



**Bournemouth  
University**

## Looking after babies in rural Nepal

Rural woman in Nepal at work



Photo courtesy of Peter Cogger

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# BUGLE

Bournemouth University Global Local Education

[www.bournemouth.ac.uk/about/the\\_global\\_dimension/global\\_dimension](http://www.bournemouth.ac.uk/about/the_global_dimension/global_dimension)

## Editorial

It is exciting to note that this is the tenth edition of Bugle and five years have passed since we produced the first edition in 2005. BU has made substantial progress since we first introduced discussion about Global Perspectives and Sustainable Development.

A recent BU survey shows that students are more likely to learn about global issues, internationalisation and

sustainable development as a result of their time at BU than ever before. Almost 60% of students also believe that responsibility for sustainable development lies with individuals and that the University has a key role to play. At the same time, we are responding to the internationalisation agenda by increasing opportunities for international engagement – this presents some interesting contradictions and challenges.

How do we enhance graduate employment prospects by offering a more international experience in a context where carbon reduction is of increasing concern? We do not have the answers yet, but look forward to engaging with you to explore the contradictions further in subsequent editions of BUGLE. Enjoy the summer –whatever the weather may bring!

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## Education for sustainable development – something we all need?

“Our biggest challenge in this new century is to take an idea that seems abstract - sustainable development - and turn it into a reality for all the world’s people.”

Kofi Annan, UNSG, 2001

Switch on the TV and there are constant reminders that we live in a turbulent and fast changing world. Pick up a newspaper and reports of the global financial crisis suggest that ‘business as usual’ may no longer be possible, let alone sustainable. Environmentalists have been warning for decades that we face an ecological crisis and need to take action; some suggest that we have left it too late. International development agencies draw our attention, often with harrowing images, to the plight of the world’s poor, the consequences of food-shortages, famine, conflict, and the impacts of climate change. Irrespective of where we sit on the climate change debate, what is certain is that economically, socially and environmentally the world is changing. What is less certain is the impact of those changes on our lives and the implications for future generations.



The Earth Charter suggests that **‘We stand at a critical moment in Earth’s history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future holds at once great peril and great promise.’**  
[www.earthcharterinaction.org](http://www.earthcharterinaction.org)

You might prefer to adopt a ‘live for the present, we are doomed anyway’ approach but as a university community we share a collective responsibility to contribute to a positive future and to lead change that secures

positive outcomes. This could be through research and education (led by academics) but equally, might be achieved through the collective action of everyone within our community.

A suggested starting point on a learning journey would be to consider the implications of sustainable development for our personal and professional lives. What does it mean for us as individuals? The next stage might be to acquire new knowledge and to explore ways to engage, where we feel we can make a contribution to making our environment a better place. It is easy to turn off lights, for example. It does not take much to be a better colleague. Acquiring the skills which enable systemic or futures thinking, developing techniques for anticipating risks, challenging our own

assumptions and learning about the inter-connected nature of global issues is a more challenging goal but could bring personal benefits, as perspectives are enhanced and we evolve into more critical human beings. Education for sustainable development (ESD) is something that we all need if we want to collectively create a more sustainable future.

### UNESCO defines ESD as learning to:

- Respect, value and preserve the achievements of the past
- Appreciate the wonders and the peoples of the Earth
- Live in a world where all people have sufficient food for a healthy and productive life
- Assess, care for and restore the state of our planet
- Create and enjoy a better, safer, more just world
- Be caring citizens who exercise their rights and responsibilities locally, nationally and globally.

What does this mean for you? What knowledge and skills do you need to adjust to a future which may be very different to what we enjoy today?



**Looking after babies in rural Nepal**  
A young mum with her baby in Nepal

Photo courtesy of Peter Cogger

## Project start-up visit - Academics from the School of Design, Engineering & Computing meet in Kenya with project partner from Jomo Kenyatta University of Agriculture and Technology

Dr John Kanyaru, Lecturer, Software Engineering and Dr Reza Sahandi, Associate Dean, Academic Development and Resources, from the School of Design, Engineering & Computing made their first visit to the Institute of Computer Science and Information Technology (ICSIT) at Jomo Kenyatta University of Agriculture and Technology (JKUAT) in Kenya.

The purpose of the visit was to start up a funded project to help improve the expertise and career prospects of Kenyan students under the Education Partnership Africa (EPA) scheme, thanks to a grant of nearly £60,000 from the British Council. The funding has created an opportunity for partnership between BU and JKUAT.

This two-year project aims to enhance undergraduate students' experience in software engineering by reviewing the curriculum, as well as increasing the practical aspects and workshops to improve the prospects of graduate employment.

Two members of the academic staff from ICSIT visited the School of Design, Engineering & Computing in February 2010 as part of this project. The School looks forward to developing the partnership.



**From left:** Dr. Waweru Mwangi (Director, ICSIT, JKUAT), Dr. Reza Sahandi (DEC), Dr. John Mathenge Kanyaru (DEC)

## Looking after babies in rural Nepal

BU is involved in a research project in Nepal aimed at improving the uptake of antenatal and postnatal care in rural areas of Katmandhu Valley. Professor Edwin van Teijlingen from the School of Health & Social Care is collaborating with the University of Aberdeen and London-based Buddhist charity Green Tara Trust.



Postnatal visit by Green Tara staff

Land-locked Nepal is one of the poorest countries in the world, and currently only around one in five women gives birth with a skilled attendant present. Even though the maternal mortality rate is slowly falling, over 200 women still die out of every 100,000 births.

Professor Van Teijlingen and the team's work is based on the principles of sustainability and low cost. It includes setting up and supporting women's groups, making safe delivery kits available and encouraging pregnant women to attend at least four antenatal visits, as recommended by the World Health Organisation. It also offers training to health workers and basic equipment to remote health posts.

One specific intervention consists of giving women baby blankets to wrap up the newborn to prevent hyperthermia. The blankets are given along with a health promotion message that explains why women should not wash the baby immediately after birth (as this reduces the baby's temperature). The blankets are bought from local markets by project staff, thus aiding the local economy, and distributed to women in late pregnancy.

The research involves a before-and-after study of the intervention to establish its effectiveness, which will improve the public health evidence-base in Nepal.

Edwin van Teijlingen, Professor of Maternal Health Research, Centre for Midwifery, Maternal & Perinatal Health, is also visiting Professor at Manmohan Memorial Institute of Health Sciences, Purbanchal University, Nepal.

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Photos courtesy of Peter Cogger

# SUBU and CSR

Corporate Social Responsibility (CSR) is a form of business model, functioning as a built-in self-regulating mechanism in which businesses monitor and adhere to ethical standards and international norms; and actively promote public interest through community growth and eliminating harmful behaviours.

CSR activities are divided into four main areas – Community, Environment, Marketplace and Workplace. SUBU works actively in all four areas of CSR.

## Community-based activities

SUBU builds on its interaction with local residents to deal with issues that affect them and to deliver an effective community-focused strategy. Through our work with the Winton community forum we have developed the 'I ♥ BH' campaign, looking at how students are seen in the local community and working to reduce the negative stigmas attached to being a student. After two years on the project and the development of a Community Officer on our executive committee, local residents are starting to see the benefits to the local economy of having a prosperous university on their doorstep.

## Environment-based activities

SUBU works hard to reduce its commercial and environmental impact through implementing policies and influencing behavioural change to encourage sustainable development. We now print union materials from posters to Nerve\* Magazine on 100% post-consumer waste products. We only buy clothing from companies that are either fairtrade registered or working towards fairtrade status. We have improved our infrastructure to reduce energy consumption and,

pending an audit, will be receiving a Silver status for the Sound Impact Awards in the coming weeks. We have also elected an Environmental Officer to the executive committee and have close ties to both local and national organisations working for sustainable development. The Old Firestation is also taking part in the 10:10 campaign, working towards reducing their energy consumption by 10% by 2010.

## Marketplace-based activities

SUBU only deals with environmentally responsible suppliers. We take an active role in the University's Fairtrade steering group and sell fairtrade products in our commercial areas. We ensure that companies we deal with pay their employees well and make sure that they are working in above adequate working conditions whilst also employing environmentally sustainable policies.

## Workplace-based activities

SUBU is committed to providing staff with professional and personal development, and spends thousands of pounds annually to provide staff with the training, customer service skills and innovation to effectively work as a business. A Learning & Development Manager is responsible for ensuring that every staff member reaches their full potential. We also work stringently on our health and safety regulations and encourage a healthy balance between work and play, often organising team bonding activities ranging from outdoor activities to BBQs and team drinks.

**James Ricci**  
Students' Union President



# EcoCampus Silver Award

Bournemouth University has successfully achieved the Silver EcoCampus Award for its environmental management system (EMS).

EcoCampus is a national award scheme which takes a phased approach to EMS implementation, with the fourth stage (platinum) equivalent to internationally recognised standard ISO 14001.

Following a comprehensive audit of documentation and practice on site, an EcoCampus auditor confirmed the standards required to pass the Silver Award had been reached.

Silver Award actions included developing procedures, compiling a full assessment of legal compliance, establishing a register of significant aspects and impacts, and developing objectives and targets and an environmental programme to address them.

Amanda Williams, Environment & Energy Manager, said: "This award demonstrates the University's ongoing commitment to manage and reduce its environmental impact. EcoCampus provides a framework to develop a challenging and coherent strategy in all environmental aspects.

"We have developed targets for carbon management, water reduction, waste management and recycling, transport, construction and procurement and are working on other areas."

BU is the first university from a cohort of 12 that started the programme in November 2008 to have achieved the Silver Award.





Reflections and resolutions  
Stephanie in Sweden

## My Erasmus experience

During the 2009-10 placement year of his BA (Hons) Leisure Marketing degree, Chris Brown participated in the EU funded Erasmus mobility programme. Erasmus provides monthly grants to students to help support the additional cost of living abroad. This is money they don't have to pay back!

"For my placement year I am working at a company called Sport+Markt in Cologne, Germany. Working and living in Germany has enabled me to develop a greater insight into a different lifestyle and culture, unique to the German people. This increased awareness and appreciation of another culture has allowed me to look at things in a more balanced and objective way.

"If you are thinking about moving abroad for your placement year I would highly recommend living with native speakers. I have found this to be hugely beneficial in terms of learning the language of your host country and also it is a great way to meet new people and friends.

"I would advise prospective Erasmus students to make sure they can afford to live and work abroad before they make

their final decision. As Erasmus students you are entitled to funding which is coordinated through the University, providing you meet the EU's requirements for this. I have been fortunate in finding comparatively cheap accommodation because otherwise I would be experiencing financial difficulties. I am on a very modest wage and Cologne is quite an expensive area of Germany.

"Thorough research and preparation before you move is the best way to cope with this situation."

### Interested?

Find out more about Erasmus for EU work placements online at [www.bournemouth.ac.uk/study&workabroad](http://www.bournemouth.ac.uk/study&workabroad) (Select study and work in Europe) or email [studyabroad@bournemouth.ac.uk](mailto:studyabroad@bournemouth.ac.uk)



Chris enjoying Köln, Germany.

## Reflections and resolutions

Each year around 40 BU students participate in an Erasmus-funded work placement in Europe. Jun Chan (Product Design with Daifuku Designs, Spain) and Stephanie Humphreys (Sports Development & Coaching Sciences with Gothenburg Figure Skating Club, Sweden) tell us about their experiences:

### What are the best things about your placement?

**Jun:** Being directly involved in designing new and exciting products and learning the stuff they don't teach you at University!

**Stephanie:** The best thing about my placement is the people - they are so friendly and it is a really fun place to work.

### What is the best thing about your host country?

**Jun:** I can't just name one thing - there's the city, the culture, lifestyle, people, food...

**Stephanie:** Sweden is great for experiencing another country and culture but still having the safety net of almost every person speaking English, so I have always felt safe and comfortable.

### Any tips on job hunting?

**Jun:** Apply everywhere and anywhere! Don't get dejected if they say "No"; many companies don't even bother replying... try following up and if nothing, then move on.

**Stephanie:** I sent over 200 emails to various UK and overseas prospective placements. My tip would be to weigh up the placement options; if you get a paid placement somewhere is it what you want to gain experience in, or are you taking the placement because it is convenient/pays a good salary?

### What are your resolutions for 2010?

**Jun:** Watch FC Barcelona play at least once before I leave, eat more Tapas and improve my Spanish!

**Stephanie:** Make the most of my time in Sweden, learn as much as I can to take with me in the future and use what I have learned on placement in my final year of studying.

### Interested?

Find out more about Erasmus for EU work placements online at [www.bournemouth.ac.uk/study&workabroad](http://www.bournemouth.ac.uk/study&workabroad).

(Select study and work in Europe)

**Email:** [studyabroad@bournemouth.ac.uk](mailto:studyabroad@bournemouth.ac.uk)

### A meaningful exchange

Stefanie enjoys one of the Centre's excursions for international students to the Purbecks.



## And the Award goes to...

The BU Overseas Travel Awards scheme encourages high achieving students to carry out a worthwhile international experience as part of their degree. The awards are divided into special categories to support international work placements, study visits, summer schools, research and volunteering projects. Students are invited to apply for funding during the autumn term and there are awards for both undergraduate and postgraduate students. 12 students gained an award of £500 in 2008-09.

Here is what some of our winners had to say:

### Charlotte Leach

(FdSc Animal Behaviour and Welfare at Kingston Maurwood College)  
**7 New Wonders of the World Award**

"I feel I have achieved a lot during this trip to South Africa. I am no longer a materialistic person. I don't care if I don't have the latest gadget or miss a TV programme. I enjoy living for the moment and take pleasure in the simple things many of us take for granted."

Work placement with Moholoholo Wildlife Rehabilitation Centre in South Africa.

### Andrew Aristidou

(Computer Aided Product Design)  
**Summer School Award**

"A fantastic time not to be missed, I got to experience so much in so little time and it wasn't just about the work. Sustainable development is a very relevant topic to any student because it is in all of our interests to take care of the resources that we are using and not to be wasteful. As a product designer it will influence the decisions on the types of materials that I choose to use in projects."

Three-week summer school on sustainable development in Germany.



Charlotte cares for animals in Africa

### Jennie Neale

(Animal Science, Cannington College)  
**Spread Your Wings Award**

"Finding and tracking a wild dominant male orang-utan and hearing his long call on the last day of a six-day jungle trek in primary rainforest was an amazing experience. It was something I'm never going to forget. A very lucky 'once in a life time' experience."

Three-week voluntary project with the Orang-utan Health Project in Sumatra, Indonesia.

### Interested in working or studying abroad?

Find out more online – [www.bournemouth.ac.uk/study&workabroad](http://www.bournemouth.ac.uk/study&workabroad)

Email: [studyabroad@bournemouth.ac.uk](mailto:studyabroad@bournemouth.ac.uk)

## A meaningful exchange

Each year BU welcomes around 15 incoming exchange students from our partner universities in Europe (through the Erasmus programme) and Canada. These students study with us for up to an entire academic year and help to add an international dimension to the study experience of our BU students. But what do they get out of the experience?

We spoke to three exchange students who are studying on BA (Hons) Tourism Management.

### Titta Savolainen

(Savonia University of Applied Sciences, Finland:)

"You learn to take more responsibility and see things from a different perspective than before. It is surprising but you value your home country much more when you are abroad. I believe the exchange will help me to be much more effective in my studies back home next year. The exchange is certainly an emotional roller coaster with ups and downs, and every day is different."

### Nina Kopp

(Hochschule Harz, Germany):

"I think I've improved my English skills. The experience I've had will help me with my study in Germany and add value to my CV. I'm sure that my personality has also developed during my time abroad but to review this I have to wait until I go back to Germany. I'm living with a host family which is a great opportunity to learn more about British people and the British way of life."

### Stefanie Schulze

(Hochschule Harz, Germany):

"The best things about the exchange are the quality of subjects, the quiet working places in the library/access centre and their opening hours, the opportunities to meet other international students (such as through Global Café) and the trips through Great Britain. The worst thing is feeling like an outsider when working with British students."

### Further information

Find out more about incoming exchange programmes online at – [www.bournemouth.ac.uk/exchanges](http://www.bournemouth.ac.uk/exchanges)

Email: [studyabroad@bournemouth.ac.uk](mailto:studyabroad@bournemouth.ac.uk)



**UYDO**  
Manyi, one of UYDO's young entrepreneurs waiting for funding

# UYDO

United Youth Development Organisation (UYDO) is a youth-led organisation focusing on empowering young people in the developing world to take themselves out of poverty and unemployment through entrepreneurship.



UYDO are reliant upon donations from people who live all around the world, just like any charity. But UYDO does not take this financial generosity for granted – they offer something in return.

One of the major facets of UYDO's work is to provide a platform for young people in developed countries like the UK to engage in the issues of the developing world. This can be done by fundraising, by using the UYDO website and its resources to teach about and discuss development issues, and by creating links between universities and UYDO and to develop projects which fit into the curriculum of many different courses.

The first project in which UYDO was incorporated into a course's curriculum saw Public Relations students from BU brainstorm and pitch a PR campaign for UYDO. The students said that they were positively grateful for the opportunity to contribute their ideas, skills and talents towards a real-life organisation like UYDO.

BU PR graduate, and now UYDO volunteer, Rosie Warin commented that "during the process of researching and planning the campaign, we grew familiar with the situation in Africa, and consequently became increasingly attached to the cause. By the time we pitched,

all five of my group had decided we would definitely like to do some form of volunteering in the future..."

Through UYDO, students can increase their motivation and achieve a higher standard of work and consequently obtain a better degree.

This unique approach to sustainable global development, and creating 'global citizens' along the way, is what makes UYDO beautiful. And you too can get involved now!

### So, how can I get involved?

- As a student you can become a member of UYDO (free) and get actively involved.
- As a lecturer or course leader you can contact UYDO to discuss ideas for how you can develop a UYDO project within your course – email: [espen.berg@uydo.org](mailto:espen.berg@uydo.org).

Visit UYDO's new website – [www.UYDO.org](http://www.UYDO.org)

Find UYDO on Facebook – [www.facebook.com/reqs.php#/pages/UYDO/67421772862?ref=ts](https://www.facebook.com/reqs.php#/pages/UYDO/67421772862?ref=ts)

Follow UYDO on Twitter – [www.twitter.com/UYDO](https://www.twitter.com/UYDO)

## From Human Trafficking to Health Care in Nepal – Global Learning Seminar Series 2009/2010

A series of Global Learning seminars ran during the autumn and spring terms of 2009-10. Organised by the Centre for Global Perspectives, the lectures gave students and staff the opportunity to learn and get actively involved with the global in the local.

Victoria Kuhr from STOP THE TRAFFIK was the first invited speaker and delivered a thought provoking talk on human trafficking and how this impacts on the local community. Victoria surprised participants with her assertion that: "apart from some family-run businesses, there is hardly an ethical curry in London." Masud, an undercover worker at STOP THE TRAFFIK (once a trafficking victim himself) has committed his time to exposing how many Indian restaurants exploit vulnerable young people and participate in human trafficking.

From the sex industry to seemingly innocent but organised child street begging, human trafficking is rife and children and young women are the most vulnerable members of society who get targeted. "It is an industry that makes £700 per second" said Victoria.

The second seminar "The Global Tobacco Epidemic" was delivered by Jean King, the Director of Tobacco Control and Deputy Director of Policy and Public Affairs with Cancer Research, UK. Jean revealed

that if the current smoking trend persists, by 2030, we will be faced with a total of 10 million tobacco related deaths, of which 70% will be in developing countries. Furthermore, a smoker not only puts other people's health at risk, he or she may indirectly contribute to the use of child labour in the tobacco industry.

Maxwell Madzikanga presented the third seminar in conjunction with World Aids Day. This focused on the work of the Red Cross in delivering safe sex messages through peer education in order to combat HIV. Maxwell presented global statistics showing that "there are currently 12 million young people in the world living with HIV."

The last seminar was delivered by BU's own Professor Edwin van Teijlingen from the School of Health and Social Care. Nepal has a large rural population, mostly consisting of Hindus, and culture and tradition play a crucial part behind the decision-making in the uptake of ante-natal care by pregnant women. These traditions can cause barriers which prevent mothers from attending antenatal care at the hospital and have meant that infant and maternal mortality rates are unnecessarily high. Edwin explained the work which has been carried out with local hospital staff to provide education about the importance of antenatal care in rural communities to help combat these problems.

Further Global Learning seminars will be scheduled in the future so please look out for announcements on the portal.

For more information, please visit [www.bournemouth.ac.uk/about/the\\_global\\_dimension/centre\\_for\\_global\\_perspectives/global\\_seminars](http://www.bournemouth.ac.uk/about/the_global_dimension/centre_for_global_perspectives/global_seminars)

**“I did not get any education but I want my children to. Because of the Fairtrade price, I can send them to school.”**  
Laljibhai Narranbhai, cotton farmer, India.



Photograph © Simon Rawles for The Fairtrade Foundation

# Fairtrade doesn't have to be expensive

**“Before you've finished your breakfast this morning, you'll have relied on half the world.”**

**Martin Luther King**

When you are shopping for your everyday food items at the supermarket such as tea, coffee, bananas and chocolate, it is likely that a number of thought processes go through your mind. Is it expensive? Is it part of a special offer? Will it taste good? Can I afford it? Or, perhaps, what are the ethical implications involved?

A recent survey conducted amongst Bournemouth University students by the Centre for Global Perspectives reveals that most students are aware that by buying Fairtrade products, they can make a difference to the lives of others.

However, have you ever been about to buy Fairtrade products and then hesitated because they seem comparatively expensive and out of your budget? You'd really like to support farmers and growers in the developing countries but you simply have to buy a cheaper product?

This does not have to be the case: the examples below suggest why.

Sainsbury's is a good place to start if you want to make a difference. They stock approximately 50 different varieties of Fairtrade Coffee and Tea. If you buy an ordinary 100g jar of Nestlé's Nescafé coffee granules, you can pay as much as £2.29. Why not pay only £1.93 for the same amount of Sainsbury's Fairtrade Organic Instant Coffee? Not only is it cheaper, by buying this product, you are helping growers and producers in the developing world secure better deals.

The same goes for tea. There are simply so many varieties of Fairtrade tea to choose from



Fairtrade products available to consumers

and at very low and affordable prices there is no excuse for not buying Fairtrade. From Café Direct's Fairtrade tea selections to Clipper's Fairtrade Everyday Tea, the choices are endless. A box of Café Direct Fairtrade Everyday Teabags with 80 teabags costs £2.12; a box of Twinings Everyday Teabags with 80 teabags costs £2.24. The choice is yours.

Did you know that Sainsbury's only sell Fairtrade Bananas? At the price of £0.77/kg, which is the same price as Tesco is charging, wouldn't it make more sense to buy your Fairtrade Bananas from Sainsbury's rather than Tesco's ordinary bananas? Essentially you are paying the same price, but by choosing to

buy Fairtrade bananas, you are making a world of difference to the plantation workers.

More and more consumers are buying Fairtrade goods. The Fairtrade Foundation recorded sales of up to £712.6 million in 2008, and have now certified over 4,000 Fairtrade items for sale in the UK. So there is no shortage of Fairtrade items that you can get hold of. As Fairtrade products are now more easily available please make the switch. Your purchase will mean so much more to someone else.

**For more information on Fairtrade, please visit [www.fairtrade.org.uk](http://www.fairtrade.org.uk)**

**No company has paid for inclusion in this feature. The prices of items are correct on the day of writing.**



## Why isn't what I am doing featured in BUGLE?

It could be! If you have any items that you would like included in BUGLE, contact: [ppooi@bournemouth.ac.uk](mailto:ppooi@bournemouth.ac.uk)

This is a newsletter for independent comment and news – all students, staff and those working with BU are invited to contribute. We will be looking for contributions for our next issue.

**Don't forget to recycle your BUGLE!**

Produced by Bournemouth University on 100% recycled paper. Bournemouth University has Fairtrade status.

Alternative formats are available on request. [formats@bournemouth.ac.uk](mailto:formats@bournemouth.ac.uk)

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# Far from Hollywood...

Global Cinema shows films from around the world, often showcasing independent foreign languages movies that are not normally screened in local cinemas. The autumn term programme regularly attracted around 40 students and staff, sometimes many more.

Through Global Cinema, the audience is not only offered a global perspective on film, but also an insight into different cultures and an exposure to other languages. But that's not where the learning stops. For the members of the Global Cinema committee, the process of short-listing films for the coming term's programme has been an interesting experience. We spoke to Adrian Scanlon, a British student studying BA TV Production, and Stefanie Schulze, a German Erasmus student studying BA Tourism Management. They are both members of the Global Cinema committee and we asked them about what motivates them to be involved and what they've learnt from it.

Stefanie explained, "What I like about our work as a committee is that so many very different ideas and views came together. I don't like every movie chosen by us, but some are amazing... I'm interested in watching as many unknown movies as I can."

Adrian agrees that being part of the committee has been a rewarding experience. "It's a great way of getting to know completely new films that I may never have heard of before. Being part of the committee has really developed my debating skills - you really have to be able to fight for your film to be shown as everyone's choices are good!" Stefanie explained the aims of the committee: "Global Cinema means to show movies and lives from another perspective. That's why we show many independent films, especially from other non-English speaking countries. Making movies is more than entertainment, it is art as well. That's what we want to point out and show others."

Adrian gave us his view on the experience: "As an aspiring filmmaker I've noticed how films differ among countries to offer beauties almost unique to that culture. Different environments offer different experiences and outlooks on life and Global Cinema is a fun way to see these things."

"Different cultures tell different stories. You won't always find the routine Hollywood structures within films of other countries which is refreshing. It's like being a kid again when every bedtime story you hear is something completely new and intriguing to you. What has been most interesting about Global Cinema for me is the realisation that stories in Hollywood films have a fair bit of catching up to do when compared to its foreign counterparts."

Global Cinema takes place every Wednesday during term-time at 6.30 in either the Allsebrook or the Marconi Lecture Theatre. It's free of charge and open to everyone.

Come along and discover something new for yourself!

**The Centre for Global Perspectives and the Global Cinema Committee present:**

## Global Cinema

Wednesdays at 6.30pm  
Talbot Campus  
Free entry  
Open to everyone

### 28 April 2010 Barnes LT

To mark UNESCO's World Book and Copyright Day, Global Cinema presents "Viewers Choice" showing great film adaptations of literature. Vote via Facebook to make sure that your favourite movie wins!

### Perfume: The Story of a Murderer

(2006) Crime | Drama | Thriller  
USA | Spain | France | Germany

or

### Memoirs of a Geisha

(2005) Drama | Romance  
USA

or

### Lolita

(1962) Drama | Romance  
UK



Join the facebook group:  
Official Bournemouth University Global Cinema Society

For more film listings, please refer to [www.bournemouth.ac.uk/globalcinema](http://www.bournemouth.ac.uk/globalcinema)