

## 13 Programmes and awards

**S**chools should celebrate and give recognition to what they value, and this should certainly apply to global citizenship no less than other areas. Offering a recognition programme indicates the school's commitment. Conversely, not doing so may send other messages. Here we shall be looking at established programmes that seek to promote and offer some form of award or acknowledgment of the development or expression of global citizenship in individual students in schools. This is a very small field currently, so we shall begin by considering some programmes in related areas that may be helpful to schools who are considering developing a programme.

IB programmes aim to develop “international-mindedness” in students, and some initial research has been undertaken on their effectiveness in doing so (for example, Hinrichs 2003; Simandiraki and Yao 2004). But international-mindedness is not specifically assessed or evaluated in the Diploma Programme, for example. It can also be argued that global citizenship should go beyond international-mindedness as articulated by the IB.

The European Council of International Schools offers each member school the possibility of making an award for international understanding to one of its students each year. Similarly, the Council of International Schools International Student Award can be awarded to individuals or groups of students in each of its member schools for a project that contributes to “internationalism” in the school community. These awards are not for global citizenship as such, but for closely related characteristics. The East Asia Regional Council of International Schools offers a specific global citizenship award. But, however worthy the recipients, the programmes involve recognition of one or a few students only, and are therefore competitive to an extent. They are also awarded in retrospect, and in that sense do not directly promote development of students, but recognize characteristics already expressed.

ASDAN (Award Scheme and Accreditation Network) in the UK has pioneered a comprehensive array of awards in non-academic areas of student life. Although there is no award in global citizenship, a number are of general relevance, including International, Active Citizenship, Citizenship in Action, and Community Volunteering awards. Awards are

related to the UK context but a number of non-UK schools are registered centres. The materials and approach may be of interest to schools developing their own programmes.

Boy Scouts of America offers a *Citizenship in the World* badge (US Scouting Service Project 2006). There is an emphasis on constitutional matters and academic research, which does not relate closely to global citizenship as we have described it.

Let us now look at programmes specifically designed to foster global citizenship as described here.

### ***The Finnish Global Citizenship Maturity test***

Launched in 1994, this initiative of the Finnish United Nations Association (UNA) is the earliest attempt I have encountered to promote and recognize the development of global citizenship. Open to anyone in the world, over 1,700 people aged 8 to 80 have passed it. The programme, lasting up to 10 weeks, involves self-directed learning individually or in groups. Participants select a theme for their work, and notify the Finnish UNA. They undertake research, approaching it from international, national, local and personal perspectives. Research is recorded in an in-depth study, and an accompanying diary is used for personal critical reflection. Having acquired a measure of expertise on the chosen theme, the participant (or group) communicates to others using any means, for example, directing a play, arranging meetings, writing articles, or organizing an exhibition. After self-evaluation, a comprehensive portfolio of materials is collated and sent off to the Finnish UNA, and satisfactory completion leads to the award of the certificate to the individual or group (Allahwerdi and Rikkinen 2002; Global Citizenship Maturity Test). At the time of writing it was unclear whether the programme is still active.

### ***Qualifications in global citizenship***

Cambridge International Examinations offers academic qualifications in global issues (as outlined in chapter 8), but currently, I know of no qualifications in global citizenship at school level. Higher education appears to be leading the way in this area with a number of institutions offering programmes, notably in North America. These include Lehigh, Franklin Pierce and Drake Universities, and the University of Delaware. These programmes are touched on here because they may give us ideas to use in our school contexts. They lead to certificates and may include required core courses, electives chosen from a range of courses with

global elements, seminar participation, study abroad and service learning. Lehigh requires participation in an intersession travel experience during which students “experience the challenge of negotiating otherness” and are confronted with the “human face of globalization”.

In Canada, the University of British Columbia, which gives considerable emphasis to global citizenship, offers an interactive online course on global citizenship to its students and to those of partner universities abroad.

The Academic Certificate of Global Citizenship at Mesa Community College, Arizona, comprises relevant academic courses plus research, study abroad or participation in the Model United Nations. Drake University's Global Ambassador Program, one of the most comprehensive, includes a course in intercultural communication, second language study, participation in events and activities related to global citizenship on campus or in the community, and service learning. It also includes a group learning experience in preparation for a group project to educate the campus and/or community about a global issue or cultural perspective.

Some universities are showing considerable commitment to promoting and recognizing global citizenship. Although, as indicated, there is a considerable and understandable academic core to the courses, some are innovative and give laudable attention to changes in perspective and practical action.

The following case study describes a programme in a school in Canada to recognize its students' involvement in “global education”.

## CASE STUDY

THE FATHER BRESSANI CATHOLIC SECONDARY SCHOOL/ONTARIO, CANADA

### Global Education Certificate programme

The school was designated a School for Global Education by its board of education in 1997 and undertook a wide range of initiatives to enhance its global dimensions. Among these, regular courses were reviewed to incorporate global education elements and some were designated as “globalized”. A “global co-op” programme was also introduced, in which students had four-month placements in a company, organization or NGO considered “global”.

A programme was introduced offering a Global Education Certificate and plaque for graduating students who:

- ▶ enrolled in “globalized” courses
- ▶ fulfilled the school’s community service requirement with a global dimension, or took part in the global co-op programme
- ▶ wrote a 2,500-word extended essay on a global topic.

A programme of the kind outlined above (based on a longer case study by De Caria et al (2004)) could be readily adapted to other school contexts. Here there is a substantial academic emphasis and the commitment to action related to global citizenship is limited. But it indicates how a programme of recognition of global engagement can be devised.

We now come to the only programmes I know of that are specifically concerned with promoting and recognizing the development of global citizenship in numbers of individual students in schools. (The EARCOS award is for a single student per school.) (I will be delighted to hear about any others.) The first, described in the case study below, is a well-established programme started by a school in Australia.

## CASE STUDY

RAY BYWATERS/BANKSIA PARK INTERNATIONAL HIGH SCHOOL/SOUTH AUSTRALIA

### Global Citizens Medal

From its inception in 2003, Banksia Park International High School has celebrated over 100 successful recipients of the school’s Global Citizens Medal (GCM). The medal aims to develop students equipped with the capacities to operate as well-rounded citizens in an increasingly global world.

In establishing the medal, the school did not want yet another school prize or exclusive programme. The aim was to build social capital by celebrating students’ investment and commitment to a range of activities in the local and global community. Therefore every student would have an opportunity to apply for a GCM.

Students are central to the process and are responsible for demonstrating that they meet the qualities outlined in the GCM Recipients Declaration. The first part involves the student using an electronic template to document/verify participation in local, state, national and global activities. Each student develops a GCM portfolio, and embedded personal reflection/self-assessment empowers students to recognize their qualities. Finally, students undertake a 15-minute presentation demonstrating their worthiness for the medal before a panel, which comprises a community member, a family

member, teacher advocate, a “critical friend” from the senior year level and a junior school observer.

Critical to the programme's success is a dedicated manager/coordinator and a team of teachers, who mentor students in their GCM application and demonstration. Teachers involved remark that the process “adds to the confidence of the applicant”, “provides extra encouragement and support”, “enables students to recognize that we are proud of their non-academic achievements and appreciate their accomplishments” and “recognizes the caring that occurs between teachers and students”.

An understanding of what the medal entails is promoted by involving members of the school's community in the final presentation/demonstration. A community member stated: “It gave me the opportunity to see first-hand the process and, in doing so, set me up as an advocate for the GCM.” Another commented: “It gave community members, who may not be familiar with schools, the opportunity to see the high calibre of young people.” Similarly family members, when asked to express the panel experience in one word, responded with “proud”, “impressive”, “privileged” and “enlightening”.

By establishing a collaborative approach, underpinned by trust and caring, the final part no longer involves traditional tools of measurement and testing and instead is a genuine celebration of a student's citizenship. As one student reflected: “When it came to the demonstration I wasn't as worried or nervous as I thought. It helped knowing that I wasn't going to be graded.”

Research indicates that Banksia Park International High School's Global Citizens Medal is successful because:

- ▶ all students can apply
- ▶ there is no limit on the number of GCM recipients
- ▶ the processes used are non-competitive
- ▶ students are responsible for, and involved in, the process
- ▶ one person is responsible for managing the whole process
- ▶ a team of teachers provide continuous support and guidance
- ▶ self- and group assessment affirms the application process
- ▶ school and community members are integral participants in the presentation/demonstration
- ▶ the demonstration process promotes the medal in the school and wider community
- ▶ a GCM high quality package (a presentation folder, engraved medal and personally signed parchment by the Federal Minister for

Education, Science and Training) has been developed collaboratively by students

- ▶ students are able to demonstrate their personal skills, understandings and dispositions in a real-life learning context.

The GCM is highly sustainable within the school. Another secondary high school in South Australia adopted the programme in 2005 and continues to attract student participation. Now in its sixth year, the GCM is a recognizable and intrinsic feature of Banksia Park International High School. For more information visit: <http://www.bphs.sa.edu.au/wbpgs/1-10@24/10/docs/GlobalCitizen-final.pdf> archived at <http://www.webcitation.org/5XcNz1GsJ>.

The second programme, while sharing much of the underlying thinking with the GCM, has a different approach.

### ***The International Global Citizen's Award (IGC Award)***

The IGC Award encourages and recognizes a commitment by individuals to develop as global citizens. It starts with and relates directly to the everyday lives of young people as global citizens now, and embraces both personal lifestyle and community engagement. The programme develops awareness, community participation skills and global citizen action, all in the context of continuing reflection, over a minimum of six months. It is concerned with nurturing new perceptions and perspectives, with attitudes and values, and different ways of seeing the world and others. The programme is open to participants aged 11 and over (with no upper age limit) and, although some of the activities may be undertaken in groups, the award is to individuals.

The IGC Award is an international grass-roots project, operated by individual centres (not necessarily schools), using a common model that they are helping to shape. Launched in Shanghai in November 2006, and piloted in the 2007–8 school year, it is being offered in 16 centres in 12 countries in 2008–9 (Roberts 2006, 2007, 2008).

The award promotes and recognizes change and development of individual students as global citizens, not the “standard” reached. It encourages and recognizes the quality of the journey—not distinction, academic attainment or outstanding leadership. The programme involves real, authentic engagement by students *in* global citizenship. It is voluntary (as it requires making lifestyle changes) and non-competitive. The more students who participate, develop and receive the award, the better.

Participants are fully involved in each centre's programme. Adults are mentors and guides, rather than "experts", and some schools are using non-teachers in mentoring roles. In Amman Baccalaureate School older students mentor younger students, and this is to become a key feature of the programme.

There are four areas of the programme.

### 1. Understanding other cultures and outlooks

While this can include reading, internet research, watching films or television, direct personal interaction is also required. Personal encounters can include talking to people in the school or local community (a structured interview format has been developed), or during international visits, or interactions with other IGC Award participants. It is the depth and quality of encounter that is important. Coming to appreciate something of the world view of others, our own is changed.

### 2. Personal global footprint

Participants research and review their impact—or "footprint"—in two areas of their daily lives:

- **being good with money**—the impact of how we spend our money on other people and the environment, and
- **environmental responsibility**—focusing on personal environmental impact.

After their research, participants consider and take action, for example, reducing their use of resources, recycling and changing buying habits.

### 3. Influence and involvement with others

This section is concerned with three ways in which students can work with others, in areas relevant to global citizenship:

- personal community service, including environmental action
- advocacy, persuasion or promotion—relating to an appropriate cause, for example, at home, among friends, within school, by writing to a politician
- active participation in decision-making processes, for example, in a group project, or the IGC Award itself.

### 4. Recording and reflecting on change

This pivotal element involves keeping a personal log or journal (in any format), in which participants reflect on developing knowledge, awareness and actions as a global citizen. Where appropriate, and within

students' capabilities, this is intended to be hard-headed and to employ critical faculties fully. Participants are also encouraged to reflect on their experience of working with others and on their developing understanding of other cultures and perspectives, and themselves. This element is critical in encouraging and attempting to access development in attitudes and values.

Although ambitious in many ways, the award programme involves a limited time commitment, averaging around two hours a week. Depth of engagement and the impact of activities are therefore important. Relevant existing programmes and activities can be incorporated, including curriculum work, service elements and activities within organizations, for example, Roots and Shoots. However, it involves all participants in doing something new.

The initial programme, "bronze level", involves participation for a minimum of six months. Bronze recipients can proceed to more demanding "silver" and "gold" levels, developed by the project director and centres to form an overall progression. These involve increasingly challenging personal projects leading to action, and engagement in greater depth and focus with issues and other cultures. Participants in silver and gold will also act as mentors to bronze participants.

Any school with access to the internet can become a centre, and costs are low. Interactions between centres and with the central administration (currently voluntary) are electronic, and no travel is required. Each centre runs its own programme and makes its own awards using the common international model, but reflecting the local context. Centres are expected to share practice and ideas with others, to contribute to the development of the programme itself and to an evolving international understanding of global citizenship.

Centres include national, international, state, independent, IB and non-IB schools, and an organization concerned with service learning. Experience during the first year has been very encouraging, with over 150 participants receiving the award. Centres welcome the combination of flexibility and structure, but, following feedback, additional materials are being developed to assist in planning and student reflection for those centres wishing to use them. New ways for centres to share perspectives will also be trialled.

Participants have organized the first fair trade event in Qatar, convinced parents to change to energy-efficient light bulbs, helped to construct a school in Tanzania, given assembly presentations about global issues, and



found out about Indian culture in the local community and in a visit to India. They have reflected, commenting that the award has stimulated them to do new things and to acquire new perspectives and understandings as global citizens. Perhaps surprisingly, one of the most common challenges has been developing students' understanding of other cultures, illustrating that simple membership of a diverse community does not necessarily lead to deeper intercultural understanding.

It is hoped that all participants who stay the course will receive the award. Participants share in the decisions on who receives the award, with mentors, and, in some cases, parents and others. Experience is that students are serious, fair and scrupulous. Some bronze level participants are engaged on the silver award from 2008, and gold will be introduced in 2009.

On the basis of the first year, centre coordinators comment:

*"The project was an interesting one and ... the students were more internationally aware citizens than before they embarked on the project. It has encouraged them to participate in more international activities city-wide. The project has enriched and motivated the students on their personal global citizenship journey."*

*Martina Hedges, Broadgreen High School, Liverpool, UK*

*"The award has added to participants' experience and changed their view of their surroundings, making them aware of the need for a change and how they can make a difference."*

*Abdel Razzaq Najjar, Amman Baccalaureate School, Jordan*

*"When we found a subject/cause/topic that really fired our students, we were able to explore it in-depth and perhaps allow them to become passionate and involved in something they found worthwhile."*

*Katrin Bizier, The English Academy, Kuwait*

*"It's a wonderful opportunity for students to broaden their horizons and to gain exposure in those areas that are already so important to many of them. It's a wonderful complement to the academic experience that I imagine most of the participants are already undertaking."*

*Leslie Lichtenstein, St Timothy's School, Stevenson, Maryland, USA*

Further details, including information on how to become a centre, are available at <http://www.globalcitizensaward.org>.

