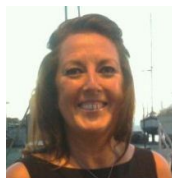


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# Civic Leadership for Cities in Transition

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*Using conflict transformation activities to embrace sustainable social cohesion and active citizenship*

## Research designed to:

- To internationalize the curriculum of the Level 5 Advanced Diploma in Civic Leadership and Community Planning
- Develop a learning community of Civic Leaders engaged in the future development of three cities in transition from post-conflict societies
- Develop collaboration on learning, assessment and teaching
- Foster an international community of practice
- Develop a capacity building programme for civic leaders involved in building new communities'

Research First of its type in the UK—partnering with a network of cities emerging from conflict

This paper addresses the internationalisation of the curriculum for Civic Leadership and Community Planning in Higher Education at the University of Ulster. The research is undertaken through a partnership with the Northern Ireland Foundation, a Non Departmental Public Body.



Haifa, Israel

Internationalising the curriculum of the Advanced Diploma in Civic Leadership and Community Planning will involve partnering with a network of cities emerging from conflict. These have been identified in consultation with the NI Foundation and include Belfast, Haifa, Israel, Mitrovica, Kosovo and Nicosia, Cyprus.

This innovative programme which is the first of its type in the UK is delivered through a partnership between the Business Institute and the School

of the Built Environment to bring together the partners (officers in statutory agencies and representatives in the community and voluntary sector) who will be involved in implementing community plans and to build the civic leadership behaviours, trust, networks and the management competence necessary to implement community planning.



Belfast, NI

Collaborative approaches are now becoming critical to addressing current and future macro problems such as regional development, city



Mitrovica Bridge, Kosovo

regeneration and social cohesion and deprivation. These entail the ability to assemble, manage and lead interdisciplinary teams in different ways as well as actively mining the tacit knowledge residing in communities of practice.

Nicosia, Cyprus



*Hambleton (2011) in "Place Based Leadership in a Global Era", states that "new forms of engaged scholarship – approaches that bring together academics and practitioners to co-produce new knowledge about place based leadership in an international, comparative, perspective should be encouraged".*

## The Link Between Universities and Place Based Leadership

The approach to the development and delivery of the programme is based on the socio-constructivist perspective recommended by Hotho (2010) where participants will make sense of the learning experience and then decide how it can be best transferred back into their own context.

The curriculum design will ensure that the principles recommended by Jackson (2007) in relation to constructing teaching and learning environments to promote students' creativity are integrated in the internationalisation of the course content.

The underlying pedagogy, is based on the critical pedagogy recommended for the development of citizenship, which it is argued is used to allow students to shed the passive role of knowledge consumers and to assume the active role of meaning makers Apple and Beane (1995).

**NEXT STEPS.** Over the next number of months research will be carried out to investigate innovative and creative options to internationalise and adapt the curriculum, identify the resources needed for programme delivery and student support and to contextualise the course curriculum, content, assessment and mode of delivery.