme**

### **6.1 Understanding of 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
- 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 and cultures 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 seeing that things are different.

**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
- Reading a book explaining one of the world's major religions
- Reading a short story or novel set in a different country or cultural background
- Reading a historical account of recent events in a different country
- Reading articles in newspapers / Internet articles relating to a particular country or aspect of culture
- Watching a documentary film on a different cultural group or country
- Listening to a visiting speaker from a different cultural or religious tradition

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 and outlook 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 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)<sup>1</sup> 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.

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<sup>1</sup> 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

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 or can be obtained by contacting the project director.

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

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.

## **6.2 Personal global footprint**

Global footprint is a development of the concept of ecological footprint articulated by Mathis Wackernagel and William Rees in 1996<sup>2</sup>. It loosely means the impact our activities have upon 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

### **6.2.1 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 produced or delivered, and/or which are not harmful to the environment and society. 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/>

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

the US website <http://www.betterworldshopper.com/>  
an Australian school website linking to resources <http://www.trinity.wa.edu.au/plduffyrc/issues/>  
and websites on fair trade e.g. <http://www.fairtrade.net/>

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
- 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 from renewable resources
- Buy green electricity

### **6.2.2 Environmental responsibility**

Participants become better informed about their personal environmental impact – 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
  - recycling paper, plastics etc
  - assessing environmental implications 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 established wildlife action awards, which recognise activities in this area. They publish a useful guide detailing activities some of which could be incorporated into the global citizen's award.

<http://www.rspb.org.uk/youth/makeanddo/do/actionawards/index.asp>

### **6.3 Influence and involvement 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 service.

This section involves three distinct types of activity:

- **Personal community service**

Global citizenship involves being a member of our communities at local, national and global level. Service can therefore involve work to benefit the community at any of these levels. Where possible, at least some of the service 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 service 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 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 IGC Award (for silver and gold level participants)

- **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 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).

and

- **Active participation in decision-making processes**, for instance in
  - a student council
  - 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
  - the operation of the IGC Award itself.

Active participation in decision-making should not be regarded as the same as leadership. It is taking part in shared decision-making that is involved here – something that all participants should be able to undertake.

#### **6.4 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.

But it is important that participants provide evidence of their developing knowledge and experience, and their reflection on it.

The programme therefore involves participants keeping a personal, individual diary (written, diagrammatic, or tape-recorded), blog or other record, reflecting on developing knowledge, awareness and actions as a global citizen. Participants may find they express their reflections most effectively in different ways. This is not an exam subject so it seems quite acceptable to consider other forms of expression. Participants can use any language accepted by the award centre.

It is in this record 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.

Some general points:

- Frequent 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.

## **7. 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. Centres visiting and contributing to the Ning space -will be an increasingly important aspect of the programme.

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

## **8. Further thoughts on practical implementation of the award**

### **8.1 Incorporating existing activities**

The purpose of the award 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. Indeed, part of the purpose of the Award is to give recognition to worthwhile activities already being undertaken, within a 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.

### **8.2 Ways of implementing the Award**

There is considerable flexibility in how the Award 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 IGC Award in conjunction with an exam-based course in Geography, Environmental systems, or another exam course which places a considerable emphasis on global issues
- Offering the IGC Award in conjunction with a regular timetabled lesson on Global Issues / Global Perspectives, or something similar

### **For younger participants**

Wherever possible, individual interests should be the basis for IGC Award activities and initiative 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 environmental impact), 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 environmental impact; 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 IGC Award – 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 IGC Award 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. 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.

### **8.3 Mentors**

Teachers would, inevitably and appropriately, be involved – perhaps as participants, as well as in other capacities. But in the context of the Award, the term mentor is used.

Mentors need not be teachers, of course. Parents and adults within the community can also be involved. 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 service 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.

### **8.4 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 IGC Award 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 IGC Award 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 IGC Award 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 the 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.

### **8.5 Involvement of participants in the programme itself**

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. 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.



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

## 8.6 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
  - **Understanding other cultures and outlooks**
  - **Personal Global footprint**
    - Being good with money
    - Environmental responsibility
  - **Influence and involvement with others**
    - Personal community service
    - Advocacy, persuasion or promotion
    - Active participation in decision-making

Participants should provide records and accompanying evidence to satisfy the centre

- provided evidence of their change and development during the programme, in a form or forms which the centre accepts (**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 Ning space, and to offer feedback on the processes of other centres.

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 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.

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!

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 an award programme offered and recognised around the world.

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. It is not an academic qualification, 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.

## **8.7 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.

## **9. A final word**

The IGC Award is a new and evolving project. Although the basic frameworks are now established, the intention is that they should be capable of change and evolution, on the basis of experience and 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.

### **FAQs**

#### **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
- 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.

Another difference for the centre 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 IGC Award programme is distinctive and new, the idea is to build on 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 service (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 might be a different emphasis for activities undertaken as part of the IGC Award programme. For instance, individual participants need to **reflect on what they are learning and how their views are changing in their "diary"/ blog**. This is not necessarily required in other activities.

Aspects of the academic curriculum might be able to contribute to the IGC award. 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, 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 undertake 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?

In relation to student development, a relatively small distance moved by someone unpromising is probably worth a lot more than a greater distance moved by someone who's predisposed to acting and thinking in this way.

The evidence available will include

- the participant's diary / blog / record
- conversations with the mentor/mentors
- 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.

**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.

One key feature of the programme is to involve students, so meeting of participants will probably be necessary, although how often depends on the school.

Some schools may wish to timetable some aspects of the award as an 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 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 some things required for those lessons might be compulsory.

**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 made 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. 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:                   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 centres are being asked for a contribution towards central project expenses. (Currently all work undertaken centrally is on a voluntary basis). This is £100 per centre per year.

There is an additional charge of £15 per person given the award. This covers the cost of the Award item and despatch by post, and part is used to make a donation to a charity selected by the participant.

There is an additional charge for award items despatched by courier – which is advisable in many countries.

Costs of participation and the charge per Award recipient will be reviewed from time to time.

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.**

**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)
- receive a specially commissioned but modestly priced object ethically produced in another country
- 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)

## **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](mailto:boyd.roberts@globalcitizensaward.org))**
- **Contact the project director, who will forward**
  - **a registration form** (to be signed by the head of the school or organisation)
  - **a document to assist schools in planning to introduce the Award**
  - **Details of access to the Ning site**

### **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 <http://store.ibo.org/>

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

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[www.globalcitizensaward.org](http://www.globalcitizensaward.org)

أجائزة الدولية للمواطن العالمي 国际全球公民奖  
**Premio Internacional de Ciudadano Global**  
*International* **GLOBAL CITIZEN'S AWARD**

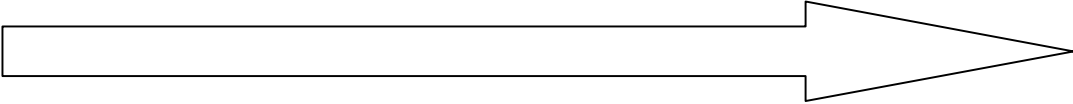
## Outline of requirements at bronze, silver and gold levels

**General notes:** In all areas and at all levels, the focus is on **personal development** during the programme, and not on achieving or demonstrating a specified level. The programme 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.

The IGC Award is a grassroots project that draws on the experience of participating centres. This outline will therefore be modified on the basis of experience and feedback.

<b>Elements and aspects of the Award</b>	<b>Award level</b>		
	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
Minimum age to begin the programme	11 years	13 years	16 years
Minimum length of participation	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	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><b>Understanding other cultures and outlooks</b> <b>10 – 15 hours</b></p> <p><b>Personal Global footprint</b> <b>10 - 15 hours</b></p> <ul style="list-style-type: none"> <li>○ Being good with money</li> <li>○ Environmental responsibility</li> </ul> <p><b>Influence and involvement with others</b> <b>15 – 20 hours</b></p> <ul style="list-style-type: none"> <li>○ Personal community service</li> <li>○ Advocacy, persuasion or promotion</li> <li>○ Active participation in decision-making</li> </ul> <p><b>Recording and reflecting on personal change and development</b> <b>5 – 10 hours</b></p>		



	<p>At all levels, activities undertaken as part of other programmes, e.g. IB MYP service, IB Diploma CAS, International/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. 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 the following are expected:</p>  <ul style="list-style-type: none"> <li>Increasing independence</li> <li>Increasing personal initiative</li> <li>Increased participation in the Award processes itself</li> <li>More extended involvement and engagement with global issues</li> <li>Greater depth of research achieved by greater focus on fewer and more limited aspects of topics</li> <li>Greater depth of reflection</li> <li>Ability to see interconnections to a greater extent</li> <li>Greater maturity, as student become older</li> </ul> <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>

	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
<b>Understanding other cultures and outlooks</b>	<p>Evidence of developing general awareness of different cultures and outlooks.</p> <p><b>At least one</b> (brief) <b>personal encounter</b> 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 <b>two</b> cultures / backgrounds different from participant's own</p> <p>Significant engagement at a <b>personal level</b>, 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</p> <p>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
<b>Personal global footprint</b>	Being good with money	<p><b>Develops</b> a greater general but <b>personal</b> 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 <b>developing</b> awareness and concern about the human and environmental background of goods and services purchased or used.</p> <p>Shows evidence of <b>personal spending</b> 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 <b>increasing</b> care in spending/purchasing with regard to impact on the environment and on others. Demonstrates a sound and <b>developing</b> 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 <b>developing</b> interest in and knowledge/awareness of</p> <ul style="list-style-type: none"> <li>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)</li> <li>indirectly (e.g. by awareness of environmental impact associated with production of goods and delivery of services used or purchased)</li> </ul> <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>		

		<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
<b>Working with others</b>	Personal community service	<p>Service may be undertaken inside or outside school.</p> <p>Service activities may be arranged by others (e.g. mentor), and may involve working in a group.</p> <p>Service 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>Service can be composed of a number of short activities during the period.</p>	<p>At least <b>some</b> service should be</p> <ul style="list-style-type: none"> <li>undertaken outside school</li> <li>initiated and arranged by the participant</li> </ul> <p>Where possible, should include at least some direct personal service to person/people benefiting.</p> <p>Service should involve at least one more extended activity – longer in duration (e.g. one or two days; or continuing over several weeks).</p> <p>Mentors bronze level Award participants on a regular basis for at least 3 months.</p>	<p>Service is</p> <ul style="list-style-type: none"> <li>initiated and arranged by participant to reflect personal interests and needs he or she has identified</li> <li>involves some direct personal service to person/people benefiting</li> <li>project-based</li> </ul> <p>(See project below)</p> <p>Mentors 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 service –</p> <ul style="list-style-type: none"> <li>learning about global issues involved, and the relationship between the local and the global</li> <li>learning about others and about themselves</li> </ul> <p>Every effort should be made to discourage notions of “helping people” which are patronising and promote or perpetuate stereotypes.</p>		
	Advocacy, persuasion or promotion	Evidence of persuasion or advocacy among friends or family	Evidence of at least one attempt to influence people not known well by the participant	Evidence of a number of deliberate attempts to exert influence on others over the period of the award programme. A significant

<b>Working with others contd.</b>				presentation forms part of the project.
	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.			
<b>Recording and Reflecting on change and development</b>	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>	
	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 in all cases.	Mentoring is less extensive, and should not always be initiated by the mentor.	
Project	None required, although participants may chose to work on a project basis. Projects, if undertaken, may be suggested by mentor, and may be undertaken in groups.	Individual project which is student-initiated and selected.  May be supported by a mentor  Includes some, but not necessarily all, of the features of the gold award project.	An individual project which is self-initiated and involves <ul style="list-style-type: none"> <li>• Personal research</li> <li>• Developing awareness of one or more global issues</li> <li>• Working with others (but not as a group)</li> </ul>	

Project continued			<ul style="list-style-type: none"> <li>project)</li> <li>• Work outside school</li> <li>• Action to benefit others and / or the environment</li> <li>• Both local and global dimensions – and an understanding of how these interact</li> <li>• A presentation which includes advocacy/ persuasion (not simply awareness raising) to people including some outside school or family</li> </ul>
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	Certificate Wooden plaque plus nominated £10 charity donation.	Certificate Award item plus nominated charity donation	Certificate Award item plus nominated charity donation

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