

# Global Citizens, Global Futures Project



## Initial Findings and Reflections

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# Global Citizens, Global Futures Project

## Executive Summary

The **Global Citizens, Global Futures Project** aims to explore current understandings and expectations of global citizenship education across MMU (Research Phase) and to develop and pilot a university-wide global citizenship initiative for students and staff (Implementation Phase). This is an HEA-funded project under the Teaching Development Grants, running until January 2014.

The project aims to identify MMU staff and students perceptions of the concept of Global Citizenship (a contested term); to identify the reality and the further potential for linking this term from strategy to practice; identify under-used resources and make recommendations for further work in this area. Two project strands have addressed these aims: a research strand and an implementation strand.

The research strand used staff and student questionnaires and focus groups to investigate concepts and practices around the topic of Global Citizenship. MMU students and staff see the concept of Global Citizenship in terms of diversity, global issues, values and attitudes, belonging to a 'global community' and collective responsibility for participation. Staff were more likely to critique the term in terms of both the imposition of a 'Western' worldview and possible cultural homogenisation.

Students were slightly more likely to rate Global Citizenship as important for embracing and understanding diversity or broadening cultural understanding, whilst staff saw importance in the need for MMU students to develop an outward looking view and in financial and reputational benefits for the institution. The research has also highlighted current opportunities for students to develop Global Citizenship and for staff to report on their practice in internationalising their curricula or to incorporate elements of Global Citizenship.

As a result of the research, three perceived gaps in provision are: the underuse of the diverse MMU student and staff population; the opportunities for students to engage in 'global citizenship' activities especially focussing on locally available and short term opportunities; a means of reporting on, gathering or sharing the practices that are going on across the institution.

The implementation strand has focussed on the piloting of a student extra-curricular award under the MMU Futures banner and on the development of further staff opportunities to internationalise the curriculum. The student award has seen paid student 'Global Ambassadors' building student engagement via a new Global Futures student society which aims to develop events and provide platforms for student involvement. The award presentations are due to take place in October to assess awardees in advance of the awards presentation ceremony on November 20<sup>th</sup>.

Staff development offerings as part of the implementation strand include: 'Internationalising the Curriculum' – a 10 credit unit (PGCAP/MAAP) - this year, staff from six faculties have engaged. A new FLEX offering of this unit will be available shortly. A collaborative enquiry with international staff has been instigated and is developing recommendations for possible pedagogic research. The project has also resulted in the development of a unit specification for a 15-credit Level 5 Global Citizenship unit to be piloted in the Contemporary Arts programme at MMU Cheshire.

### Recommendations:

- Formulate a definition for Global Citizenship at MMU;
- Use and develop channels for dissemination of good practice
- Highlight Global Citizenship at the next CELT conference;
- Seek ways of capitalising on the diversity of MMU students and staff in the context of Global Citizenship;
- Continue to build opportunities for international work exchange, placements and volunteering and promote local opportunity for 'international' experience.

## Introduction

The **Global Citizens, Global Futures Project**, an HEA-funded project under the Teaching Development Grants, running until January 2014, aims to explore current understandings and expectations of global citizenship education across MMU (Research Phase) and to develop and pilot a university-wide global citizenship initiative for students and staff (Implementation Phase). The project directly explores some of the issues raised in the MMU Corporate Strategy (International Strand) and it is hoped that project findings will lead to further developments in this area.

The International Strand of MMU's Corporate Strategy 2012 – 2017 states;

We will

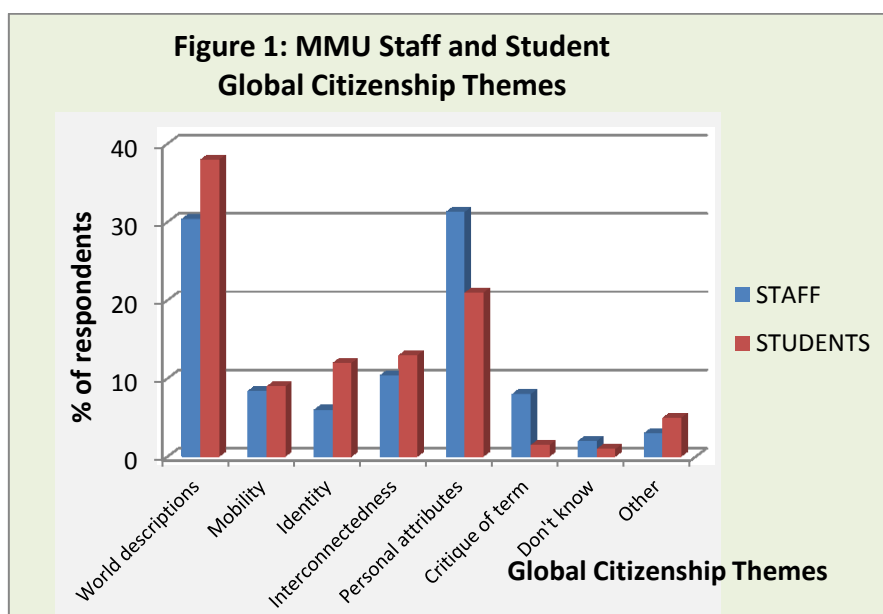
- Create opportunities for global citizenship
- Create a culture that values diversity
- Build international strategic partnerships for research, teaching and knowledge transfer
- Increase the international student community
- Contribute to the development of graduates who are employable globally
- Raise the university's international profile

To 'create opportunities for global citizenship' an exploration is needed around what is meant by global citizenship, a much contested term. Are there any commonalities around how the MMU population conceive of the term and if so what are these? MMU currently employs a range of strategies to further global citizenship but what approaches are proving particularly effective, who is benefitting from the global citizenship approaches and how? Where are the perceived gaps in provision? The research phase of the Global Citizens, Global Futures Project seeks to answer these questions. Research data was collected via an online survey to MMU staff and students (140 staff responses , 645 student responses) exploring how people understand the term 'global citizenship', their experience of global citizenship opportunities at MMU, their international experience and their language skills. The survey was followed up with 24 staff interviews across all faculties and ten student focus groups. The Implementation stage has involved working with groups of students and staff to develop a range of pilot global citizenship initiatives which are currently being put into action. Evaluation studies will take place during the Autumn term.

## Research Phase – Initial Findings

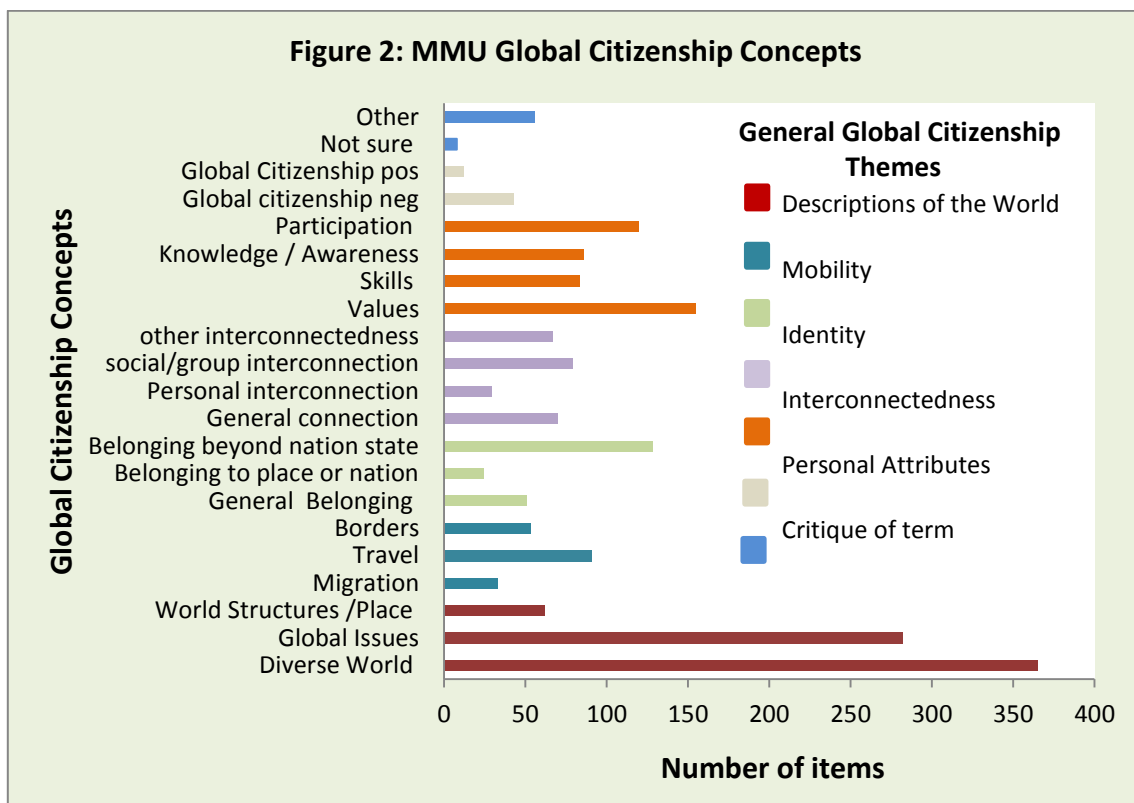
### How is global citizenship conceptualised by MMU staff and students?

Survey respondents were asked to state three words or phrases they associated with the term global citizenship, resulting in 1575 student items and 334 staff items. Six overarching themes emerged: **'Descriptions of the World'** (38%), in relation to the ideas of diversity in the world; **'Personal Attributes'** (25%), in relation to personal attitudes, skills and behaviour; **'Interconnectedness'**(13%), in relation to how people, communities and actions are connected across the globe; **'Identity'**(10%), in relation to people's sense of belonging to a group and being part of a community; **'Mobility'** (10%), being able to move around the world, and a **'Critique'**(3%) of the term itself.



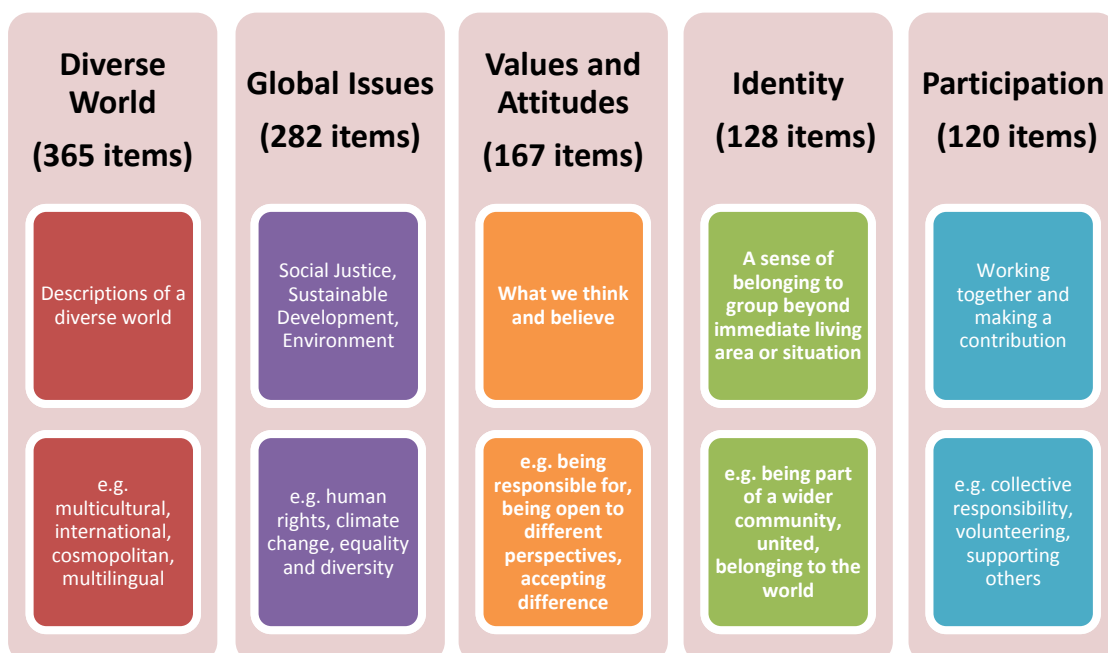
As can be seen from Figure 1, student and staff responses seem to mirror each other although there are differences. Staff are more likely to refer to personal attributes, that is areas of personal learning and development associated with being a global citizen and more likely to critique the term. Students meanwhile, are more likely than staff to link the term with identity, that is a sense of belonging and are more likely to describe a range of world issues in relation to the term.

From these six emerging themes further coding revealed a series of concepts referred to by both MMU staff and students when thinking about 'global citizenship' as outlined in Figure 2. The majority of items refer to either 'Descriptions of the World' or 'Personal Attributes' although there are common concepts emerging from all themes.



Five concepts stand out as being particularly prevalent in MMU's staff and students' understanding of the term global citizenship as outlined (Fig. 3). The five concepts couple knowledge and understanding of the complex issues affecting the world with how the individual interacts with those issues – their values, how they view themselves and how they choose to act.

**Figure 3 Five key concepts of Global Citizenship for MMU staff and students**



The interview and focus group data gathered as part of the project gave a complex picture of staff and students' understanding of the term with many finding it hard to define. Often staff members talked about global citizenship in terms of MMU's other strategic international goals such as increasing the numbers of international students and global partnerships. The terms internationalisation, globalisation and global citizenship were often intermingled. There was an understanding though that global citizenship meant something more, as these quotes highlight.

*'It's very much about ensuring that our UK students, infact all our students, get a global perspective of their life, their education'*

*'I think it's very ambitious – which is great. A lot of universities it's all about getting more fees but MMU, we have global citizenship in there so we are trying to extend it into something else . It's not just about helping recruitment - it's much wider than that which is great.'*

*'You don't have to go anywhere to be a good global citizen. It's not about travel, it's not about language, it's about understanding.'*

The sense that Global Citizenship is about understanding and a way of thinking is also echoed by students.

*Interviewer: Ok, so Global Citizenship, what does it mean to you?*

*Student 1: For me it's knowledge and awareness of issues that affect society as a whole, knowledge of differences between different groups within that society and actually acting to support integration of those different groups.*

*Interviewer: Do you have anything to add to that?*

*Student 2: No, knowledge and understanding, an awareness of the world and your place in it whether that be as an individual or your country or a member of a group that you're a part of.*

### **Critique of the term Global Citizenship**

Another clear finding from both qualitative and quantitative data was that staff at MMU were more critical of the term 'global citizenship' and 'global citizen' compared to the student respondents. When asked "To what extent do you consider yourself to be a global citizen?" nearly 40% of staff responded 'a little' or 'not at all'. This compares to less than 28% of students surveyed. Staff were also often wary of the term discussing how global citizenship discourse has been led by the west. For example:

*'I have to say that when I encounter it I do not always have positive connotations. It feels very individualising, very western and I suppose very normalising'. (MMU Staff)*

*'I find it rather a dull and worthy phrase. It turns me right off to be honest. And it's shame because I'm actually quite ....citizenship, citizenship – it sounds like something invented by the government to integrate immigrants.'(MMU Staff)*

This critical approach to the term is well established (e.g. Parmenter, 2012; Andreotti, 2006) but as the respondent above notes, despite the wariness, the sentiments may be embraced even as the term is rejected. The work by Leask (2007) and Onsman (2010) suggests that staff awareness, beliefs and practices play a critical role in determining the quality of the student experience. At MMU there may be a need for further exploration of global citizenship, to unpick meanings and find common ground so to make the strategic goal of 'creating opportunities for global citizenship' a reality.

### **Towards a Global Citizenship Definition**

Much of the global citizenship literature refers to the complexity and multi-layered nature of the term (Cabrera, 2010; Peters et al, 2008; Shattle, 2008), reflecting findings from the MMU research study. Common perspectives of global citizenship education include not only political, economic, social and environmental issues that affect the globe but also an emphasis on the individual's agency (Balarin, 2011). A great deal of global citizenship discourse is also concerned with an exploration of the dangers of the concept, (e.g. Andreotti, 2006 and 2011; Stromquist, 2009): an adoption of global citizenship practices without adequate critique of the underlying reasons behind global issues can further reinforce unequal power relations.



One definition of global citizenship, that pays attention to the complexity of the term, is from the United Nations Academic Hub on Global Citizenship (<http://unai-globalcitizenship.org/global-citizenship>). It states that:

*'Global citizenship is an umbrella term for the social, political, environmental, or economic actions of globally-minded individuals and communities on a worldwide scale. The term can refer to the belief that, rather than actors affecting isolated societies, individuals are members of multiple, diverse, local and non-local networks. Global citizenship is an interdisciplinary lens through which to analyse the history and development of our changing world.'*

It goes on to state that common global citizenship topics are 'corporate responsibility, cultural identity, economic fairness, education, environment, gender equality, globalization, health, human rights, peace, social entrepreneurship, social justice, and sustainable development.' (<http://unai-globalcitizenship.org/global-citizenship>).

### Why is a global citizenship important?

Table 1 below outlines how students and staff responded to the question, 'How important is it to develop global citizenship opportunities at MMU?'. As can be seen, over 55% of staff and over 67% of students thought it was either 'very important' or 'extremely important'. Perhaps surprising is the 45% of staff who didn't choose these options although their responses were possibly influenced by the 'no opinion' option they had (unlike students). Further investigation shows that staff opting for 'no opinion' referred to their lack of understanding as to what 'global citizenship opportunities' would mean in practice.

<b>Table 1: How important do you think it is to develop global citizenship opportunities at MMU?</b>		
	<b>Students</b>	<b>Staff</b>
<b>not important</b>	5.1%	6.9%
<b>quite important</b>	27.9%	20.6%
<b>very important</b>	38.9%	32.1%
<b>extremely important</b>	28.2%	23.7%
<b>no opinion</b>	-	16.8%

The survey also asked respondents to expand on why they thought it was important to develop global citizenship opportunities. The following reasons were given (Table 2, with reasons positioned in rank order).

<b>Table 2: The top 6 reasons given by staff and student respondents as to the importance of global citizenship opportunities at MMU</b>		
<b>Student Reasons</b>		<b>Staff Reasons</b>
1.	Embracing and understanding diversity	1. Need to develop outward looking MMU students
2.	Broadening cultural understanding	2. Financial and reputation importance for MMU
3.	New global /cultural experiences – develops global outlook	3. Benefits for home students
4.	Student Employability	4. Student Employability
5.	Understanding global/world issues	5. Responsibility to diverse communities
6.	Global reputation of MMU	6. Broaden cultural and linguistic understandings

There are some commonalities in staff and student responses although there are also subtle differences. Students referred to more specific issues such as embracing diversity (both within the university and outside) and the importance of having global/cultural experiences (exchanges, placements, experiencing multicultural learning experiences), whereas staff responses pointed to a more general benefit of developing an outward looking attitude. Another interesting point is the importance global citizenship has in terms of the university's reputation, with staff rating this the second most important aspect and students the sixth. Staff responses differ from students in this respect as they mention the financial benefits linked to the university competing for students in the global market. Preparation for students' future employability features as important in both lists, as does broadening cultural understanding.

A recent survey commissioned by the CBI reported that well over half of the UK employers polled (54% N= 542) express dissatisfaction with their perceptions of foreign language skills among graduates and 41% were dissatisfied with graduates' intercultural awareness (Learning to Grow: what employers need from education and skills, CBI 2013). Interview data also reflects the importance of global citizenship education in terms of preparing students for an increasingly global world of work.

*'The concept of global citizenship is getting staff and students at MMU to be a little more outward facing and a little less introvert and to look at the wider world that goes beyond Manchester's city borders and to have aspirations that go beyond maybe working or studying locally and takes the student or staff member further... getting students to think a little bit more about what they are going to do next and how they can do it.'*(MMU Staff)

*'In terms of students I would say it's about preparing them for a more internationalised world, so giving them more opportunities for that through their courses so internationalising the curriculum and so making their courses here at home more internationalised and preparing them for the global world of work.'*(MMU Staff)

*'I guess it's like open doors, being able to work and study anywhere. A definition of the global citizen is not being stopped from moving and doing anything across the world. If you are a global citizen you can go and do anything anywhere in the world.'*(MMU Staff)

### What are the current opportunities for global citizenship at MMU?

Table 3 shows where students think global citizenship opportunities currently occur at MMU. It is interesting that of the 645 students surveyed fewer than half indicated that global citizenship took place in any of the approaches mentioned. This may indicate that students are unaware of what global citizenship means in practice as highlighted earlier, although only 40 students (6% of respondents) indicated they didn't know. Approaches mentioned in the 'other' category include in the diversity of the MMU population and the sustainability policies and practices at MMU.

<b>Table 3: In your experience, at MMU where does global citizenship feature?</b>		
<b>GC Approaches</b>	<b>Number</b>	<b>Rank</b>
Exchange visits	315	1
University societies	302	2
Social and community activities	262	3
Taught courses	251	4
Extra-curricular activities	214	5
Other	82	6
Online courses	73	7
None of the above	63	8

Interview and Focus Group data gave a more in depth understanding of how both staff and students perceived current global citizenship provision. A summary of some of the MMU global citizenship approaches are outlined below.

### Curriculum Approaches

- Increasingly, curricula offer opportunities for global citizenship. Certain subjects have international approaches firmly embedded into their discipline, with courses explicitly dealing with the global dimension. Other courses have innovative pedagogical approaches, for example working in collaboration with partner universities overseas to deliver courses. Here MMU students work alongside peers at universities in different countries on a joint project e.g. Transatlantic Public Administration and Policy Course, Atlantis Project (Politics, Philosophy and Public Services).
- Study exchanges and work placements. Students talk very positively about international placement and study exchanges and the impact of these is well documented in literature with students involved in exchanges being more likely to be engaged in further study, to be employed abroad and have above-average salaries (HEFCE 2009). However, there is a perceived need, from both students and staff, for

greater flexibility of opportunities including shorter periods for exchanges/placements and working with partners in both local and international settings.

- Volunteering built into course options e.g. in Level 5 Sociology.
- Curriculum Enrichment time. Some faculties have used the time set aside for curriculum enrichment to organise some cross discipline enquiries e.g. the Humanities faculty have organised a UN Simulation Day about intervention in Syria and an EU simulation about Climate Change.

### Faculty Approaches

- Increasing numbers of international staff members within faculties bring added currency of globally specific discipline knowledge and international approaches. International staff members can also aid partnerships with institutions around the world
- Increasing numbers of international students and numbers of UK students taking part in periods of study or work in international settings
- Global Citizenship Events/Conferences. Some faculties have organised international conferences, working with international partners around a particular theme. For example, the Global Futures Conference at Hollings Faculty in Feb 2013 brought internationally renowned speakers from leading academic institutions together to explore the latest developments in faculty subjects areas. In November 2013, the Humanities, Languages and Social Science Faculty are organising the Global Society Series as part of the Humanities in Public Festival.
- Promoting staff international research and teaching activities. Increasingly with transnational education, staff are involved in teaching courses in partner universities and building international research groups. There are numerous faculty connections. Staff talked about the possibility for more opportunities to share this international work with colleagues and students within MMU.

### Extra – Curricular Approaches

- MMU Volunteering provide expertise and advice about a range of volunteering with MMU, the local area and international volunteering. Students perceive they are left to navigate global citizenship opportunities for themselves. However, MMU Futures provides a range of free activities for students to further develop their skills and experiences outside curricular time and the number of events and student uptake is increasing (<http://www.mmu.ac.uk/students/futures/>)
- The Manchester International Society <http://www.internationalsociety.org.uk/> is popular with MMU international students; their fees are paid for the first year. There is great scope for opening up opportunities for home students.
- There are some excellent examples of student-led volunteer projects in the local area such as the Education Engagement Scheme where MMU students have worked with students with English as an additional language in primary schools
- There are a number of extra-curricular international visits for students to get involved with such as the Study China Programme ([www.studychina.org.uk](http://www.studychina.org.uk)) and volunteer opportunities with organisations such as VESL (<http://www.vesl.org/>). MMU Volunteering has information about overseas volunteering opportunities.
- The International Office is developing an International Buddy Scheme. Groups of international and home students will meet regularly throughout the Autumn term taking part in a range of activities to develop intercultural understanding. Contact: [N.Ross@mmu.ac.uk](mailto:N.Ross@mmu.ac.uk)
- International Student Hall Reps. For the first time student Hall Reps will be elected with an international specific remit including raising awareness of global issues and organising intercultural activities. <http://www.mmunion.co.uk/studentactivities/halls/>
- Migrating Passions Project. HLSS Faculty are setting up an Oral Histories project and as part of this students will be encouraged to explore the stories of students and staff migrating to Manchester to study and work (Email: [hlsemployability@mmu.ac.uk](mailto:hlsemployability@mmu.ac.uk))



## Perceived Gaps in provision

Survey and interview data from staff and students referred to perceived gaps in global citizenship provision.

1. **MMU Diverse population** – Even though MMU and Manchester’s diverse population was referred to regularly as enabling excellent opportunities for global citizenship, many perceived that it is currently underused in terms of opportunities for engaging with the array of languages and cultural traditions, views and outlooks as the following quotes indicate.

*‘We have this link with a local primary school, St Peters, and ... there are 49 primary languages used in the homes of those children. 49! You don’t need to travel to understand that there are different languages and to gain access to them – if you are serious about it. But I suspect that it’s because we are not that serious about it. The issue of taking small steps initially’(MMU Staff)*

*‘I look at many of our students who are already global citizens... Heaps and heaps of our students are international, not because of the fees they pay or domicile but through their experience or heritage.’(MMU Staff)*

2. **Access to global experiences** – At MMU the number of home students applying to take part in exchange programmes has increased significantly over the last few years and by 75% (from 2012 – 2013). However, there are concerns from staff across MMU that certain groups of students are excluded and they call for a more flexible approach to the types of international study and work placements the university and Faculties offer e.g. some shorter placements and also locally available international experiences.

*‘Respondent: And the other thing is we have many part time students now and I think that’s only going to grow and it’s providing real opportunities for them to access these things too. It’s really hard if you are working part time and a mother let’s say.*

*Interviewer: So it’s short term possibilities and more flexibility, practical placements*

*Respondent: Yes – a part time student isn’t going to go abroad for 6 months let’s say but they may go on a placement to America for a week...’*

3. **Sharing Global Citizenship approaches within MMU.** Many staff members talked about the challenge of putting the rhetoric around global citizenship into practical models. There are many global citizenship activities taking place across the university as highlighted above but currently there may not be obvious channels for these to be shared both within and across faculties.

*‘And it seems that there is occasional you know, rhetoric, around the need for some global education but when it comes to the operation, I’m not quite sure how that might actually happen.’(MMU Staff)*

*The vision I think in terms of global citizenship, there is obviously an interest and a commitment in the university amongst its people, amongst its students and certainly amongst its staff for being a comprehensive, outward facing, enlightened organisation which has values of global citizenship. How those ideals manifest themselves in practice on a day to day basis is actually the challenge ...(MMU Staff)*

*‘I think Global citizenship is one of the ways in which the international agenda is translated at the individual level. Internationalisation is translated into devising strategies at a higher level but at an operational level I have not seen models of how that can happen easily and transparently. .. So there feels as though there is some kind of gap.’(MMU Staff)*

## Implementation Phase

### Student Pilot Initiatives

#### The Global Citizens, Global Futures Certificate

The project has been working with a group of students to design, implement and evaluate the Global Citizens, Global Futures Certificate. This award recognises student commitment to developing their international skills and experience which are so important for students' employability in a global context. This is an extra-curricular initiative and sits within MMU Futures, where opportunities for students to develop an array of transferable skills are provided. The Global Citizens, Global Futures Certificate includes three aspects:

- **International Experience** – students take part in some international volunteering or work and reflect on this experience with others. Students are expected to undertake a period of time engaged in an activity in a different cultural context. This may mean a period of volunteering for at least 50 hours (either in this country or overseas) or taking part in international study exchanges and/or work placements. Whatever the form of international experience students are expected to reflect on the impact it has had on them.
- **Language Development** – a commitment to learning a new language. There are a variety of pathways to develop language skills. Students can enrol on a course or take a more informal route through language taster sessions and conversational clubs.
- **Awareness of what it means to be a global citizen** - reflecting on what it means to be a global citizen through an online global citizenship 'enquiry'. Students are led through a series of activities exploring the meanings of global citizenship and global citizen, developing critical and cultural awareness and exploring forms of participation.

Once students have completed the three parts they will be invited to present their activities, what they have learnt and any plans they may have in the future for furthering their global citizen work. The first Global Citizens, Global Futures Certificates will be presented on 20th November 2013 as part of the Global Citizens Day organised by the Humanities faculty. It is expected that student uptake for the award will increase through 2013/2014 as awareness grows and the different pathways for students to achieve the award become more embedded.

#### Global Futures Student Society

Global Citizen Student Ambassadors have been appointed to lead the project in terms of building student engagement. A Global Futures Student Society has been started with the aim to help students become more globally aware through a range of student led activities. The ambassadors are currently involved in planning promotion and recruitment during 2013, developing a series of events, creating promotional films and providing social media platforms for students to share their international stories.

#### Global Citizen Events

Since May 2013, a series of events promoting the project and exploring what it means to be a global citizen have been organised with over 100 students attending. In the Autumn Term 2013 Global Citizen events will continue with student ambassadors taking a lead.

To find out more information about the Global Citizens, Global Futures Student Award visit the MMU Futures website <http://www.mmu.ac.uk/students/futures/globalfutures.php>.

## Staff Pilot Initiatives

- CELT ran the Internationalising the Curriculum staff development (cpd) unit in May and staff from six faculties participated. Staff explored their own educational cultures, notions of internationalisation within their own discipline and took time to interrogate a curriculum item for its degree of internationalisation.
- This unit is now being developed to run partly online, and will soon be available as part of CELT's FLEX provision from September. Workshops for programme leaders also available via CELT webpages.
- A staff collaborative inquiry has been started by co-researchers and contributors from an academic (international) staff group from different discipline areas to explore the question: 'What kind of impact has internationalisation had at MMU in terms of pedagogy, culture and research?' We expect that this will develop strands of interest in relation to specific disciplines and will result in learning to make recommendations to the university about staff induction, pedagogies, and research.
- Development of a unit specification for a 15 credit global citizenship unit to be piloted by the Contemporary Arts programme at MMU Cheshire.

## Global Citizenship at MMU Recommendations

1. There is some misunderstanding between the terms 'internationalisation' and 'global citizenship'. As one of MMU's strategic objectives is to 'create opportunities for global citizenship' there may be scope for further exploration of what global citizenship means at the faculty level.
  - **Formulate Global Citizenship MMU definition**
2. There are currently many MMU Global Citizenship opportunities encompassing a broad range of approaches. However, there may be some need for clarification of these approaches and more opportunities for staff and students to share good global citizenship models of practice.
  - **Use and develop channels for dissemination of good practice**
  - **Highlight Global Citizenship at the next CELT conference**
3. The diversity within the MMU staff and student population was often referred to as a positive element but it is perceived by some as being under-utilised.
  - **Seek ways of capitalising on the diversity of MMU students and staff in the context of Global Citizenship**
4. International Study Exchanges and Work Placements are viewed as very successful for both students and staff. However, there are issues around who has access to these opportunities and a call for more flexible options including more local opportunities.
  - **Continue to build opportunities for international work exchange, placements and volunteering and promote local opportunity for 'international' experience.**

For more details visit the project website at: [http://www.celt.mmu.ac.uk/global\\_citizens/index.php](http://www.celt.mmu.ac.uk/global_citizens/index.php)

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# MMU Global Citizens, Global Futures Project

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## What does global citizenship mean to you?

'It is thinking about ourselves as global citizens and what that means, it is about curriculum, it is about environmental sustainability...You don't have to go anywhere to be a good global citizen. It's not about travel, it's not about language, it's about understanding.'

'I think a shared understanding of culture and a shared awareness of need and want and how we interact as a global society is probably more important than ever given the way economies work now, given the way governments tend to want to interact and interrelate.'

'Recognising that we are part of a global society and maybe recognising yourself as a citizen as part of that society so rather than thinking just about your involvement in a local environment, thinking about your impact on a much wider scale and how you can be involved.'

I don't like that concept, it's not something that I would associate with. Global engagement, global relationships is more what I would think about and therefore our global strategy.

For me it's knowledge and awareness of issues that affect society as a whole, knowledge of differences between different groups within that society and actually acting to support integration of those different groups.

'I think you can take the principles of being a global citizen you know by being aware of current affairs and what's going on outside of where you were brought up and having an interest in international affairs but I think practice what you preach – go out there, see it, feel it, understand it.'

### Find out more about the Global Citizens, Global Futures Project

**Website:**

[http://www.celt.mmu.ac.uk/global\\_citizens/index.php](http://www.celt.mmu.ac.uk/global_citizens/index.php)

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