



Editorial

BUGLE continues to highlight the variety of activities that fall under the banner of 'global perspectives'.

Working with staff and students to develop understanding of global processes, global issues, sustainable development, and cross-cultural perspectives is an important aspect of the activity of the Centre for Global Perspectives (CGP), which was successfully launched last November. CGP is currently contributing to a number of

initiatives – some of which are included in this edition.

The Kenya Sports Expedition is an exciting project. Making a difference to someone, somewhere, in another part of the globe (while enhancing your own employability skills) is something that we are keen for more BU students to experience. Other opportunities to develop your CV include volunteering (the WOW project for example), or through international exchange.

Sustainable development (SD) is a critical issue for us all. The

Higher Education Funding Council has just published their new strategy - the role of universities in relation to SD is explicit. In this context, it is pleasing to note that SUBU is taking practical action to review their environmental impact. BU is also engaging with corporate social responsibility benchmarking.

If you have any questions about any aspect of our work in CGP, internationalisation, or developing global perspectives, then please get in touch.

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BU leads the way in cross institution partnership for Kenya sports expedition 2009

Three years ago Head of Sport Development Unit Barry Squires, in conjunction with Camps International, developed an opportunity for selected students to experience and be part of something truly unique - through partnership BU Camp Kenya Sports Development Expedition (SDX) was born. The Expedition, which takes place in August & September, met the demand from students who are seeking pro-active and Eco Friendly, life-challenging sports experiences.

Camp Kenya SDX offered students an opportunity to meet their life challenges and contribute their efforts and inspiration directly to some of Kenya's underprivileged communities, all under the umbrella of sport. The month involves coaching in local schools whilst assisting with basic sports facility development in the run up to the team organising a multi sport festival at the end of their month stay.

The SDX programme begins with trials being held in the three disciplines that would be showcased in the schools festival: Football, Netball and Athletics.

Over 80 children turn out for each school and the raw talent seen by the student coaches is very impressive. 2007 SDX Sports Management student Adam Hetherington noted "I was astounded by the natural skill and ability of the children in football and netball. They picked up the games so easily and were very physical even though they had no footwear or major experience in the sports".

During each session in the three weeks of coaching each school's head and PE teachers participate to learn basic coaching skills and drills off the student coaches. This interaction really brings together the two cultures, and

the learning experience for both parties is considerable.

"Learning how to coach the Kenya children with the communication barrier is initially very hard but to develop the teachers' understanding of the technical aspects of the game and knowledge of skill exercises is a tremendous task for each team," Team Leader Barry Squires commented. "Each student last year grasped the opportunity to fully involve themselves in interacting with the children to make them feel appreciated and this was reciprocated in the construction of the goals and pitches with many school children assisting

the students with digging, painting and clearing. It was a pleasure to watch.

The programme involves students in a variety of academic topics including; global issues in sport, coaching practice, international events management & leadership. Due to the success of this partnership, Southampton, Portsmouth and Surrey University, have teamed up with BU; 18 students are leaving for SDX 2009, this August.

Team leader Barry Squires can be contacted on: bsquires@bournemouth.ac.uk





The global in the local: MUN Professor visits BU

BU has a long-standing relationship with the Memorial University of Newfoundland (MUN), Canada. In July 2007 Professor Paul Curran visited MUN to sign an updated Memorandum of Understanding (MoU) between our two universities. This MoU encourages collaboration in research, education and enterprise activities.

Michael Newton, a Professor of Religious Studies at MUN's Sir Wilfred Grenfell College (based at Corner Brook on the west coast) visited BU during the autumn term 2008-09. Michael used his three week visit to link up with Paul Stevens from the School of Design, Engineering & Computing. Together they looked at issues surrounding the study and practice of ecopsychology.

At Grenfell College Michael teaches and researches on issues relating to human relationships with the environment. The environment has become a major focus over the years at Sir Wilfred Grenfell College and it has developed as a centre for environmental research and teaching. The campus is located in rugged mountainous terrain which borders on the ocean. It is also close to two UNESCO World Heritage sites and is therefore ideal for research into environmental issues.

During his visit Michael also met with other colleagues at BU from the School of Conservation Sciences, the School of Design, Engineering & Computing and the School of Health & Social Care to discuss common areas relating to health, well-being and the environment.

Michael said that he found his visit to be very valuable and that meeting with all the different colleagues at BU opened up new and unexpected opportunities for research and cooperation. Michael hopes that his visit will provide a good basis for future research and collaboration with colleagues from BU. Among the degrees offered at Grenfell College the following have an environmental focus:

- BA Environmental Studies
- BSc Environmental Science (Chemistry / Biology)
- BA Tourism
- BRM (Bachelor in Resource Management)

If BU colleagues would like to discuss future research collaboration or projects they are welcome to contact Michael at mnewton@swgc.mun.ca

Or alternatively staff can contact the Associate Vice-Principal (Research), Dr. Wade Bowers at wbowers@swgc.mun.ca

You can find out more about Sir Wilfred Grenfell College online at www.swgc.mun.ca



Michael Newton visits BU



Sir Wilfred Grenfell College (MUN)

Centre for Global Perspectives – working with colleagues in Northern Ireland

Chris Shiel recently led a senior staff seminar 'Embedding International Development in the University', organised by the UNESCO Centre, at the University of Ulster.

Chris is an Advisory Board member of the Centre which was set up in 2001, to support the development of education for pluralism, human rights and democracy. The visit provided a great opportunity to share the BU/DEA publication 'The Global University: the role of senior managers' and to learn from colleagues addressing the role of education in reconciliation, both in Northern Ireland but also in other countries.

Chris commented that 'education is often an early casualty of a conflict situation but critical in terms of conflict resolution; educators have an important contribution to make to the process of maintaining peace within any society.'



Chris Shiel, Director of Centre for Global Perspectives with Sean Ferren, Visiting Professor and Chair of the International Development Advisory Board and Dr Neil Aldred, Programme Director, University of Ulster.

Universities that count – CSR at BU

In a bid to better understand and manage our impact on society and the environment, Bournemouth University is participating in the Universities that Count project, a voluntary corporate social responsibility benchmarking and reporting programme for the Higher Education Sector.

Corporate Social Responsibility (CSR) is about integrating responsible business practice into an organisation and considering the impact that the organisation has on both stakeholders – which for BU include staff, students, suppliers, neighbours, communities, investors, regulators, interest groups, and society in general – and the environment.

But CSR is not just about fulfilling a duty to society; it can also bring about real business benefits, including enhanced brand image and reputation, increased ability to attract and retain employees and students, reduced risk and increased operational efficiency.

Based on the Business in the Community Corporate Responsibility Index, published in the Sunday Times in May

each year as "Companies that Count", the project will benchmark Universities across the UK on their corporate responsibility performance, provide a systematic approach to managing, measuring, and reporting on CSR, and help us identify where improvements can be made. The key components of the Index are Corporate Strategy, Integration, Management (Community, Environment,

Marketplace and Workplace) and Performance and Impact. This will include an assessment of our performance in a range of social and environmental impact areas, including Health & Safety, Equality & Diversity in the Workplace, Employee Development, Teaching, Learning & Research, Waste and Resource Management, Staff Travel, and Climate Change.

The results of the project will be published in July, with our individual feedback expected in June 2009.



“During this visit we had the chance to learn about the country, culture, language, gastronomy and we even had economy lessons!!

Anna Gonzalez Vidal,
International Marketing

BU students experience China!

Study China is a competitive government-funded three-week study programme in China. It's an amazing opportunity for full-time undergraduate students to learn about China, its language and its culture. Students just have to pay for their flights, insurance, visas & vaccinations.

During 2008, seven lucky BU students were selected to have their own 'Study China' experience. Four students were hosted at Shandong University in Jinan (Eastern China) and three students at Zhejiang University in Hangzhou (South-East China).

Anna Gonzalez Vidal,
International Marketing,
visited Jinan:

“During this visit we had the chance to learn about the country, culture, language, gastronomy and we even had economy lessons!!

The city was 100% Chinese (we were the only foreign people around and most of them have never seen foreign people before!) They were constantly taking pictures of us.

The China Summer School has definitely had an impact on my life both academically and professionally. I now feel more confident to work in Marketing at an international level after learning about oriental culture. During the time I spent in China I discovered the ability to see life from another perspective. These cultural differences have helped me to be more open minded now that I am back home.”

Sophie Panek, Computer Visualisation and Animation,
visited Hangzhou:

“The China Summer School was a once in a lifetime unique experience which gave me the opportunity to see new things, try new food and experience a completely different way of life. My month spent there was so amazing I am looking forward to go back soon.”



Sophie Panek, China

The Study China programme is running an Easter programme for 3 weeks during March and April 2009 which provides another great opportunity for BU students to participate. It is hoped that Study China will also run its popular summer programme again for 2009. Updates and further information can be found through their website: www.studychina.org.uk

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www.bournemouth.ac.uk/study&workabroad



China

From siesta to Fiesta!

As part of my course in International Marketing I was required to do a placement and in order to get as much as possible out of it I decided to split the year into two parts.

First, I spent six months working in Spain at an Internet Marketing company. This was a great experience all in all and I enjoyed the international feel of the town. For the second half of my placement I moved to the capital of Peru, Lima - a metropolis with more than 7 million inhabitants - where I worked in a large import and distribution company.

During my time in Spain I got to know the real Spanish lifestyle. This included getting used to the obligatory Siesta between 2pm and 5pm each day, where most shops are shut and locals take a nap to escape from the heat. Evenings in Spain are usually spent on a “tapas tour”, where several bars are visited and in each one a drink and a very small portion of food – the tapa – is ordered. Tapas were introduced by a former king in order to prevent people from getting drunk.

Living in one of the most popular destinations for language learning, I met people from all over the world who had all come to Salamanca to improve their Spanish skills. This made my whole experience very international and I enjoyed getting to know people from such a variety of backgrounds.

After six months in Spain I moved to Peru in South America. Lima was a shock for me, coming from countryside Spain. The city was so hectic, it was impossible for me to get my head around it at first. The buses change their route daily, there are no bus stops and the fare is subject to the driver's mood. Nevertheless, I quickly got used to it and adapted well to the lively and friendly Peruvian culture. My work at the office was extremely interesting in that the marketing techniques used in Peru differ in many ways from those used in the UK. One thing I found particularly fascinating was the fact that almost every week there would be held a little “party” in my department, be it for someone's birthday, secretary's or salesman day or the boss



Olivia Scheller

being out of town. It seemed Peruvians took every opportunity to celebrate a good Fiesta.

Living in a developing country has made me value many things I used to take for granted in England such as walking on the street alone, especially once it is dark. I have had to learn different behaviour, not showing valuables on the street, dressing down and dealing with beggars and children living on the streets. However, Peru also has many beautiful things to offer, such as Lake Titicaca high up

in the Andes, the Colca Canyon where one can regularly observe condors fling by and, of course, the mystical Inca ruins of Machu Picchu.

All in all I can say that my year abroad has been a positive experience throughout. Not only have I experienced two very diverse cultures, but I was also able to greatly improve my Spanish language skills (having to cope with the great and many differences between Spanish and Peruvian Spanish). Furthermore, this year has been a valuable

insight into the practical world of marketing allowing me to apply all I had learnt in theory to real life situations.

I can only encourage students to spend some time of their degree abroad, be it for a work placement, an exchange programme or a summer course. The experience is unforgettable and will undoubtedly add much value to anyone's life and curriculum.

Olivia Scheller, August 2008

“You go to Moordown to teach your language to the children but actually you learn things from them such as patience or how to explain things and you feel happy when they are all smiling at you.”
Manuela Debegue



Erasmus - reflections and resolutions for 2009

Each year BU participates in the EU funded Erasmus placements scheme which provides financial help for students of EU nationality to work in another country in Europe for their placement. So far, for 2008-09, 32 BU placements students are working in Cyprus, France, Germany, Italy, Ireland, the Netherlands and Spain.

Katherine Robson (Business Studies working for ETSI, France) and Saltuk Karayalcin (Product Design, working for Indesit Company, Italy) provide reflections on their placement so far and their resolutions for the New Year 2009:

What are the best things (and worst things) about your placement?

Katherine: The best thing is the diverse range of cultures you experience which gives you a vital edge in the graduate job market. One of the problems is that as a ‘stagiaire’ in France, you aren’t treated as an employee and you have to prove yourself to be offered any responsibility.

Saltuk: Doing a project right from the beginning to the end with the support and funding of the company was the best thing. There aren’t many bad things apart from having to work late hours sometimes in the evenings.

What is the best thing about your host country?

Katherine: There are so many! I can be in the mountains skiing in the morning, and on the beach sunbathing by the afternoon. The food is incredible as is the wine! The location is amazing, the scenery incredible and the transport is extremely cheap. Working on the Riviera you are just a 2 hour train ride from Italy and closer to many other places. I’ll give you an example: breakfast on the Riviera, lunch in Italy, dinner in Monaco and back to Antibes for drinks! I just can’t get enough of the culture and the people. I think I am going to move here after my placement!

Saltuk: The people... they are just so friendly and accepting. I’m living in the least densely populated zone of Italy (Marche) in one of the smaller towns (Fabriano) with the population topping 20,000 only. Considering the fact that I am from Istanbul (20million), this really is a dramatic change!

Do you have any advice for current 1st or 2nd year students thinking about doing a placement in Europe?

Katherine: DO IT! From my year only 5 out of 200 did their placements abroad. I’ll let you guess who’s CV is the most interesting...

Saltuk: I’d advise you to consider not only the big cities but also smaller towns especially if you are willing to get the real experience of the country you are planning to travel to. I’d also advise you to consider your budget with a reasonably large leeway.



Katherine Robson



Saltuk Karayalcin

Any tips on job hunting?

Katherine: Go for European Institutes and well known big companies. Use BU’s networks. Make sure you add your photo and emphasize that you want international experience.

Saltuk: Learn about the traditional ways of communication in the country you are applying for a job in. What may seem rude in the UK could work abroad!

What are your resolutions for 2009?

Katherine: Eat less brie, drink less wine!

Saltuk: After my placement I would like to travel with my car from central Italy to Austria, Germany, France, Spain, and back to Turkey on a ferry to sell my car and return to UK for my final year.

If you are interested in working abroad during your degree, visit www.bournemouth.ac.uk/study&workabroad

Learn more about Erasmus www.britishcouncil.org/erasmus

“The best thing is the diverse range of cultures you experience which gives you a vital edge in the graduate job market.”

Manuela says ‘fantastique’ for her WOW volunteering experience!

The Widening our World (WOW) volunteering project run by the Centre for Global Perspectives at BU is running again during 2008-09. WOW places incoming Erasmus exchange students with a local primary school in Bournemouth. The volunteers choose how much time to spend each week with their class and teach the language and culture of their home country to the children through fun and interactive activities. The project also helps to promote global citizenship in a classroom setting.

Manuela Debegue, a French Erasmus student from IUT Angouleme, studied on the Business Studies course at BU for the 1st semester (October 2008 – January 2009). During her exchange Manuela volunteered with Moordown St John’s primary school in Moordown and worked with two classes of Key Stage 2 children (aged 7 – 8). Manuela worked on a variety of topics with the children, helping them to learn and to practise their French as well as develop their pronunciation of key words.

A typical French class at Moordown starts with the register being called and the children responding in French with “Oui Madame”. The children then have an ‘on-the-mat’ session where they practise the French words they learnt during the last lesson. For example they may ask each other how they are feeling and respond appropriately: “Ça va?”: “Ça va bien!” (“How are you?”: “I’m good!”).

To help develop their language skills the children also learn to associate French phrases (prompted by flash cards) with certain actions. A lesson about the weather for example resulted in very enthusiastic miming to show that it was cold in Bournemouth that day – “il fait froid!”

The cultural aspect of each French lesson is also an important element. The children are encouraged to learn and think about the cultural differences between France and the UK. A topic on Christmas, for example, allowed the children to learn about the different traditions in each country. In France children will leave their shoes or slippers under the tree on Christmas Eve (in the hope of presents) rather than hang stockings by the fire or at the end of the bed as is traditional here in the UK. It was perhaps not surprising that many of the children were squeamish about the idea of snails being eaten in France as part of the Christmas Eve dinner!



Manuela using flash cards



Manuela and children at Moordown St. John’s Primary School

Manuela explained how the WOW project is mutually beneficial: “You go to Moordown to teach your language to the children but actually you learn things from them such as patience or how to explain things and you feel happy when they are all smiling at you.”

The class teacher, Mrs Nichol, praised Manuela’s contribution to the French lessons and confirmed the benefits to the children of working with a French national:

“The children really enjoyed listening to a French native speaker, and this gave them support with their pronunciation of topic words. It made their learning more purposeful and they were keen to hear about the differences between the two cultures. In fact Manuela’s volunteer work here exceeded my expectations. I was amazed at her understanding of the learning needs of the children; she was incredibly flexible and very keen to offer her support in all areas.”

The WOW project is just one way in which primary schools can link the global with the local and is an ideal medium to help both children and volunteers develop their own global perspective.

Contact person:
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 K101, Kimmeridge House
 Talbot Campus

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

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!

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Alternative formats are available on request. formats@bournemouth.ac.uk

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A sound environmental impact for SUBU, in the words of Executive Officer Dan Matalon...

I like trees. I like water. Generally speaking, I also like warm sunny weather, but not at the cost of the seasons I learned so much about as a child. It's for these reasons that I chose a long time ago to act on climate change.

Last year, when I began my term in office on the Executive Committee, I took the big issue of environmental development into my remit. The first thing on the agenda was to support the preparation of SUBU for the NUSSL Sound Environmental Impact Award. SUBU is currently working towards accreditation (aiming for a BRONZE Award for 08/09) as part of this Award, a practical framework designed specifically to 'green' Students'

Unions. There was plenty to do; a team of enthusiastic SUBU staff and officers got busy labelling light switches, turning down thermostats and generally re-thinking the environmental impacts of everything we do at SUBU. This included minimising our energy usage in the day and switching off at night, reducing our paper wastage and increasing our recycling capabilities, and creating an official Environmental Policy

(to be publicly launched in the coming weeks).

In early January 15 members of Union staff took part in a 1-day training event run by the Carbon Academy to support our Award entry, where staff undertook an energy audit of SUBU areas on Talbot Campus to identify areas for improvement regarding reducing our carbon footprint. SUBU are currently being scored against the SEI list of 192 criteria and recommended practical actions.

As part of the Sound Environmental Impact Award, SUBU are also entering for the special achievement Ecologist Communications Challenge

Award for our website. This is designed to increase the environmental and ethical presence on student union websites, and so far staff have attended a practical workshop to support our entry.

Over the coming months we hope to encourage a lifestyle change amongst our students by promoting recycling, energy reductions and greener transport, and we hope you'll pledge to make a little change that could make a big difference!

Education for sustainable development: Graduates as global citizens, 3rd international conference

10-11 September 2009, Bournemouth UK

'In an increasingly globalised world there is wide spread acceptance of the importance of 'internationalising' higher education and giving students the skills to enable them to operate effectively across boundaries.' (Bill Rammell 2007)

But what does an international education involve? How do we facilitate the development of 'active global citizens' (Lammy 2008) who also understand the need for sustainable development?

Our third 'Education for Sustainable Development: graduates as global citizens' conference addresses these overlapping but equally important themes. We adhere to the belief that these are not separate issues: holistic approaches that encompass all aspects of university life are important if higher education is to contribute effectively to global sustainability.

For further details on registration and submitting papers please visit the conference website:

www.bournemouth.ac.uk/about/the_global_dimension/centre_for_global_perspectives/global_citizens09.html

