



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

Session Goals

- Explore (and possibly explode) our concepts of *global citizenship* and *student leadership*, particularly the function of a school's *student council*
- Introduce a four-part model for global citizenship with flexible applications for teachers and schools (International Global Citizens Award).
- Challenge each other to consider ways to include meaningful global citizenship learning through channels that already exist in their schools.
- Share ideas, successes, solutions



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- Overview of case study and model
- Strategic energisers
- Influence, leadership and service—student council skills
 - Decision-making
 - Strategic planning
 - Self-awareness and effect on others
- Reflections
- Q & A with Boyd Roberts (via FaceTime)



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A case study: multiple goals

- Revive Middle School 'student council'
- Focus on global citizenship (MSA objective)
- Transform image of leadership
- Explicitly teach skills to 'get things done'
- Reward self-transformation of attitudes
- Offer an elective course to do all of the above



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Why the IGC Award Framework?

1. Understanding other cultures and outlooks
2. Personal global footprint: being good with money and environmental responsibility
3. Influence and involvement with others
4. Recording and reflecting on change



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- ‘Teachers doing’ does not always lead to students learning.
- How do we judge the success of . . .
(*your school’s name here) mission to “encourage . . .socially responsible world citizens”?
- Our intentions may be noble; but what do we expect, and how do we know it’s working?



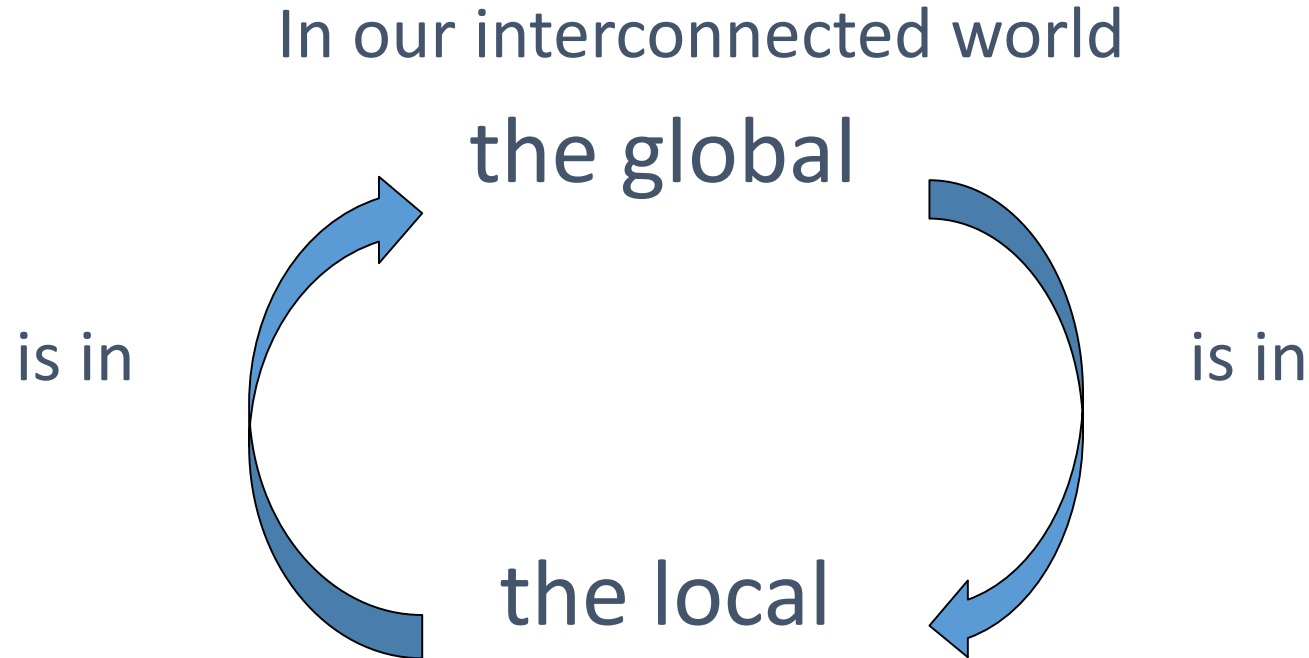
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IGC is an international programme to promote and recognise development of young people, aged 11 and above, to become better global citizens.

IGC provides a helpful framework for this learning.



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We can get a sense of the global by examining the local with an informed “global gaze” (Harriet Marshall, University of Bath).

Subject classes usually . . .

- Focus on “content” – knowledge and skills
- Induct students to the methods of an established discipline
- Are led / taught / assessed by experts
- Prepare for future application

Global Citizenship should. . .

- emphasise attitudes and values
- emphasise action and participation
- recognize that students, like adults, are co-equal citizens
- set aside traditional ideas of the teacher as “expert”

Not education **for** ...

but

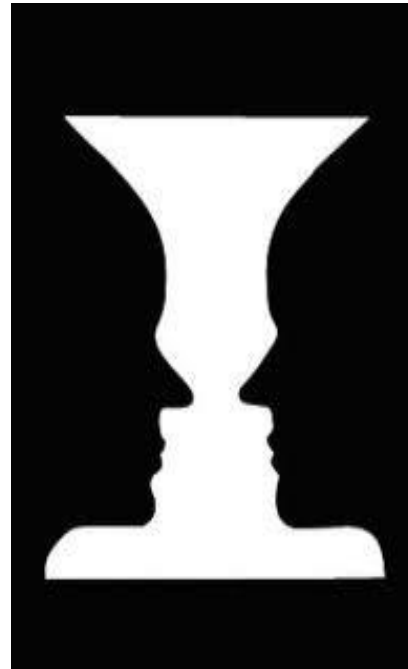
real, authentic **engagement in**

global citizenship



The IGC Award encourages young people to become better global citizens by...

Area 1: Finding out more about other cultures and outlooks



The IGC Award encourages young people to become better global citizens by...

Area 2: Finding out more about how their everyday lives affect the environment and the lives of others



The IGC Award encourages young people to become better global citizens by:

Area 3: Taking small actions and influencing others to make the world a better place





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- is a voluntary programme
- starts with students' everyday lives
- concentrates on values, attitudes and action, all related to global citizenship
- promotes and recognises change and development
 - not the “standard” reached
- is locally awarded with involvement of participants

*“Do your little bit of good
where you are;
it’s those little bits of good
put together that
overwhelm the world.”*

Archbishop Desmond Tutu



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- Affirms that students are not future citizens but citizens **now**.
- involves students in all aspects
- promotes authentic engagement and personal experience



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Recording and reflecting on change and development

“Blog” in any format and language allowed by the school; records changes in knowledge, action and awareness

Reflection individually or with peers, or mentor - in writing / orally



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Awards made at

- Bronze level (6 months min.)
- Silver level (12 months min.)
- Gold level (18 months min.)



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Why an award?

- It shows the school takes it all seriously – that it matters

And we should assess and recognise what we value.

- It recognises and encourages development of **individual** students.
- It encourages and motivates participation.



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Why a local award?

- Gives centres “ownership”
- Allows for local variations and interpretations
- Enables participants to use any language
- Keeps down bureaucracy and costs
- How could something like this ever be credibly awarded centrally and internationally?
- Can embrace existing programmes and activities



Ways of Implementing the Award

St Timothy's School, USA

Older, able students

Announce the Award requirements, and invite individuals to compile evidence that they fulfil these. Provide mentor support.

Academia Británica Cuscatleca, El Salvador

Operate as an after school club, with opportunities for activities within the regular timetable.

Sotogrande International School, Spain

Amman BaccaLaureate School, Jordan

Incorporate existing curricular and service work within the Award framework, with additional elements added.