



# Students as Active Global Citizens

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# Introduction

- Development Education
- Development Education Association
- Global Perspectives in Higher Education

***“As educators, we have a unique opportunity and a clear responsibility to help prepare our students to be responsible citizens of the future. The fate of our planet and all its life forms lie in their hands. The question therefore is how do we prepare the global citizen?”***

Professor Gillian Slater, former Vice Chancellor,  
Bournemouth University.



The DEA and our partners working in higher education are collaborating to develop learning outcomes associated with global perspectives in the curriculum and to implement policies and practice on institutional ethos, accountability systems and economic choices that are informed by and reflect a commitment to global responsibility.

# Graduates as Global Citizens



## Graduates as Global Citizens Quality education for life in the 21st century

Report of conference held on  
13 April 2005

A DEA conference in partnership with



# Young People and Interest in Global Issues

- DFID Public Opinion and Young People's Surveys
- Increased level of activity in schools, youth groups
- Work of People and Planet, STAR and Development in Action

# Impact of Make Poverty History

Heightened awareness – but little evidence of increased depth of understanding

*See. [www.makepovertyhistory.org.uk](http://www.makepovertyhistory.org.uk)*

**Information → Awareness Raising →  
Learning → Action**

Linear Process

Cyclical

Relative?



# Concepts of Global Citizenship

- Knowledge and understanding of global and sustainability issues.
- Critical awareness of own current and potential responsibilities in their chosen field of study, and its application to sustainable development in the working environment.
- An appreciation of the resources that overseas students have to offer to the enrichment of their understanding of diversity, cultural interaction and international development.

- Developing competencies in language and thinking skills to communicate and actively participate in the social and democratic processes.
- Knowledge of people, organisations and networks pursuing local and international solutions to global issues.
- Experience and skills to apply collaborative approaches to learning and working.
- Ability and willingness to share knowledge and learning strategies/resources with others in the North and South.

- Experience through community activities/work placement/overseas visits of the links between the 'local' and 'global' manifestations of the development and sustainability agendas.
- An active commitment to the sustainable development agenda and processes

# Changing the Ethos of the University

- Fair Trade Universities
- Corporate Social responsibility and human rights
- Relationships with other universities elsewhere in the world

# Student and Community Action on Global Issues

## Making Connections with Local Issues

*'If you are to encourage young people to engage with development issues, beyond joining a march or paying a subscription to an NGO, then it is necessary to help them invest in their enthusiasm with local activities.'*

(M.Strange, Development Education Journal, October 2005)

# **Bringing Development and Global Issues into Courses**

- Medical Students
- Work of STAR
- Accreditation of Courses
- Cambridge Development Conference

# International Volunteering

- Student Partnerships Worldwide
- Development in Action
- VSO

## **Five characteristics guide the planning of VSO programmes to ensure the provision of a foundation to build global citizens:**

1. Volunteers must be involved in work that is of real value to the communities they go to. There are examples of other programmes where people from Britain go to build schools in Tanzania that a short while later were empty because there were no teaching resources available.
2. Volunteer programmes must be designed to reflect cross-cultural interests and the skills and perspectives of the host countries.



3. Travel does not necessarily broaden the mind. Volunteers must really engage in the local community life and gain an understanding of the issues – a little knowledge is a dangerous thing.
4. Diversity of volunteers on the programme plays a substantial part in the quality of the group. They also need to learn from each other as well as from being on the programme.
5. There must be balance in the design of the programme. There is an element of it being led by young people but there has to be clarity about the aims and also an input from the host and their country.

# **International Partnerships**

Example: Sheffield Esteli Student Partnership

# International Students

- Global Voices projects
- Essex University

# Learning and Campaigning

- Engaging the Unengaged
- Fairtrade Café (Aberdeen University)

# Framework for Students as Active Global Citizens

Student involvement was considered an issue of accessibility, suggesting a need to publicize, “dumb down”, and de-stigmatize development so removing stereotypical or over specialist notions about advocates of development. Such actions would aim to empower students providing the knowledge to critically appraise developmental issues so engaging the unengaged. Greater communication between existing student initiatives and student groups, improved recognition and accreditation for extra curricular activities such as voluntary work, the development of a more participatory curriculum for students and academic personnel were all considered key in any attempt to de-fragment existing action. Successful collaboration between activities to identify common principles and goals would generate a power commonality to drive forward the group’s agenda. (student perspective)

# Concluding Thoughts

- Student Interest and Enthusiasm
- Helping Students to creatively develop this energy
- Learning beyond information and awareness raising
- Relationship between learning and action



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