



**The Global University: The Role of the Curriculum** argues that high quality higher education should be concerned with preparing students - ethically and intellectually - for active global citizenship.

Students increasingly regard this preparation as vital for their future. There is evidence that many of them see it as a hallmark of quality higher education, and actively select courses that feature practical and academic responses to global issues and questions. Recognising their own social and environmental impact in an interdependent world, they are concerned about how their studies prepare them for their future.

Curriculum leaders have a vital role to play in designing and delivering courses and modules that equip students with this global perspective. With this in mind, this book:

- discusses the concept of global perspectives in diverse higher education curricula
- records ways that global perspectives can feature in the curricula
- explores the values of innovative approaches, including experiential and participatory learning
- showcases examples of good practice in teaching and learning.

Higher education colleagues from a range of institutions present their work to illustrate how the curriculum can contribute to a global university and build on the pioneering work of the Development Education Association and champions in higher education to forward this agenda.

**The Global University: The Role of the Curriculum** is aimed at curriculum development teams and academics concerned with the delivery of high quality higher education curricula. It is the first in a series of three publications exploring aspects of "The Global University".

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# The Global University

*The role of the **curriculum***

**Doug Bourn, Aileen McKenzie, Chris Shiel**

Development Education Association  
December 2006

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**UNIVERSITIES NOW  
HAVE SENIOR  
OFFICIALS AS  
HIGH AS  
PRO VICE-CHANCELLOR  
TASKED TO ENSURE  
THEIR GLOBAL  
PRESENCE**

Whole administrative departments  
have been created to promote  
this globalising endeavour.

**The Global University**  
*The role of the **curriculum***

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Doug Bourn, Aileen McKenzie, Chris Shiel

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# PREFACE

**The Global University**  
*The role of the curriculum*

'Internationalisation' and its variant 'internationalism' (or 'globalisation' for that matter) are new words which have very recently passed into common parlance in the university. Universities now have senior officials as high as Pro Vice-Chancellor tasked to ensure their global presence. Whole administrative departments have been created to promote this globalising endeavour.

Internationalisation in higher education has, however, been driven to a great extent by the recruitment of students from abroad to study in the UK. In the last 10 years the marketing of our higher education overseas has made significant financial returns to the sector. Some even perceive higher education abroad as big business.

Thankfully, it is becoming increasingly clear to us that the main benefits of the globalisation of higher education are not financial (as valuable as that may be) but intellectual and cultural. The coming together of people from different parts of the world to study has the potential to form creative global communities that learn to interact and collaborate in new and previously incomprehensible ways. Such is the dynamism of life in the 'global village'.

I for one have been concerned that the presence of students from other cultures within Britain has not markedly fostered the kind of intellectual and academic interchange that transcultural opportunities to study at our universities should bring. A familiar 'ghetto-isation' occurs when groups from other countries cohere and live among us with very little to do with local life and culture. We, in turn, lose valuable opportunities to understand other cultures especially since there is a general waning of interest in learning other languages and the commensurate inability to read other texts. It is the inverse of the western tourist who goes to the heart of China or India amidst a range of local cuisine options but seeks out a McDonalds meal as first preference. The isolation from British life and culture is often governed by overseas students needing to live in the poorest part of our cities in order to make education in Britain affordable. This kind of segregation out of necessity, not freedom, undermines intellectual and cultural interchange.

This general concern brings us to the purpose of this collection of essays which focuses on the globalisation of the university itself; its vision and purpose. It is particularly concerned about how the university conceives and shapes its curriculum to include the dimension of the global and international. It could be argued that a university's curriculum is the best indicator of its international character or lack of it. The authors, therefore, point us to the curriculum time and time again and not the number of international students the university has, or even the number of campuses abroad it has managed to establish.

These essays contain some very helpful examples of how the curriculum can locate the international in the local. It does not pretend to be a comprehensive collection of good practice in Britain but it contains enough to stir the imagination. We are, therefore, indebted to the compilers of this insightful collection.

**Professor Gerald J Pillay**

Vice-Chancellor and Rector  
Liverpool Hope University



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The role of the *curriculum*

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### Introduction

University staff are often involved in an array of initiatives that underpin and inform curriculum development. As stated in case study 4.4 'Institutional and intellectual developments as much as student interest and changing patterns of post-degree employment and student travel have fuelled this change'.

These case studies point to three types of driver in the integration of global perspectives in the curriculum:

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### [Curriculum development] influenced by students or faculty initiatives

motivated academics working together, sometimes with their students, to develop global perspectives programmes, courses and modules.

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### [Curriculum development] influenced by university-wide initiatives

university-wide programmes; corporate plans, Teaching and Learning Strategies; multi-disciplinary approaches; student programmes.

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### [Curriculum development] influenced by networks and external initiatives

support networks; communities of practice in the UK; strategic work with other organisations and institutions; and collaboration with colleagues around the world.

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### Ways forward

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# ENSURING HIGH QUALITY LEARNING IS AT THE HEART OF ALL HIGHER EDUCATION INSTITUTIONS.

This means that the methods and forms of learning must develop, challenge and enhance students' understanding of the world.



## SECTION 1 INTRODUCTION

Dr Douglas Bourn  
Director  
Development Education Association



# 1 Introduction

## Globalisation poses many challenges for higher education

Economically, globalisation creates a greater flow of markets and labour. The skills graduates will require to live and work in a global society and economy are very different from the skills required even a decade ago. Learners need to be confident in their ability to deal with complexity and uncertainty, and skills in critical thinking must be central.

To live and work in a global society requires more than excellent ICT skills or learning another language. In a world of rapid change, instant communication and growing interdependence the ability to reflect, understand and listen to range of voices and perspectives also becomes essential. These approaches are particularly reflected in the case studies from Bournemouth, Leeds Metropolitan and Gloucestershire (2.1, 3.2, & 4.7).

Globalisation also impacts on how as individuals we see ourselves in relation to the world in which we live, be it in terms of identities, culture, personal and social interactions. (Niezen 2004, Tomlinson 1999)

As Cliff Allan from the Higher Education Academy has commented, "higher education has a key role in creating a student experience, which nurtures the global citizen of tomorrow, which enables students as graduates to make positive contributions to a global society and economy".<sup>1</sup>

The Higher Education Funding Council for England Strategic Plan for 2006-11 notes the key role higher education plays and must increasingly play within the UK's 'knowledge economy' including acting as 'a major force for securing a democratic and inclusive society.'<sup>2</sup> Central to this plan are the following themes:

- the impact of globalisation and the need for high level skills to respond to the changing nature of the global economy
- widening participation particularly from under-represented communities
- enhancing excellence in research, learning and teaching
- start increase the impact of the higher education knowledge base to enhance UK economic development and the strength and vitality of UK society.

This publication aims to address these challenges through demonstrating the central role that 'global perspectives' can and should play within the curriculum and life of a higher education institution. It builds on the work of the Development Education Association (DEA) with universities and non-governmental organisations that was brought together in the 'Global Perspectives in Higher Education Project' (2000-04).

Curriculum guidance in the form of generic and indicative learning indicators, partnership initiatives with a range of higher education institutions, and support from policymaking bodies were successful outcomes of this work.<sup>3</sup> The project culminated in a national conference on 'Graduates as Global Citizens' in April 2005.<sup>4</sup>

## A global perspectives approach broadens understanding

Global perspectives approaches help us to:

- understand our own situation in a wider context
- make connections between local and global events and scales
- develop skills and knowledge to interpret events affecting our lives
- learn from experiences elsewhere in the world
- identify common interests and explore wider horizons.

These case studies demonstrate that there is no single model for introducing global perspectives in higher education. The drivers for integrating this approach into the curriculum have led to many interesting and successful initiatives. The HEFCE strategic plan states: "in the context of globalisation, the value of an international dimension to the curriculum and the connections of HE with other parts of the world should be further supported within the sector."<sup>5</sup>

In rethinking courses and curriculum development, how one understands views and perspectives from diverse cultures and countries and connections to the wider world become critical. This publication argues that overseas links and connections with other institutions are not enough in themselves. Good, successful international partnerships are built on recognition of mutual learning. Opportunities for students to gain different perspectives on understanding a subject are essential. Initiatives such as those at Northumbria, Glamorgan and University of Chester (3.6, 2.2 & 3.5) demonstrate clearly the added value of such approaches.

There is now considerable evidence from opinion polls, research and social movements that young people are keen to engage with global issues.<sup>6</sup> Many students want to be active global citizens; they are passionate about combating global poverty and wish to address the threat of climate change. Many would like to spend part of their studies working or volunteering in a 'developing country'. Courses that address wider world issues are welcomed by students. The Newcastle-upon-Tyne Medical School and Leeds case studies (2.4 & 2.3), for example, demonstrate this student demand.

Such courses can also be a selling point for students whose cultural origins lie outside the UK. Therefore recognising global issues and perspectives can be a mechanism for widening participation and access from social groups who are currently under-represented within higher education. Several of the case studies also show that wider world perspectives can be a mechanism for engaging civil society and community organisations in the life and work of the institution.

Employers are looking for high quality graduates who can contribute to the economic wellbeing of society. This means they need in the era of globalisation to have transferable skills, be culturally sensitive and able to deal with complex problems in a critical manner.<sup>7</sup>

1. DEA (2005), available at [www.dea.org.uk/publications](http://www.dea.org.uk/publications)

2. Higher Education Funding Council for England (2006) Strategic Plan March 2006/13 Guide

3. McKenzie, A. et al (2003) *Global Perspectives in Higher Education* London: DEA

4. Conference report available at [www.dea.org.uk/publications](http://www.dea.org.uk/publications)

5. HEFCE (2006) p.18

6. DFID Opinion Polls 2000-2006; Darnton 2005; Mayo 2005; Edwards and Gaventa 2001

7. DEA (2005)

# 1 Introduction continued

## Ensuring high quality learning is at the heart of all higher education institutions

This means above all that the methods and forms of learning must develop, challenge and enhance students' understanding of the world in which they live. Quality learning means addressing ways in which students learn and engage with issues. Many of the examples in this publication are based on development education methodological principles of participatory learning, critical thinking and student's active engagement.

Higher education institutions, it is argued, also have a social and moral responsibility to contribute to a more equitable and just world. As Liz Beaty, Director of Learning and Teaching at HEFCE, commented, "critical awareness of students of the rest of the world, and their responsibility within it, including the ethical and social basis of the values that they have, should be part of what we are talking about."<sup>8</sup> For graduates to see themselves as global citizens, institutions need to promote a culture that values human rights, sustainable development, inter-cultural understanding and global human development.<sup>9</sup> These perspectives have become important features of university wide initiatives at Bournemouth, Manchester and Leeds Metropolitan (section 2).

The debates above also build on two important UK Government initiatives, the Department for Education and Skills' (DfES) strategy 'Putting the World into World-Class Education'<sup>10</sup> and the HEFCE initiative on sustainable development.<sup>11</sup> The former acknowledges the need for the global dimension to be reflected within all aspects of learning and promotes principles of active global citizenship. The latter in particular notes the importance of developing curricula and pedagogy on sustainable development.

Global perspectives provides a mechanism for ensuring that the pressures of globalisation, international programmes, student intake, and widening participation are linked and connected.<sup>12</sup> These debates and initiatives pose major challenges for higher education institutions when considering their role in the twenty first century.

For the DEA, the principles of development education provide a framework for taking this work forward. Development education is an approach to learning that leads to a greater understanding of global inequalities, why they exist and what can be done about them. It encourages learners of all ages to explore how global issues, such as poverty and sustainable development, link in with their everyday lives. By challenging stereotypes and encouraging independent thinking, development education aims to help people develop the practical skills and confidence to make positive changes locally and globally. It aims to bring global perspectives into all aspects of learning - the school classroom, universities, local community activities and the media.

The DEA's understanding of development education, in brief, means promoting ways of understanding society by making connections between local and wider world issues; it means learning about an issue or a subject through the lens of globalisation and international development; finally, it means learning that leads to responsible actions.

## Indicators of success

As the case studies in this publication demonstrate, global perspectives can be embedded in any area of study and research in higher education - physics, business studies, language learning, medicine and health, veterinary science, geography, teacher and youth work training, media studies, performing arts - as well as within the institutional policy and practice of a university or college.

In the life of a higher education institution two sets of indicators can point to a commitment to global responsibility:

- **Learning outcomes** associated with global perspectives (including local-global) in the curriculum:
  - knowledge and understanding
  - cognitive, social and practical skills
  - values and attitudes.
- **Performance indicators** associated with higher education institution practice:
  - institutional ethos (mission and values)
  - accountability systems (social and environmental)
  - economic choices (purchasing and investment).<sup>13</sup>

The DEA and with key stakeholders in higher education are working in partnership to take forward these debates. This publication aims to demonstrate through a series of examples how this work is developing. If higher education institutions in the UK are to be 'world-class institutions' then they need to be global not only in outlook but in what and how their courses, degrees and research are developed and implemented.

### Dr Douglas Bourn

Director  
Development Education Association

*The DEA is a national network of 250 member organisations that share a commitment to development education. The DEA fosters and facilitates dialogue between our members and the wider education community, and other networks; offers support and networking opportunities to our members; and advocates at local and national levels in order to increase understanding of global perspectives in learning and their relevance. Phyllis Thompson, Deputy Director, leads the DEA's higher education programme with the support of Amy Dunkley. Dr Aileen McKenzie advises the DEA, alongside a committee of member organisations working within higher education. For more information go to [www.dea.org.uk/higher](http://www.dea.org.uk/higher)*

8. DEA (2005)

9. See HEFCE document on Corporate Social Responsibility

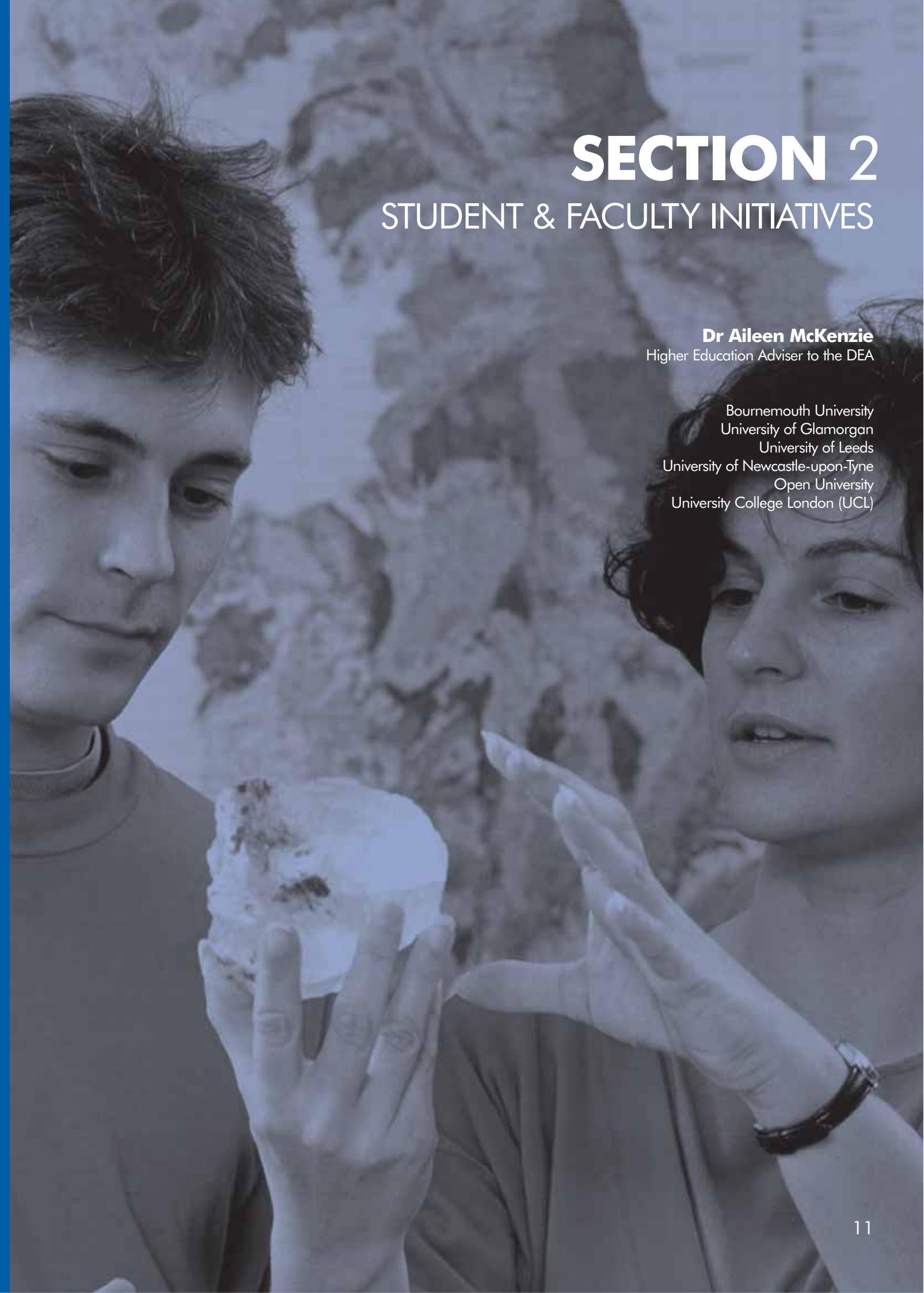
10. DfES (2004)

11. HEFCE (2005)

12. Lunn (2006), report of a DFID-funded research by the Royal Geographical Society with IBG

13. See [www.dea.org.uk/higher](http://www.dea.org.uk/higher)

**UNDERSTANDING OF  
ETHICAL ISSUES  
ARISING FROM  
DEVELOPMENT IN  
REPRODUCTIVE SCIENCE  
AND MEDICINE,  
THEIR IMPACT ON  
INDIVIDUALS, FAMILIES  
AND SOCIETY IN BOTH  
THE 'DEVELOPED' AND  
'DEVELOPING' WORLD,  
AND TO DEVELOP  
SKILLS OF  
COMMUNICATION,  
PRESENTATION AND  
CRITICAL ANALYSIS.**



## **SECTION 2**

STUDENT & FACULTY INITIATIVES

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University of Leeds  
University of Newcastle-upon-Tyne  
Open University  
University College London (UCL)



## Student & faculty initiatives

Evidence is emerging of an increasing number of undergraduate and postgraduate degree programmes across the UK that offer core or elective modules and units featuring global perspectives. The drivers for this trend include student demand and interest, the commitment of course leaders and academics, and the impact of external factors in the wider economy and society on fields of study and professional development.

In practice, global perspectives are often viewed through a discipline or subject lens. Bournemouth University, for example, shows how adaptation of a traditional module to incorporate global perspectives can improve the quality of the learning. The students themselves describe their experience of this curriculum as “empowering”.

Bournemouth University’s BA Hons Business Studies and BA Hons Business and Management engage students through participatory approaches. Participatory activities enable students to draw upon their own experience as a way of exploring links with the wider world. This process deepens their understanding of the interconnectedness between the social, economic, environmental and political spheres and the impact of any subject in its application to life.

The University of Glamorgan – van Hall Instituut BSc Hons Physical Geography and MSc Coastal Science modules have an experiential element. Students from the two institutions undertake fieldwork together while exchanging opinions about global issues, questions and problems related to their field of study.

The Open University approach illustrates how a theme has been used to engage staff across departments and subject disciplines to develop the curriculum.

The University of Leeds’ Life Skills and Spirituality course is interesting in the way that it offers students the opportunity to connect contemporary global issues with their own spirituality, as well as in the origins of the course. Though chaplains play an intellectual and spiritual role in the academic and pastoral aspects of HEI life, many remain an under-utilised resource and are particularly well-placed to support institutions seeking to explore values in the curriculum.

Students are becoming much more vocal in their expectations of their learning for the global context. The University of Newcastle-upon-Tyne example illustrates how academics are responding to demands from the student body.

The methodologies that universities have chosen for integrating global perspectives into the curriculum are varied. How far these approaches to learning will become embedded in UK higher education curricula is currently uncertain. It is arguable that this is an approach to learning whose time has come. The case studies collected here demonstrate a common commitment by academics and faculties to equip students with the capacity, the skills and knowledge to be active, informed participants in a global society.

### 2.1

## Bournemouth University:

BA Hons Business Studies and BA Hons Business and Management

To encourage first year students to start to think about global citizenship as well as provide an underpinning for work on global perspectives later in their studies, two activities have been initiated. The first, a ‘preferred futures’ exercise is part of personal development, while the second, a business simulation, provides students with the opportunity to think about citizenship in the local sense, through engagement with community issues and volunteering.

The ‘preferred futures’ exercise is a seminar activity that gets the students to think about their personal concerns in the context of the environment, poverty and conflict. Students are asked to consider their vision of the future in terms of their first year at University, their life in ten years time and the world in twenty years time. The students are then required to consider what they and others will need to do to bring about their ‘preferred future’. Individual responses and planned action is then shared through group discussion. This exercise is useful in raising awareness and getting the students to realise that they have an active role to play in determining not just their life experience but the future of the planet.

The business simulation takes place towards the end of the first year and is an innovative adaptation of a more traditional, business-planning scenario. Students work in teams to develop a community engagement project. They have to apply the knowledge and skills they have acquired to a community improvement context. Outputs include a business proposal, a poster presentation, a letter of application to secure funds and student curricula vitae. The activity is delivered in partnership with the Students Union who bring in expertise with community programmes and Barclays who provide sponsorship.

Evaluation reveals that an early introduction to global issues is crucial. Student feedback indicates that they welcome the opportunity to think about their role in society and, as one put it, “to realise I have responsibility to effect change”. The simulation demonstrates that business knowledge and skills can help bring about positive change. Students regard the experience as “empowering” and an “opportunity to learn about issues that I might not have thought about otherwise”.

The next stage will be to extend the simulation activity to enable the students to follow their ideas through and bring tangible benefits to the local community. Course leaders will also ensure that actions identified in the ‘preferred futures’ activity are integrated into Personal Development Planning.

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## 2.2 University of Glamorgan and van Hall Instituut, Leeuwarden Netherlands:

BSc (Hons) Physical Geography and MSc Coastal Science

Within the award structure for both BSc (Hons) Physical Geography and MSc Coastal Science is a module that considers Coastal Zone Management (CZM). A key theme in this model is learning from a shared field course abroad that involves a Dutch institute in a reciprocal field course. The module requires students to develop an understanding of the conflict-based problems presented in a coastal zone.

By visiting sites at risk of storm surges or vulnerable to flooding the student is introduced to the actual impact of global climate change. The sites also emphasise global trade in coastal and marine resources (e.g. between the 'economically developed' and 'developing worlds') and national economics (e.g. capital cities' vulnerabilities, port and harbour protection, and national planning policies to counter accelerated sea level rise). The history of disasters is introduced by exploring the 1953 storm surge, which affected the Netherlands and UK, and subsequent national actions. This was a catastrophic (and unforeseen) disaster that had regional impact, and students discuss the likelihood that such a threat is now enhanced by climate change, which changes the future development of national coastlines.

The field course in the Netherlands, mirrored by a field course on the South Wales coast, comprises a series of site visits involving UK and Dutch students in examining CZM issues on the Dutch coast. In addition to being introduced to the coastal management agenda of the Low Countries, the students share group seminars and workshops that consider many of the ethical and practical issues facing coastal managers today.

Using the 1953 storm surge, comparisons are easily made between two EU countries with differing vulnerabilities. Students are invited to compare the consequences of the managed realignment policy of the UK and the technology based defences of the Netherlands from economic, planning and socio-cultural perspectives. These choices are enhanced by group-work shared by the students, who are brought directly into discussion with each other, and realise their different national and personal prejudices.

Global perspectives are drawn out further through an additional area of interest - the history of two countries that competed for Empire rights for 300 years. What the Netherlands do not influence in the India-Far East axis, for example, Britain does (or did). Consequently, socio-economic issues of coastal and population vulnerability is addressed in terms of historic links with other global regions and considerations of how each country, within EU strictures, continues to project political and economic power to those areas.

Sharing field course visits, lectures and workshops together, the debate is often fierce and diametrically opposed opinions are often the starting point when discussing coastal vulnerability, climate change, tsunami protection and managed realignment. Putting a Dutch and a UK student in a room with a question will generate at least three opinions and three answers.

A fascinating element of the field course is that the shared marine histories of the UK and Netherlands often leads students to agree on coastal issues, while, reaching a diverse range of possible solutions to global issues, problems and questions based on national background.

### Dr Simon Jones

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## 2.3 University of Leeds:

Level 1, 2, 3 elective module in Life Skills and Spirituality: The Community Context

In a post-modern world in which old religious certainties are questioned and a plurality of views exist on the basic values of life, there is an increasing search for life meaning. The Chaplaincy Team at the University of Leeds have identified a need for an academic course that supports students' exploration of issues of spirituality.

Students are expected to engage seriously with contemporary global issues and deepen their capacity to connect such issues to their own spirituality. So, for example, as part of the 'Spirituality and the Earth' unit, students:

- research issues of wealth and poverty, identify 'Facts that disturb our spirits' and compare their own definitions of poverty with Nayan's (2000) 'Voice of the Poor: Can anyone hear us?'
- focus on sustainability, measure their own ecological footprint, critique the ideology of limitless consumption and ask 'What are the spiritual implications?'
- analyse the concept of responsible global citizenship and debate the question of whether spirituality is essentially attitude or action.

**Student comment:** "Enjoyed citizenship and global issues. Relevant for everyone ..."

Delivery is learner-centred. There is a mandatory one-hour class each week where discussion is encouraged and learners are expected to keep a weekly journal that informs two one-to-one tutorials each semester. Assessment is 50% essay, 40% journal and 10% review.

**Student comment:** "It is a lot more interesting and you actually go away and reflect."

This is a ten credit elective module, run in semester two and building on a semester one module, 'Life Skills and Spirituality in the Personal Context', which explores issues of personhood, faith, emotions, health, life, death and conflict resolution. The modules are complementary but stand alone and level 1, 2 and 3 students from many subject areas sign up to the modules. This is unusual and makes for a lively class.

**Student comment:** "It made you think. Challenged you."

The next step is to locate others engaged in similar work in the University to contribute toward extending the level of curriculum commitment to global perspectives.

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## 2.4 University of Newcastle-upon-Tyne:

### Undergraduate Medicine: Global Health Option

Global health is not part of the core undergraduate medical curriculum at the University of Newcastle-upon-Tyne. However, from past conversations with medical students, it is clear that many feel this is a significant omission. Indeed, as a result of this exclusion/omission and reflecting a personal interest in international health issues, one student used the opportunity provided by fourth year Student Selected Components (SSC) to privately organise an option in Global Health in 2006.

All fourth year medical undergraduates at the University of Newcastle-upon-Tyne are required to undertake three consecutive six-week SSCs. There is a list of those officially approved by the medical school, or students can arrange the SSC privately with supervisors, with subsequent medical school permission.

The privately organised SSC in Global Health undertaken by Catrin van den Ende and supervised by Dr Richard Walker offered the opportunity to develop greater appreciation of the global context and determinants of health. It was structured to allow for more in depth pursuit of particular areas of interest, and for consideration of the local and practical relevance of the issues covered. The student spent time combining background reading and worksheets with ward-rounds and out-patient clinics in general medicine, infectious diseases and obstetrics and gynaecology, time at a GP practice for newly arrived asylum seekers and with workers at the regional office of the Medical Foundation for the Care of Victims of Torture.

Reflection on how experiences might differ in an economically developing country was facilitated by regular meetings with the supervisor, and by using opportunities provided by the well-established higher education link between Northumbrian Healthcare NHS Trust and Kilimanjaro Christian Medical Centre, Tanzania. The potential role of this link (especially the reciprocal elective student aspect) in global health education is something they hope to further build upon in the future. The student also undertook a review of the provision of global health teaching (generally lacking) on the undergraduate medical curricula of all UK universities.

It is now planned for the Global Health SSC to be included in the list of options approved by the medical school for students in 2007. The SSC will be structured by students, using a resource pack of compiled background reading, local contacts and a curriculum developed by the charity 'Medact' to formulate a timetable that allows them to fulfil the general aims and objectives of the option, and others agreed with the supervisor. The aim is to increase understanding of global perspectives on health and reflect on what can be learnt about this from everyday practice. Assessment will be two-fold, comprising a talk or electronic portfolio to be assessed by the medical school, and another method agreed with the SSC supervisor.

Newcastle feel that this is a relatively unique initiative, which has come about to fill an area of perceived need. They are very keen, however, to promote the establishment and inclusion of international health within the core medical curriculum so that all students have exposure to this important topic.

#### Dr Richard Walker

Consultant Physician, Honorary Clinical Senior Lecturer, University of Newcastle-upon-Tyne.

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## 2.5 Open University:

### U212 Childhood

First presented in 2003, this Level 2 course offers Open University students, studying in their own homes, an introductory, international and interdisciplinary understanding of childhood. The course, which is studied by about 900 students each year, is part of a degree programme in Childhood and Youth Studies and reflects the Open University's commitment to this fast developing area of interest and application.

Course content includes major cross-national and global themes, many of which are explicitly linked to children's rights issues. These are presented in four course books, co-published with John Wiley, and in a range of audio-visual materials co-produced with the BBC. The audio-visual materials include case studies of childhood in three locations around the world: Chittagong in Bangladesh, Cape Town in South Africa, and Oakland, CA in the USA. These form a key linking thread through the course.

**Student comment:** "I've found Childhood one of the best courses I've studied yet. It's kept me engrossed all year. It's helped me understand a lot more to do with my own parenting skills and hopefully helped me become a slightly better parent. It's been interesting to see what other children's lives are like globally as well."

The course asks important questions about childhood. What does it mean to be a child in today's world? Do popular images of innocence and dependence match the reality of children's lives? How are modern lifestyles and technologies altering their play and their identities? Do children have different rights from adults, and if so why? What role do children themselves play in shaping their childhood?

These questions and many others are the starting point for this broad-based course, which covers the 0-18 age range (childhood as defined by the United Nations Convention on the Rights of the Child). The approach of the course is:

- **Introductory:** Childhood has a place in every one's lives, but personal experiences of being a child are very varied. These experiences are one of the starting points for the course and relevant to parents, people who work with

children or those simply interested in how young people are treated and understood.

- **Interdisciplinary:** Introduces a range of perspectives on childhood, drawing on recent research and theories from different disciplines and perspectives including sociology, anthropology, psychology, cultural studies, social history, philosophy, social policy and children's rights.
- **International:** Looks at childhood at different times and in different places, with modern Western childhood as one among many examples. Diversity and inequality, poverty, ill-health and violence are central themes, as are the way in which childhood is becoming globalised and replaced by universal standards.

The course is assessed by seven assignments and an examination. It can be studied as a one-off course or as part of an Open University BA (Hons) Childhood and Youth Studies.

**Student comment:** "I have been amazed at the lengths that the Course Team went to in order to provide us with case studies from different cultures. ... I liked the example in the last chapter of the nursery school children being given the opportunity to express themselves and it made me realise just how much adults generally do guide children or even dictate to them. I have learnt far more how to approach children and value their thoughts and opinions ..."

#### Prof. Martin Woodhead

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## 2.6 University College London (UCL) Medical School: Reproductive Medicine, Science and Society Student SSM

This second year Selected Study Module (SSM) enables students to investigate ethical and social issues in reproductive medicine and their impact on reproductive rights in a global context. The objectives are to develop understanding of ethical issues arising from development in reproductive science and medicine, their impact on individuals, families and society in both the 'developed' and 'developing' world, and to develop skills of communication, presentation and critical analysis.

An international dimension in reproductive rights, particularly as they affect women in the developing world, is made through a web-based link with the Biomedical Ethics Unit in the Nelson Mandela School of Medicine in KwaZulu Natal, South Africa. The aim, as the module develops, is to have students enlisted on the course from both KwaZulu Natal and UCL so they can interact.

The module runs over two terms. Facilitated study group meetings run in conjunction with an interactive web-based environment, where discussion boards and topic-based chat rooms in addition to interactive materials develop core concepts and provide links for further research. In the first term students work as an editorial group of 4-5 to produce a magazine article or radio programme on one of the following:

- Reproductive Rights in the Developing World
- Family Rights and Genetic Screening
- Foetal Medicine and Women's Rights
- Premature Babies.

Examples of two areas of interest from a global perspective are the impact of HIV/AIDS on women's rights in Africa, and female genital mutilation and cultural relativity in ethical discourse. The groups report progress each week and discuss core philosophical ideas. In their role as 'journalists' group members interview selected clinicians or other health care providers in the obstetric hospital, some of whom are invited to discuss issues further in group meetings. In the second term each student completes further literature research to produce a written dissertation of 5,000-6,000 words.

The course has been exceptionally well received by students with most saying that it "made us think critically" and provided an opportunity to explore and see issues in a way they had not formerly been able to do.

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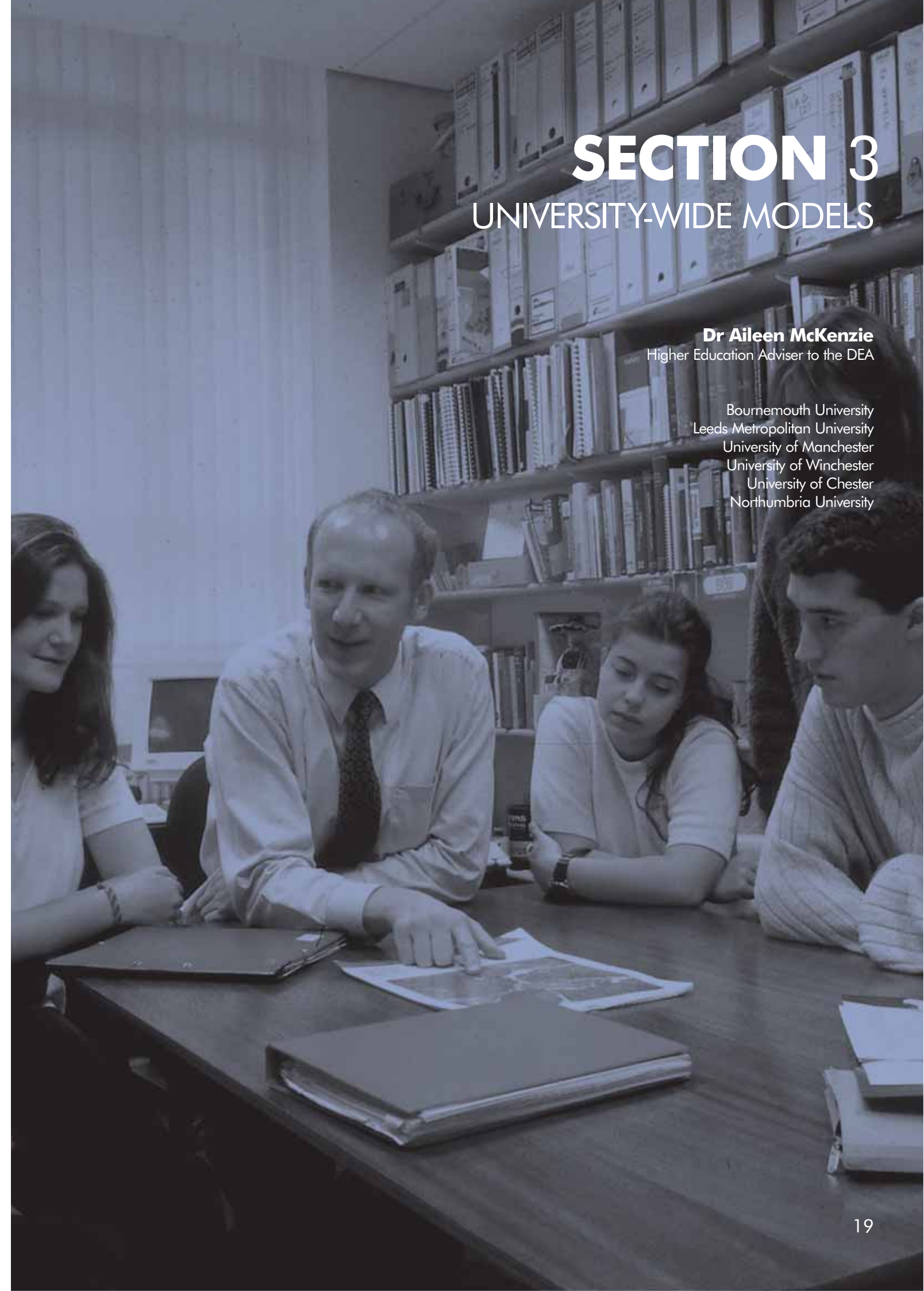
# SECTION 3

## UNIVERSITY-WIDE MODELS

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Leeds Metropolitan University  
University of Manchester  
University of Winchester  
University of Chester  
Northumbria University





### 3

# University-wide models

It is clear that global perspectives can be introduced into higher education institution policy and practice through a variety of different routes. What may have been started by an enthused student or member of faculty as an innovative faculty or department venture has the potential to be scaled-up when university-wide collaboration takes place.

The challenge of how to disseminate global perspectives policy and practice, enthuse staff across the whole institution and scale-up such initiatives remains considerable. The degree programmes showcased here suggest that multidisciplinary approaches, for example, can have added-value for staff as much as students:

- The work of one department at Bournemouth has led to university-wide changes and specific structural strategies to secure its sustainability.
- At Leeds Met the strategy is to review the curriculum in a rolling programme and it has also led to new non-academic awards in Global Citizenship, which are available to all students and staff.
- Staff delivering the University College Winchester course welcomed the opportunity to work and teach with colleagues from other parts of the institution. Students from different backgrounds and disciplines have found learning together interesting and stimulating.

As staff at the University of Manchester point out, however, care and sensitivity and the sense of ownership are critical to achieving any measure of success. One approach here is for four schools to lead on the development of an inter-disciplinary approach which, if successful, the faculty hope to extend in the future.

Concluding this section, the universities of Chester and Northumbria provide two examples of the challenges institutions encounter in providing authentic curriculum opportunities for engagement in learning that broadens global perspectives. Both programmes take account of the wider impact and benefits for the institution of the participants' learning. For example, Northumbria has identified the possibility of future research collaborations between the partners involved.

Each highlights the underlying prerequisite of staff at all levels as well as students across the university who are committed to the notion of the graduates as global citizens.

### 3.1

## Bournemouth University: Graduates as Global Citizens

Bournemouth University has been developing an institution-wide approach to global perspectives since its early partnership with Development Education in Dorset (DEED) in 1999. An initial collaborative project enabled Bournemouth to develop a 'Global Vision for Bournemouth University', a document which was subsequently endorsed by Senate.

Contribution to the DEA Global Perspectives in Higher Education Project (documented in the Global Perspectives in Higher Education: Improving Practice Series 2004) has facilitated taking this agenda forward, to the extent that the development of global citizens and global perspectives are a strategic priority for the university and central to its Learning and Teaching Strategy. The development is led by the 'Global Perspectives Group', chaired by the Pro-Vice-Chancellor (Academic). The group reports to the University's Learning and Teaching Committee. Curriculum development across the university has been ongoing since the initial work with DEED (see also 2.1).

An HE Leadership Foundation Fellowship awarded in 2005, is currently enabling Bournemouth to develop its strategy to achieve a step-change, to ensure that by 2010, all graduates understand what it means to be a global citizen and feel confident in dealing with issues relating to diversity, inequality, and injustice across all subject areas.

The university is also ensuring that its own business practice is more 'sustainable'. A holistic approach to the agenda will result in recommendations for change under three categories:

- Corporate responsibility and behaviour – the University as a global citizen.
- Curriculum and pedagogy – embedding global perspectives into the curriculum.
- Extra-curricular activities to support citizenship and international awareness.

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### 3.2

## Leeds Metropolitan University:

### Internationalisation Strategy

To ensure penetration across the institution and throughout the student experience, any significant reform requires a combination of leadership at a senior level and commitment throughout. Leeds Met is working to provide an educational environment which will enable students to develop both an awareness of the global context of their subjects and of themselves as global citizens, alongside the abilities and perspectives required to operate effectively and ethically in the cultural complexity of the modern world. The allied concepts of Cross Cultural Capability (CCC) and Global Perspectives (GP) are fundamental to this work.

This is supported at all levels, starting with the aspiration within the Vision Statement to be a University with “world-wide horizons”.

The Internationalisation Strategy derives from a values-driven approach, and its six areas of activity include ‘Internationalising learning, teaching and research’, and ‘Enhancing the international experience of home students’, both of which draw upon CCC and GP. Both are further embedded in the new Assessment, Learning and Teaching Strategy.

Fundamental to driving forward this work, however, is its inclusion within the Corporate Plan through the broad vision set out in Aim 5, “To develop students’ international opportunities and global perspectives, ensuring that an international, multi-cultural ethos pervades the university” to the specific work detailed in Outcome 5.2.1:

“An agreed percentage of courses in each faculty will be reviewed against ‘Guidelines on Cross-Cultural Capability in the Curriculum’ in 2004-05 through the Annual Review process. The process will be continued in subsequent years, with all programmes having been reviewed by 2008.”

Because Annual Review processes are embedded in quality assurance and curriculum development activities across the University, Leeds Met believes this to be the most effective possible mechanism for ensuring the vision and the ethos become established at the core of our practice. The review work is now underway in all faculties, and the concept of “curriculum” is being extended in 2006/07 through the introduction of non academic awards in Global Citizenship, available to all students and staff.

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For further information on the Vision Statement, Internationalisation Strategy, Cross-Cultural Capability Guidelines and Corporate Plan (respectively) visit:

[www.lmu.ac.uk/about/ataglance/mission\\_aims.htm](http://www.lmu.ac.uk/about/ataglance/mission_aims.htm)  
[www.leedsmet.ac.uk/lcif/docs/Internationalisation.doc](http://www.leedsmet.ac.uk/lcif/docs/Internationalisation.doc)  
[www.leedsmet.ac.uk/lcif/RefreshingTheCurriculumFinal.doc](http://www.leedsmet.ac.uk/lcif/RefreshingTheCurriculumFinal.doc)  
[www.leedsmet.ac.uk/about/keydocuments/corp\\_plan\\_2004-08.pdf](http://www.leedsmet.ac.uk/about/keydocuments/corp_plan_2004-08.pdf)

### 3.3

## University of Manchester:

### Teaching, Learning and Assessment Strategy

A global perspective in higher education offers many benefits, but these need to be balanced with serious responsibilities. A major change towards interdisciplinary learning and teaching for societal responsibility needs care and sensitivity.

The University of Manchester's first steps were to foster informed opinion that encourages colleagues and students to participate and to develop a sense of ownership. The merger between the University of Manchester Institute of Science and Technology and the Victoria University of Manchester in 2004 presented an opportunity for new ways of thinking. Professor Engel delivered ‘The Ultimate Challenge’ at the 2002 Teaching and Research Development Network Symposium of the two universities. Subsequent activities have included:

1. Explorations with staff and students, modelling how interdisciplinary groups could discuss global issues, workshops with different triggers (at one the Deputy High Commissioner for New Zealand described the challenges to small island communities) and sessions for new, experienced and visiting international staff. Further sessions are planned to explore current world dilemmas.
2. An exploratory conference on the topic of ‘Water’ involving representatives from UNESCO, water companies, Manchester Museum, academics, students and members of the public. This has opened up potential for curriculum development and involved experts from other sectors.
3. The team have presented papers along this theme at conferences in the UK, Ireland, Holland, Canada, Australia and New Zealand.

4. The Royal Academy of Engineering is sponsoring an inter-disciplinary project to embed sustainable development in the curriculum. Initially students from three engineering schools and the School of Earth, Atmospheric and Environmental Sciences will come together in small teams to work on problems in sustainable development, for a single course unit. If this is successful, the faculty hopes to embrace a wider range of disciplines and to develop a longer programme, possibly running across the whole undergraduate curriculum.

#### Bland Tomkinson

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#### Rosemary Tomkinson

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#### Professor Charles Engel

Visiting Professor.

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### 3.4

## University of Winchester:

### MA in Managing Contemporary Global Issues

Market research identified a demand for a postgraduate course that integrates management perspectives with socio-cultural analysis. The MA in Managing Contemporary Global Issues follows a traditional modular structure with units such as 'Theoretical approaches to contemporary global issues: contexts, flows and counter-flows', 'Socio-cultural analysis of contemporary global issues: power, resistance and authority' and 'Management responses to contemporary global issues: challenges, responsibilities and strategies'.

The first intake in September 2004 drew twelve students from England, South Africa, Palestine, Kazakhstan and Nigeria; over twenty students are now enrolled on the course, both from developed and developing countries. Five students from the first cohorts have decided to pursue doctoral research.

The programme is innovative in the way that it was designed and is being delivered by staff from Departments, Schools and Faculties across the institution. A lecturer from Business Management coordinates the delivery role to maintain cohesion and integration and prevent disciplinary juxtaposition and confusion. 'Globalisation' does not mean the same thing in Sociology, International Relations and Performing Arts. Students need to be aware of the different perspectives associated with globalisation so they can benefit from tutors' inputs.

Staff delivering the course value the opportunity to work with colleagues from other parts of the institution, not just through the odd guest lecture, as is sometimes the case, but also through joint preparation and joint sessions. A perfect illustration is a session on gender and globalisation that eventually took the form of a debate, 'How will feminism save the world?', with panel members from Social Care, Media Studies and Education.

Students favour local courses that meet their needs, suggesting that there may be a similar demand for interdisciplinary postgraduate globalisation-focused courses in other parts of the country. Winchester's experience is that to be pedagogically sound and successful such courses need to draw upon a wide range of staff and subjects though this in turn presents an ongoing source of challenge. In the end, though, it is worth it, for staff and students alike.

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### 3.5

## University of Chester:

### 'Get a World View', International Perspectives in Higher Education

In 1996, the Chaplain of University College Chester set up Global Perspective (GP) as an innovative, experiential learning opportunity for students. Chester releases all second-year students (except BEd and Nursing students) for the second half of the second semester for Work Based or Experiential Learning for a six-week period. Students have the opportunity to stay at home, travel abroad individually or join a programme like Global Perspective.

The purpose is to engage students in learning with a wider opportunity, to focus on career objectives or to learn more about themselves and the world. Global Perspective's primary aim is to introduce students to issues of the 'developing' world through partnership projects thereby gaining skills in global citizenship. It has become a key provider of knowledge, understanding and experience of international issues for students. Most describe GP as a life changing experience, one that has turned their values and priorities around.

GP offers the chance to travel as part of a small group to take part in a variety of activities with established partners. In the eight years that GP has been offered, students have travelled to Kenya, Uganda, The Gambia, Costa Rica, Honduras, Nicaragua, Brazil, Peru and Bangladesh. In 2006, over seventy-five students are to participate in five programmes in six countries including: building infrastructure in the town of Nosarita and assisting with Leatherback Turtle conservation in Costa Rica; working in the Copacabana favela and the Bola pra Frente youth programme in Rio de Janeiro, Brazil; and learning how tourism can be used as a tool for poverty alleviation in Uganda.

Students who take part come from a wide variety of subject areas. It is a cross-university opportunity. Students also achieve double module credit. Participants are assessed through a Reflective Essay, Development Report and Dialogue Assessment completed during the programme, which is developed around three key themes: Personal Development, Community Interaction, and Environmental Awareness.

On the Kenya/Uganda programme for example, students work with an indigenous NGO, Christian Community Services (CCS), in Western Kenya. Divided into four groups to match the working regions of the NGO, students travel out daily with field workers. In any day they may meet issues of HIV/AIDS, water and sanitation, agriculture, women's empowerment, and education. Students observe, participate, discuss issues with local people, and gain an understanding of poverty and development issues. They also participate in a drama workshop learning how to send messages to communities, serving as a learning tool. Students and CCS workers then take their message out to the community and present it. Environmental awareness goes hand-in-hand with daily visits and students also visit the Kakamega Forest, a heavily encroached area. In Uganda, there is a similar combination of field visits and meetings including visits to and discussion with Agroforestry programme staff and farmers in the Lake Bunyonyi region.

Every year in October students of the GP programme present their experiences to the wider university population at 'UMOJA'. Students bring artefacts, souvenirs, photographs but most of all their verbal testimony of the experience, what it involves and what it has meant to them.

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### 3.6 Northumbria University:

#### Northumbria/CEDAR Development Education Project

This Project offers students in the School of Arts and Social Sciences an opportunity to participate in a short-term development engagement and education programme in partnership with CEDAR (Centre for Education Development Action and Research), a capacity building NGO, and the American College, a university college, both based in Madurai, South India.

Following extensive research into best practice, the project builds on and strengthens an existing link between the University, the NGO and the College to offer education and learning focused placements that fit with the diverse needs of students and placement hosts. Working towards providing financial support to fit with widening access principles, the programme already offsets the costs of training, assessment and organisation.

The project reflects a commitment to promoting active global citizenship amongst our students, and to fostering mutually beneficial learning between Northumbria, CEDAR and the American College. In line with Voluntary Service Overseas' (VSO) Youth for Development Programme (YFD), all returning participants are expected to participate in university and local community projects which develop awareness of global issues.

In summer 2005 the first five students visited CEDAR for a month. On arrival, students participated in a week of workshops, interactions and training run in partnership between CEDAR, the American College (a local university) and Northumbria University. These offered introductions to key social, cultural and development issues, as well as providing opportunities for students to meet with NGO teams and Indian students to share experiences and ideas.

During this week, students meet and finalise details with their host NGO before undertaking a series of visits over the coming three weeks to different types of organisations with diverse development priorities. At each, students document their encounter with the projects, produce commentaries on the work taking place and, when appropriate, undertake voluntary work for the organisations. Following their placements, the students have a full debrief in-country with the host NGO and partners and then another upon their return to the UK.

As the project develops it is not only evolving and developing in the ways that the experience and learning are structured, but is also providing the foundation for research collaborations between the three partners involved.

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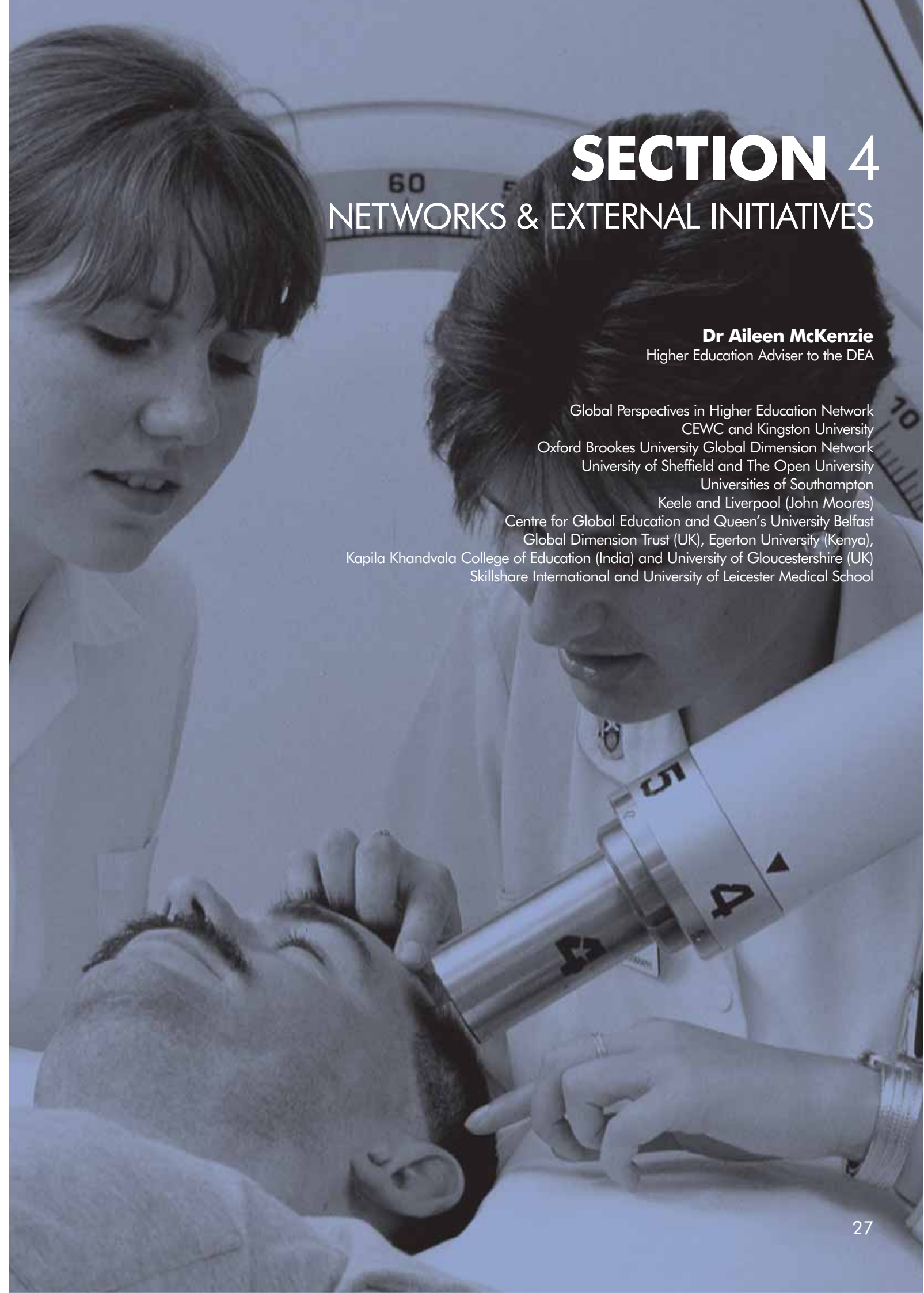
# SECTION 4

## NETWORKS & EXTERNAL INITIATIVES

#### Dr Aileen McKenzie

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Global Perspectives in Higher Education Network  
CEWC and Kingston University  
Oxford Brookes University Global Dimension Network  
University of Sheffield and The Open University  
Universities of Southampton  
Keele and Liverpool (John Moores)  
Centre for Global Education and Queen's University Belfast  
Global Dimension Trust (UK), Egerton University (Kenya),  
Kapila Khandvala College of Education (India) and University of Gloucestershire (UK)  
Skillshare International and University of Leicester Medical School





## 4 Networks & external initiatives

Staff of higher education institutions (HEIs) have a number of means at their disposal for sharing information, providing support, accessing expertise and reducing duplication. The case studies cited here provide insights into three routes through which networking, research, and long and short-term collaboration with external partners can help to shape the design and delivery of the curriculum with a global perspective.

University chaplains at Leeds Met and the E-Learning Global Welfare Project at Sheffield and the OU provide examples of networks that are emerging to provide support on global perspectives in curriculum development. Oxford Brookes' 'community of practice' meanwhile makes a valuable contribution toward the university's strategic commitment to internationalising the curriculum. The Southampton, Keele and Liverpool John Moores POLIS online provision enables Politics and International Relations students to access the teaching activities, resources and material that have been pooled by academics from the three universities feeding into the project.

HEIs and organisations sharing a commitment to global perspectives in education, most commonly non-governmental organisations or NGOs, have evolved a number of successful working relationships. These tend to either be ongoing such as the Centre for Global Education and Queen's University, Belfast collaboration or short-life programme-based partnerships, as in the Council for Education in World Citizenship (CEWC) and Kingston University project. Such relationships appear to thrive on reciprocity and mutual respect, recognising the power balance. Each partner brings their strengths, perspectives and experiences, which are valued and fully acknowledged.

Finally, Skillshare International and the Global-ITE Project provide examples of the challenges and potential of sharing and learning across 'cultural and curricular boundaries' to encourage and support the development of curriculum practices for a 'global university'.

It is encouraging to see networks and communities of practice emerging which involve academics from many disciplines in institutions across the UK, where a few years ago lone champions were developing global perspectives initiatives in isolation. From DEA's experience, there may be many more academics still working in this way. This emerging collaboration and peer support can only strengthen the growing recognition of the value of this approach to learning.

### 4.1 The Global Perspectives in Higher Education Network, UK

The Global Perspectives in Higher Education Network exists to support and encourage serious engagement with issues of global social responsibility and sustainability through the higher education process. It is a university chaplaincy initiative, launched at the British University Chaplains' conference 2001, and operating through occasional emails.

Since 2001 others have joined, so that in 2005 64% of members were academics or people working for global justice and sustainability through associated organisations, and 36% were university chaplains. Reflection on values at work in higher education in relation to the global context is at the heart of the network's purpose.

Network members work within higher education:

- To promote responsible global citizenship.
- To raise awareness on issues of sustainability.
- To explore causes of global inequities and work for change.
- To stimulate debate on learning, teaching and research in Higher Education, in relation to these global realities.
- To challenge values that leave the global status quo intact.
- To demonstrate that a global perspectives approach enriches all academic disciplines.

The email network supports this work by sharing examples of good practice and giving information on conferences and publications. There are currently members of the network in over 40 Higher Education Institutions and partner organisations.

The network is administered through **Leeds Metropolitan University's Leslie Silver International Faculty.**

To join or for further details see:  
[www.leedsmet.ac.uk/gpn/](http://www.leedsmet.ac.uk/gpn/).



## 4.2 Kingston University & Council for Education in World Citizenship:

### Uniting Humanity: Learning Advocacy for Effective World Citizenship

This project aims to increase understanding and participation in critical global issues at a local level through a pan-European programme for learning effective world citizenship. The primary target group of this training programme are adult educators working with unemployed people, trade unionists, refugees, ethnic minority communities, people in economically depressed areas, women's organisations and staff from non-governmental organisations engaged in global issues.

The main activity is the development of a one-year training and development programme with three residential workshops, accompanied by various forms of research and support. Outputs include the increased sharing of knowledge and skills through networking and the increased provision of local level workshops such as:

- 'PC World' - a workshop for part-time adult educators, who work for the WEA, about understanding globalisation by looking at how and where computers are made.
- Eradicating racism - to train, guide, and support global justice advocates, learning skills in cultural competence. It will focus on the outcomes of the 2001 World Conference against Racism and the 2007 anniversary of abolition of the slave trade in the British colonies.
- 'Human rights' - a four-day course for teacher trainers, then teachers in Eastern Europe on how they can improve their own circumstances and society, and how to make global problems personal.
- 'Culture and Migration' - working with minority groups, using cultural tools such as dance, music, stories, myths, sports.
- 'Biodiversity and climate change' - introductory sessions on each of these topics, which will be adapted for different target groups.

Intended outcomes include an international trainer-of-trainers programme for European multipliers (adult education trainers), country-based and special interest study circles, links between European groups and other parts of the world, two inter-related handbooks, a website and, where appropriate, the translation of core materials into partner languages.

A European Union (EU) Socrates/Grundtvig (2004-2007) Programme, Learning for Effective World Citizenship involves a number of UK, European and Southern partners and involves support from the Kingston University Business School Centre for Work Life Research (CWLR), Kingston University School of Education and the Council for Education in World Citizenship, (CEWC). Accreditation will be offered by all three universities involved using the ECTS (European Credit Transfer System).

The project is being run in partnership with the **Universities of Gavle (Sweden)** and **Bourgas (Bulgaria)** and is coordinated by **Titus Alexander, Scarman Trust** in association with:

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## 4.3 Oxford Brookes University:

### Global Dimension Network

The Oxford Brookes University Global Dimension Network (GDN) for academic staff was established in the School of Health and Social Care in 2004. The School included a range of initiatives that 'incorporated a global dimension' or 'internationalised the curriculum', in both pre-registration and post-qualifying programmes. These fell into five broad categories:

1. Raising cross-cultural awareness, while in the UK and through placements overseas.
2. Enhancing support for international students.
3. Offering HE programmes overseas.
4. Explicitly linking the local and global in the curriculum with a focus on health inequalities.
5. Introducing the global dimension to learning into continuing professional development (CPD).

Though the School and the University had a strategic commitment to 'internationalising the curriculum', opportunities to draw together different yet compatible initiatives were limited. Established cross-School bodies had a strong interest in the first three categories above, for example the Inclusion and Diversity Committee, the Academic Skills Development Group, the Widening Participation Group and the Collaborative Unit. However, linking the local and global was rare and tended to arise from individual programme teams, often in isolation from each other.

Operating as a community of practice, the Global Dimension Network (GDN) drew upon participatory approaches that are often associated with teaching and learning through the global dimension, such as collaborative exchange and mutual learning. The GDN also provided a forum for debate and conceptual exploration in which expertise and visions were shared. Membership was initially open to academic staff across the School and students on the MSc Higher Professional Education programme and included professionals from nursing, midwifery, occupational therapy, dermatology, social care and education.

MSc in Higher Professional Education

**student comment:** "I wasn't sure about the global dimension at first – thought it was a bit PC – but having thought about it more now I'm thinking it is relevant. That paper from India was really relevant to us here. I won't put a paper on one side just because it's from overseas now."

Drawing upon literature and the experience of members, the GDN selected the following focuses:

- clarifying beliefs, values and terminology
- developing new curriculum initiatives explicitly linking the local and global
- supporting international students and drawing on their experience to enhance the global learning of all students
- developing strategy and policy
- networking and disseminating

**Staff comment:** "...I needed somewhere to explore ideas with other lecturers first before I felt sufficiently confident to introduce (such ideas) into my sessions. This is an area where we really do need some joined up thinking. I've been amazed at the amount of experience around which I didn't realise was there to be tapped into."

In April 2006 the Global Dimension Network opened its membership to faculty across Brookes and has a thriving membership. Initiatives are shared via a series of seminars at which ongoing research projects and curriculum initiatives are presented and discussed.

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#### 4.4

## University of Sheffield & The Open University:

International and Comparative Social Policy Group, E-learning  
Global Welfare Project

Global perspectives are central elements in social policy studies and have contributed to the emergence of global welfare studies in the social policy curriculum today. Institutional and intellectual developments as much as student interest and changing patterns of post-degree employment and student travel have fuelled this change.

Global welfare studies is a multidisciplinary field of study that is essentially internationalist, combining cross-national comparative approaches to analysis of social policy with the transnational processes involved in the development of health and social welfare services. The integration of global welfare studies into HEI social policy programmes has generally proceeded in three ways:

1. The most common approach, requiring the least institutional adjustment, has been incorporation within existing modules primarily oriented toward British or European social policy. However, time constraints often mean only a taster of issues can be covered.
2. Modules explicitly addressing the transnational dimensions of social welfare issues and policy developments as they affect countries at different levels worldwide (London Metropolitan's 'Global Social Policy'; Queen's University Belfast's 'International Organisations and Social Policy'; Sheffield University's 'Globalisation and International Policy Analysis'; Sheffield Hallam University's 'European Social Policy in a Global Context'); and taught postgraduate programmes.
3. Degree programmes on international social policy are offered at both undergraduate (London South Bank University's 'International Social Policy') or postgraduate level (Bath University's 'Globalisation and Social Policy Analysis' or 'Social Policy and Planning in Developing Countries' at the London School of Economics), as a single subject or combined with another subject such as international relations, health studies, or development studies.

The integration of a global perspective enhances traditional social policy programmes by drawing attention to: new forms of collective action attempting to address social needs; the range of factors shaping the development of health and welfare arrangements; policy responses to different country contexts; and the social welfare dimensions and implications of foreign policy in relation to trade, aid, finance and economic development.

The International and Comparative Social Policy Group (ICSP) is a special interest group operating under the auspices of the UK Social Policy Association. The Group aims to advance global approaches to the study of human welfare by supporting a wide range of learning and teaching activities.

The Group's website (below), part-funded by the HE Academy Subject Centre for Sociology, Anthropology and Politics (C-SAP), provides a common pool of resources freely accessible by lecturers and students. This site is partnered by a collaborative E-library developed for the Global Welfare Project by Dr Theo Papadopoulos at the University of Bath and Professor Bob Deacon, the Director of the Globalism and Social Policy Programme run by the University of Sheffield and the National Research and Development Centre for Welfare and Health (STAKES), Finland.

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#### Dr Nicola Yeates

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#### 4.5

## Universities of Southampton, Keele & Liverpool (John Moores):

Teaching Citizenship in Higher Education

This is a three year consortium-based project financed under phase 5 of the Higher Education Funding Council's Fund for the Development of Teaching and Learning (FDTL) initiative. The project started in January 2005 and its goal is to develop a series of on-line learning activities which will enable students of politics, international relations and related disciplines to engage more fully with citizenship education.

The activities are being designed in such a way that they can be incorporated into subject-based curricula and either replace or complement existing modes of teaching and learning. For each activity resources are being produced and suggestions provided as to how they can be used to best effect. Through engagement with the activities students will be able to consider and reflect on different aspects of citizenship at a number of levels.

One of the activities, which is currently being developed, relates specifically to 'global citizenship'. This aims to raise student awareness of the complex and contested nature of what it means to be a 'global citizen'. By means of a variety of learning resources, including four video clips of academics giving their views on the topic, and associated questions, students will be challenged to clarify their underlying assumptions and to consider how they see their position in the world.

There is a dedicated project website providing free access to the learning activities and associated support materials. (The site was undergoing a makeover at the time of writing.) Likewise the existing activities are being refined in the light of feedback from students, tutors and educational developers.

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## 4.6 Centre for Global Education (CGE) & Queen's University, Belfast (QUB)

The Centre for Global Education in Belfast has a long-standing and mutually rewarding relationship with the Department of Sociology and Social Policy at Queen's University. The Centre provides a range of educational services for students taking 'The Sociology of Development' module at QUB. The module involves a series of lectures on development theory and practice and a written assignment which applies a theory of development to a developing country through the study of a specific issue (such as aid, debt, transnational corporations and trade).

The Centre provides students on the course with a reading list of appropriate resources available from the Centre, the requisition of resources recommended by QUB staff, the opportunity to borrow rather than buy specialist resources, research facilities including a computer database of books and periodicals, photocopying facilities, and access to box files on countries and issues, and professional guidance from the Centre staff.

An additional benefit to the students is lectures by development personnel in the NGO sector that bring a more immediate and insightful perspective on the issues covered by their course. For example, the Centre's annual lecture is held on campus and is normally delivered to students from the Department of Sociology (and other departments) by an activist within the development sector.

The Centre benefits from this relationship through access to the 100-plus students who enrol for the course annually, student membership and photocopying fees, the promotion of the Centre and its resources at tertiary level.

The Department of Sociology benefits from a reference point for students taking courses on development. The university library does not provide the breadth of resources on development that are available from CGE. Academic staff can also call on the Centre to support lecture delivery and identify speakers from within the statutory and non-statutory development sectors, which helps to broaden relationships within the NGO sector and can lead to further collaboration on course delivery and research partnerships.

The Department nominates a representative to sit on the CGE Management Board. This helps maintain the Centre's profile within the University and has led to CGE making links with other departments, particularly Geography and Politics. In 2005, the Centre hosted a student from the Department of Geography under the new 'Geography at Work' placement scheme for the first time. This form of mutually rewarding collaboration may offer an additional element to HEI-NGO partnerships in the future. The university can broaden its range of study options to students and the NGO can benefit from additional voluntary support, particularly in the area of research.

The Centre has recently started to extend its services to the University of Ulster at Jordanstown where development courses in the context of Sociology are also being delivered. It is encouraging that new opportunities for the study of international development are being created at third level including Initial Teacher Education with new courses coming on stream in St. Mary's University College (Belfast) and the University of Ulster at Coleraine. These courses should, in turn, generate further interest in and use of CGE services.

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## 4.7 The Global-ITE Project:

Global Dimension Trust (UK) in partnership with Egerton University (Kenya), Kapila Khandvala College of Education (India) and the University of Gloucestershire (UK)

The Global-ITE Pilot Project initiative, coordinated by the Global Dimension Trust (a Gloucestershire-based NGO), placed great emphasis on the 'Sharing and Learning' of local and global perspectives between the three participating countries.

The aim was to enhance incorporation of the global dimension (DfES et al 2005) within initial teacher education and training or ITET (termed 'Pre-service Teacher Training' in India and Kenya) and so bring a more accurate, up-to-date and real understanding of global citizenship to the school curriculum.

Project implementation centred on action research, which was guided by a teacher educator and carried out by a student teacher, during practice teaching in associated secondary schools. The approach was cross-curricular. Ideally issue-based, it linked the school to local needs and included global connections.

This action research centrepiece was supported by a variety of critical processes:

- An annual launch conference in each country, and a joint international conference, rotating between countries each year.
- General workshops for PGCE and BEd cohorts, with more intensive guidance for student teachers who selected a global dimension focus.
- The design and development of an interactive and dedicated website, including a discussion board for teacher educators and student teachers and posting of Action Research Projects (ARPs) and/or lesson plans.
- Outreach to and incorporation of ideas and initiatives from local and global NGOs to enhance and enliven the ARPs (and the teaching curriculum).
- Study exchange for groups of educators (HEI staff, student teachers and practising teachers), including vital experiences within both education and development sectors, to lead to heightened understanding and empathy.

The total Global-ITE 'package' from this pilot programme in the three participating countries aimed to develop 'Shared Sustainable Practices', underpinned by educators working in partnership across cultural and curricular boundaries. It is worth noting that in Kenya, project activities extended to the formation of 'Global-ITE Clubs' in many schools and production of 'Global' school newsletters. A Global-ITE project report is available from GDT, including a project summary and details of the action research projects and approach.

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## 4.8 Skillshare International & the University of Leicester Medical School: Health and Development Special Study Module (SSM)

This third year module was developed in 2002 to bring together medical and voluntary sector expertise to develop professional skills and increase understanding of how the socio-cultural and the economic impact upon health care across the globe. Led by Skillshare International's returned health trainers and senior academics, the module also involves Skillshare International staff based in Africa and India as guest speakers and online mentors.

Students are exposed to global perspectives on health, access to health care services, global issues such as human rights, gender empowerment, infectious diseases and HIV/AIDS, and different sectors' efforts to achieve health-related Millennium Development Goals. The SSM has been delivered consecutively from Autumn 2002-2006. Over this period, 64 students (including 12 from developing countries and 10 from continental Europe) enrolled for the module. The continuing evaluations indicate that students' understanding of development and health issues in Africa and India has expanded:

**SSM student:** *"Before the course started I knew nothing about health issues in developing countries. The Health and Development Special Study Module has made me realise the problems people face. I've always wanted to work in Africa and the Module has reinforced my desire to do so."*

**SSM student:** *"It has challenged me in a number of ways. It has challenged my views on the way the West actually interacts with developing countries I am more inclined now to believe the West holds the developing countries in poverty rather than what I used to believe which was that we are quite sympathetic to their needs."*

Dr Adrian Hastings, the module leader and senior academic at the medical school, has developed an attitude survey on how student attitudes towards development issues and health have changed.

To support and encourage curriculum development for global health education beyond Leicester, Skillshare International in partnership with the medical school in Nottingham is now offering a new special study module on global health and development, first term of running was autumn 2006.

In addition in 2005, Skillshare International set up a Best Practice Network for Global Health Education with health professionals from other HEIs and organisations. Two well-attended meetings took place in 2005. The Best Practice Network aim is to focus on sharing practice through undergraduate education, inter-professional dialogue, professional bodies, influencing decision-makers and raising awareness of the main issues in global health education.

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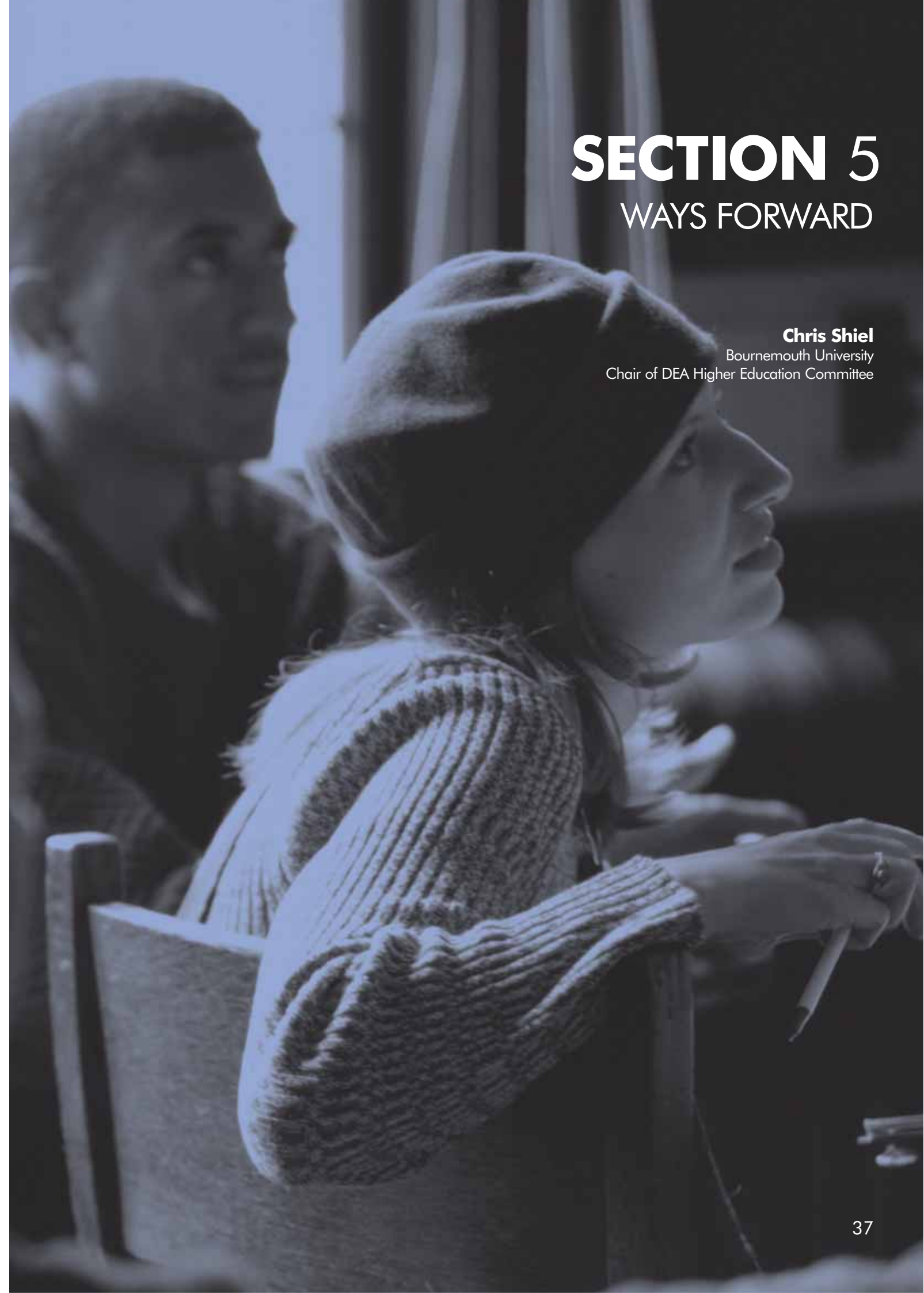
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# SECTION 5

## WAYS FORWARD

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## 5 Ways forward

World events since 2001 have reinforced the importance of developing global citizens, who are equipped to live and work in multi-cultural contexts and who are better stewards of this planet than their forbears. This is critical if we are to secure a more harmonious and sustainable future. Higher Education (HE) has an important contribution to make and, indeed, a key responsibility with regard to contributing to change: ensuring that graduates develop the appropriate knowledge, skills and values to be effective in a globalised world and are empowered to challenge inequity, injustice and unsustainable development, is vital if we are to achieve sustainable progress.

As we move forward further into the UN Decade of Education for Sustainable Development and with the emphasis placed by government on global citizenship and sustainability,<sup>14</sup> this publication is timely. It represents just one of a series of outputs arising from partnership working between the DEA and Higher Education Institutions (HEIs), as part of a progressive strategy<sup>15</sup> to secure broader engagement with the development of global perspectives and education for sustainable development.

The policy context (referred to in the introduction) and the employability drivers are significant. They were articulated cogently at the DEA's HE Conference in 2005: 'Graduates as Global Citizens: Quality Education for the 21st century' and reinforced at the follow on conference at Bournemouth, 'Education for Sustainable Development: Graduates as Global Citizens'. These events, the publication from HEFCE<sup>16</sup> and the interest of the HE Academy, underscore the responsibility of HEIs to participate and devise new approaches.

Unfortunately, a historical review of policy initiatives, with regard to sustainable development and global perspectives, reveals a history of emphasising the criticality of the issues, followed by periods of complete inaction, particularly on the part of Higher Education. 'Inaction' however, can no longer be an acceptable response: the UK Government's 'Sustainable Development Plan for Education and Skills' and 'Putting the World into World-Class Education' present compelling drivers which seem impossible to ignore. Indeed, the HEFCE consultation document 'Sustainable Development in Higher Education' (HEFCE 2005) represents not only the growing recognition by government of the importance of sustainability and global perspectives but confirms the responsibility of higher education in addressing it.

"In our view the greatest contribution higher education has to make to sustainable development is by enabling students to develop new values, skills and knowledge. The main (though not the only) way to make this happen is through curricula and pedagogy." (HEFCE 2005, p13)

Albeit that the HEFCE publication was not entirely welcomed by the sector (many institutions displayed resentment, and some outrage, at the interference of the Funding Council in areas which were seen as 'outside of their remit'), such interest should be applauded: one could argue that since the Toyne Report, higher education (HE) has largely excused its role. That is not to say that there have been no developments with regard to sustainable development, but real progress has certainly been patchy. 'Progress', it should be acknowledged, has included some excellent environmental initiatives under HEPS, and the DEA's Global Perspectives in HE Project<sup>18</sup> has certainly inspired change and established momentum but evidence of substantial change across the sector, of a coherent and grander scale, is hard to identify.

A partial explanation for the lack of dramatic change may well lie in the difficulty in agreeing definitions of the concepts<sup>19</sup> and the turbulent context of higher education, where public funding per student has more than halved in the past 25 years, and yet, the number of initiatives that require attention has increased. A culture where 'doing more with less' has become normative, is hardly auspicious for persuading staff to take responsibility for including further issues of global concern within curriculum. However, curriculum change (or broadening of curricula) is what seems vitally important, if we are to respond to global challenges. This publication evidences that some institutions are developing initiatives which take global perspectives on board and provides illustrations of curriculum development.

The curriculum progress evidenced here is pleasing to note, particularly as the HEPS project concluded that while good progress had been made in some institutions with regard to the use of 'natural resources' (energy efficiency, reducing waste for example). There was 'less progress with regard to human and social capital' (HEPS 2003 p29), with partners reporting that putting sustainable development into the curriculum was 'harder' and had met with 'barriers'. HEPS<sup>17</sup> recorded disappointment that the curriculum issues had not really been addressed.

This is where the DEA's higher education work has had, and is making, a significant impact, contributing to the change agenda not merely by raising awareness of global perspectives amongst HE stakeholders but also seeking to facilitate change. Developing global perspectives, and seeking to produce graduates who understand the interconnection between the global and the local and the need for global sustainability, essentially requires refocusing the curriculum; at the heart of the DEA's HE work is a commitment to support this process.

14. DfES (2004) *Putting the World into World Class Education; Sustainable Development Action Plan for Education and Skills*

15. See DEA website, [www.dea.org.uk/higher](http://www.dea.org.uk/higher)

16. HEFCE (2005) *Sustainable Development in Higher Education*

17. Higher Education Partnerships for Sustainability (HEPS), was funded from 2000 as a three year project.

It established a partnership group of HEIs, achieving their strategic objectives through engaging with the sustainable development agenda, with a view to guiding others in the same direction. 18 higher education institutions participated.

18. DEA (2005)

19. The Royal Geographical Society project, *Global Perspectives in Higher Education*, highlights the 'multitude of terms' in use and the 'lack of mutual understanding'.



## 5 Ways forward continued

Incorporating 'global perspectives' into the curriculum and the life of a higher education institution is not without its challenges but the rationale and benefits are clear. In summary (but not exhaustive):

- The policy context provides an important driver for change: policy documents link the terms such as 'global citizenship', 'sustainable development' and highlight the role that education must play with regard to developments.
- Learning which includes a global perspective addresses more effectively the employability agenda: 'employability' is on the agenda of every HEI, with 'global employability' an important goal<sup>20</sup>.
- Developing a global perspective enhances the development of the 'critical' skills that are at the heart of learning outcomes for all graduates: it is the very role of education to help students locate knowledge in the wider political, environmental, social and economic contexts. It could also be argued that the very role of HE is to develop students who interrogate conventional wisdom. Can educators claim to have fulfilled this function if they do not address global issues?
- A global perspective embraces 'internationalisation' which is at the heart of institutional strategies to be and become 'world-class' but is also a key driver in terms of overseas recruitment. Introducing global perspectives is compatible with, and enhances, internationalisation strategies.
- Global perspectives better prepares students for contexts of 'diversity' which in turn enhances the student experience of campus life: 'diversity' is an issue that HEIs cannot ignore.

- As large employers, HEIs have a duty to contribute to sustainable development through the more efficient use of resources and every HEI has an interest in reducing energy consumption.
- Developing graduates who are empowered to make a better contribution to society means that we all stand to gain. "Any democratic society worthy of the name must ensure that its citizens have the intellectual tools and cultural space to meaningfully interrogate the validity claims of powerful individuals and institutions" (Blewitt 2002).

And finally, the sector may not be able to ignore sustainable development indefinitely: HEFCE's intervention might not have been popular but their interest continues (a Strategic Review of SD in the sector is currently underway) and UK Government continues to push this agenda.

So if the drivers are fairly obvious, what is the way forward and what can we learn from the case studies presented in this publication?

It could be hopefully assumed that the case studies represent the 'tip of the iceberg'. They demonstrate a range of activity going on in the sector across a variety of discipline bases. Such variety provides confirmation that there are many ways to engage: from the discipline level, to programme level, to institutional approaches. A common theme throughout is a commitment to embracing a global dimension and enhancing the learning experience of students, through a range of pedagogic approaches.

Perhaps initiatives that directly address sustainable development (in an environmental sense) are less apparent in this publication but an assumption might be made, that such issues are incorporated within approaches to develop global perspectives. An important reminder is that:

"A global perspective emphasises 'human values' but not at the expense of ignoring the need for sustainable development and environmental issues. An understanding of sustainable development is part of the knowledge required of the global citizen who will also comprehend the potential impact of local activity on the global and vice versa, with regard to such things as pollution and climate change, exploiting natural resources etc. Adopting a global perspective requires that actions that secure more sustainable development are pursued; actions that are not sustainable are challenged and; change is sought to ensure that development does not compromise the quality of life for future generations." (Shiel 2005)

An explanation for the diversity of approaches represented here, and why there seems to be no, 'one way' to do this, lies perhaps in the importance of champions: the champion (as change agent) often initiates action in those aspects of the organisation where they have some immediate control and the most opportunity to influence. Another explanation lies in the ability of the 'initiator', to make the link between the global dimension and their subject area: some subjects may lend themselves more readily to change than others. The challenge then becomes a question of how to escalate such developments to move beyond subject and department boundaries, to involve a wider group of learners and subjects which may not, at first glance, appear amenable to incorporating global perspectives.

At the level of developing curriculum, the case studies provide evidence of a variety of new units, modules and initiatives, from undergraduate to postgraduate, to whole programme initiatives. These are excellent offerings for those groups of students who enrol, but if all students need to develop global perspectives, how could the knowledge and experience integral to 'electives', or 'named awards', be developed in other programmes of study? If the assumption is that everyone needs to develop as 'global citizens', how could opportunities for learning be opened up to students whose course or programme, does not include 'global' in the title?

20. Archer (2005)

## 5 Ways forward continued

As some case studies show, 'internationalisation' is one aspect of developing a global perspective. However, it is important to note that perceptions of 'internationalisation' should not be limited to sending students overseas or recruiting international students (the latter being a common perception in HE). Attention to what form 'internationalisation at home' might take is equally important. Internationalisation at the 'local' level needs to be about 'integrating an international, intercultural, or global dimension' into education (Knight 2005). The development of courses that are 'truly international' in the sense that course content and pedagogic approaches incorporate diverse perspectives, examples from other cultures and opportunities for cross-cultural learning, is an important step in developing a global perspective.

This publication shows that opportunities which enable students to study in other countries, as part of their studies, is a valuable approach in developing a global perspective. The benefits to those students who participate are considerable, but bringing the global into the local is an equally important challenge. UK students who may never go abroad, also need to appreciate the global context of their lives, the global dimension of their subjects, and the importance of the local-global interconnections.

A campus environment where diversity is enhanced by the presence of international students, offers a rich environment for developing global perspectives in the 'local'. How many HEIs and UK students really capitalise on the potential of learning from international students studying in the UK? How many academics ensure that, in a multi-cultural learning environment, their pedagogic approaches and assessment strategies maximise multi-cultural learning?

International volunteering is also shown within this publication as a powerful vehicle to enable students to experience development issues at first hand. These opportunities may only be available to a select few, but it is important not to underestimate the learning that accrues from volunteering and community activity, at any level (Annette 2001). Community engagement is one way to engender a sense of citizenship. Activities for students to contribute to the local community are also easier to implement on large undergraduate courses. First-year students may need to explore local citizenship as a starting point, before they engage with broader concerns. Whatever the approach, the development education principle of 'starting from where the learner is', seems an important one to note.

It would be easy to assume that university-wide approaches suggest the greatest potential to effect change and bring the most exciting benefits. Once achieved, they certainly do seem to acquire inspirational momentum, but it is important not to underestimate the difficulties of gaining broader institutional 'buy in'. Success is often dependent on a few committed academics lobbying for change and aligning bottom up and top-down approaches. Securing senior management support to affect process and culture change is an important stage in developments.

Bournemouth University (BU), Leeds Metropolitan and the University of Manchester all provide evidence where successful change has been achieved through strategic approaches (involving top-down and bottom-up). BU and Manchester evidence how change can be levered through Learning and Teaching, while at Leeds Met a focus on 'internationalisation' has proved an entry point for wider change.

The holistic approaches adopted at Leeds Met and Bournemouth are perhaps examples that all HEIs should be working towards. These two cases evidence the substantial progress that these institutions have made since their earlier engagement with development education<sup>21</sup>. A further feature that BU and Leeds Met share, is that from an early stage both institutions established Global Perspectives Groups (internally) and enjoyed the support of university chaplains, in what can be a considerable challenge. The Manchester case study highlights an important issue that institutional approaches always face: working across disciplines is critical when broadening the curriculum but handling and encouraging interdisciplinary learning 'needs care and sensitivity'.

Influencing an institution's Learning and Teaching strategy certainly seems to be an important goal, if a global perspectives approach is to make an impact across the entire curriculum; leveraging change through internationalisation also seems a potential entry point for change. Most HEIs will have an 'Internationalisation' strategy so making alliances with an institution's 'International Office' would seem to offer certain advantages. A case that argues that a global perspective enhances the experience of all students and makes an institution a more attractive place for international students will undoubtedly attract institutional favour. Similarly, demonstrating that including a global perspective is compatible with being a 'world-class university' should be an acceptable rationale to secure support from senior staff.

Faculty-wide approaches and discipline-based approaches seem easier if you can sell the links between global perspectives and the subject, or create new courses that generate new fee income. Teacher training case studies<sup>22</sup> provide evidence

that a context where 'citizenship education' is part of the school curriculum, it has given rise to openings for global perspectives initiatives across 'education' faculty. The challenge then becomes, how to scale up these developments initiated within 'education' programmes and disseminate across other subject domains.

Various cases provide evidence that developing and participating in networks serves as a useful vehicle to scale up activities, share learning and build support for change. The Skillshare International/Leicester University case study, in particular, shows how a network contributes to increasing the quantity and quality of global health education through a 'Best Practice Network'. Similarly, the Global Dimension Network (Oxford Brookes) for academic staff in health and social care acts as a 'community of practice' which enables collaborative learning, and provides a forum for debate and mutual support for development initiatives.

Such networks may be mainly internal in focus to draw interested participants together, or extend across subject specific disciplines externally (for example, POLIS, Politics on line and education for citizenship skills; the International Comparative Social Policy Group). If interest can be inspired across a subject domain, then opportunities become available to influence curriculum provision across the sector.

The positive role of Chaplains within these networks is highlighted more than once. They can make an important contribution to institutional change, but may also bring different perspectives on global issues and curriculum development, for example, University of Leeds (2.3).

21. Both Leeds Met and BU were part of the DEA Global Perspectives in HE project.

22. DEA (2004) *Global Perspectives and Teachers in Training* London: DEA



## 5 Ways forward continued

### So where do we go from here?

It is hoped that the variety of case studies presented in this publication will serve as a springboard for others to consider ways that global perspectives might be introduced, or activities 'scaled up', within their own institutions. They certainly suggest a range of possibilities to inspire change. Each case study provides contact details presenting the opportunity to find out more, if an initiative described suggests potential for transferability.

The Royal Geographical Society report, commissioned by DFID, highlighted how important it is to: "[showcase those] institutions who are taking a strategic approach and embedding GP; support those who are interested in taking it further; seek ways to demonstrate to those who have done very little the significance [of GP]."

This publication has gone some way in providing a 'showcase' for examples of practice.

The DEA's ongoing higher education work will continue to provide support and brokerage for those institutions that are interested in developing these activities further. Exploring ways to increase capacity across the sector and developing examples of how global perspectives relate to the full range of subject disciplines will be important: activity with the HE Academy and its subject networks is already underway.

As the commitment of senior managers is vital to secure strategic change, a further DEA publication 'The Global University: The Role of Senior Manager's', is planned for the future. Activities are also underway to engage student-led groups. Appreciating the perspective of the learner has to inform the change process but is also important if development approaches are to be deemed inclusive.

Developments such as these are obviously greatly facilitated if initial funding provides a thrust: exploring new sources of funding and support for developing the HE agenda will certainly impact upon success. However, equally important, is ensuring that funding initiatives are in themselves sustainable: too much energy is already wasted across the sector competing for small pots of money, where only one organisation will succeed and many others will be unsuccessful.

Achieving change on a grand scale is bound to take time, but what seems critically important is that, rather than seeing this as an overwhelming agenda, individual academics and curriculum developers reflect on:

- How their particular subject area might be broadened to include global perspectives<sup>23</sup>?
- What areas that they could influence, to ensure that more graduates develop as global citizens?
- How the curriculum and the extra curricular experience might be developed, such that students feel empowered to champion change?
- What networks they could join, or lever to influence change, remembering that NGOs (both local and national) offer support and inspiration.
- Which 'significant others' within their own institution, such as Chaplains, Heads of Learning and Teaching, Pro-Vice-Chancellors, might provide support and encouragement to establish momentum for change?
- How to initiate debate about what a 'global university' might look like, exhibiting the qualities of a responsible 'global citizen' (at the corporate level), and how such a vision might be achieved?

The potential to bring about change through the learning experience HEIs provide students seems obvious: graduates can change the world of work and have opportunities to influence decisionmaking structures throughout their lives. Higher education in this country needs to ensure that students are equipped to face this challenge and to make a positive difference to the way the world functions.

However, the immediate challenge is to convince academics that their teaching should provide students with the knowledge, skills and values to participate in a global society; create opportunities to explore values, attitudes and the perspectives of others; and that students are empowered to challenge perspectives. If we do not promote change, then we are responsible for delivering an education that supports the maintenance of the status quo.

Two quotes seem particularly pertinent:

"As educators we have a unique opportunity and a clear responsibility to help prepare our students to be responsible citizens of the future." (Slater 2003).

However, while "global perspectives are important and relevant to Higher Education ... integrating them across disciplines, departments and institutions is a huge challenge". (Lunn 2006, p6)

Hopefully, this publication will stimulate further developments across the sector. The challenge may be 'huge' but with time, ensuring that the curriculum incorporates a global perspective will become commonplace.

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23. The earlier publication, *Global Perspectives in Higher Education*, McKenzie et al 2003, is a useful resource, providing an articulation of the range of knowledge, skills and dispositions required for a global perspective.

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