

A
Global Vision
for
Bournemouth University

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Bournemouth University
Global Perspectives Network

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GLOBAL PERSPECTIVES - RELEVANT TO BOURNEMOUTH UNIVERSITY?

Bournemouth is a modern university which offers courses aimed at preparing you for the future . . . Choosing to study at Bournemouth University means you are interested in taking a course of action, geared to helping you gain 'real world' experience while you study.

(The Prospectus of Bournemouth University, 1999, p.8)

As we enter the new millennium, the 'real world' is one of globalisation. Economically, politically, culturally, in business, finance, communications, travel, the real world has shrunk and change has accelerated in pace. The result is a vast network of international links and interdependencies, often unequal in power, which connect and influence us all. Globalisation means that, in the future, Bournemouth University graduates will have worldwide career opportunities at their feet. But, too, globalisation insists that the successful graduate of the future will need to possess the skills, knowledge and selfawareness to adapt to the dynamic international business environment and to a wide range of cultural circumstances that they will encounter personally and professionally. The inclusion and valuing of global perspectives in all Bournemouth University courses is a forward looking, empowering step that will contribute to the development of graduates who are highly employable in this twenty-first century international scenario.

Examining a subject or issue through a global perspective means to take a broad minded approach that

- * values methodologies, techniques and academic analysis from other cultures
- * discards prejudice
- * considers with sensitivity the effect of our actions on others locally and globally
- * questions Eurocentric, rich world, restricted perspectives and takes into account viewpoints and circumstances from all regions of the world
- * acknowledges the global forces that affect us all and promotes justice and equality

Relevance to Schools of the University

This approach is relevant to all University Schools:

The Business School - examples include: the behaviour and effects of multinational companies; equal opportunities viz human resources; marketing images; international markets and terms of trade; foreign languages; consumerism and fair trade.

Conservation Sciences - environmental sustainability; conservation in a global context; learning from past and present cultures worldwide; transnational resources and the need for international co-operation; global ecological interdependencies.

Design, Engineering and Computing - global I.T.(but how equal is access?); worldwide labour practices in electronic systems; design inspired by other cultures. Finance and Law -inequalities in the international financial system; debt in the South; eco-accountancy; impacts of international capitalism; the GATT; international environmental law.

Institute of Health and Community Studies - caring professions working in a multicultural society; diseases of poverty (local and global); equal opportunities within the community; learning from community development initiatives in other countries.

Media Arts and Communication -images in advertising and marketing and their international effects; communications in the global village; internet ethics; cultural homogenisation; PR in a multicultural context.

Service Industries - the impact of tourism in the host culture; eco-tourism; consumerism and fair trade; environmental sustainability; cultures awareness; inequalities in global food production; genetic modification of food; collaborative overseas partnerships.

The University's interest, on behalf of all the Schools, in issues of academic development and quality and of international development is furthered by adoption of a global perspectives stance. Witness, for example, its relevance to the ethical understanding requirements in 'South East England Consortium for Credit Accumulation and Transfer (SEEC), *Level Descriptors (1996)*.

Relevance to Extra-Curricular Activities of the University

Global Perspectives are also relevant to extra-curricular activities:

* The **Student Union** - the 'Old Fire Station' is a prime venue for the promotion of global perspectives through its entertainments - World Music in multicultural discos, live artists from different cultures and musical backgrounds. Through its communications (Nerve, C6TV), its concern for issues of relevance to students' welfare in the broadest sense and its support for clubs and societies, the Student Union is already actively encouraging diversity.

* The **Christian Union and the Islamic Group** are well placed to encourage and promote a university community that respects both cultural and religious difference and harmony, and to lead inter-faith debate on contemporary issues of global concern.

* **Amnesty International and People & Planet** student groups represent an already present nucleus of concern for global justice, equality and sustainability.

* **Open Lectures on Ethical Issues** are an ideal platform from which global perspectives and voices can be heard within the University.

Relevance to the Education of Students as Citizens

The inclusion of global perspectives enhances the education of students as global citizens as well as workers. Through their open-minded learning they will have developed the skills demanded by today's employers, as outlined on page 14 of the University's Prospectus, and be:

Self Reliant - global awareness heightens self-awareness, confidence, the ability to respond positively and pro-actively to personal and professional change in today's globalised world.

Connected - global citizens work well as part of a team, recognising the value and role of each member, inspiring others.

Well-rounded - a graduate's range of skills can only be considered as well rounded when they reflect the global environment in which we all operate.

Specialist - knowledge is invaluable in a competitive, specialised context. Awareness of global perspectives and issues in a graduate's chosen field is an essential component of that knowledge today.

AIMS

- * to contribute to the development of graduates who are employable globally
- * to be a catalyst for identification of the characteristics of global citizenship which the University wishes to foster via course curricula and extra-curricular activities in order to meet the relevant criteria for graduate standards of the QAA
- * to be an initial exploration of the positive correlations between preparing students for employment and educating global citizens
- * to encourage global awareness amongst staff and students thereby creating a welcoming, culturally sensitive, academic and social environment for international students
- * to provide, through this document, a tool with which the Global Perspectives Network can survey, in consultation with other University staff and students, the extent of global perspectives such as development and interdependence currently addressed within the curriculum of University courses or through extra-curricular activities
- * to promote discussion and ideas about the inclusion of global perspectives within 'whole university' issues
- * to inspire opportunities for increasing adoption of development perspectives in the University's programme

RATIONALE

Global Perspectives Network - History

Bournemouth University's Global Perspectives Network grew out of an initial partnership, formed in 1998 but with a longer informal history, between the University Chaplaincy and a local development education charity - DEED (Development Education in Dorset).

DEED is one of about 50 Development Education Centres in Britain. As an autonomous educational NGO, the Centre has been working in Dorset since 1983. In partnership with schools, youth services, local authorities, community organisations and individuals, DEED promotes and supports education for global understanding throughout the county. DEED has also acquired a variety of links with partners in the South during this time. Development Education respects people's varied ways of life

around the world, recognises the international forces and interdependencies that affect our lives, and is committed to working for a more just, equitable and sustainable world. The innovative use of global perspectives in all sectors of education aims to achieve this.

Four of the seven University schools are already represented through the active involvement of staff as members of the Global Perspective Network and contacts are being developed with the other three schools. There are also three student representatives so far. It is hoped that, through ongoing discussion, university wide participation will result.

Shared Concerns

Globalisation is about far more than worldwide business and career opportunity. Exploitation of environmental resources, the new international division of labour, migration and displacement of peoples in the endless search for profit and prosperity have created a grossly inequitable world - economically, politically, culturally and socially. Apart from the ethical issue of unfairness, this situation endangers future stability and security. DEED and the University Network have a shared concern for all aspects of these inequalities and, importantly, finding lasting solutions through:

- * supporting environmental sustainability.
- * eliminating poverty worldwide.
- * seeking justice and equality.
- * overcoming racism and all other forms of prejudice.
- * recognising the need to develop globally aware graduates in an increasingly interdependent world.

Supportive Agendas

During the late 1990s, strong, supportive agendas for global citizenship education within the primary and secondary education sectors have been asserted. Education for Citizenship will become statutory in the secondary sector from 2002. DfEE/QCA and various non-governmental organisations have produced supportive documents outlining the way ahead. These include:

*** 'A Curriculum for Global Citizenship'(Oxfam, September 1997)**

Young people today will grow up to be citizens in a world which holds enormous potential either for eradicating absolute poverty and creating an equitable and sustainable world, or for increasing inequality between the rich and the poor with the consequent social insecurity and ecological disintegration Oxfam believes that an education based on principles of equity and social justice, with the development of the Global Citizen at its heart, is the key to a sustainable future.

(1997 p.2)

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*** 'Education for Sustainable Development - A report to DfEE/QCA' (September 1998)**

Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future..

Education for sustainable development is very often a matter of extending, rather than replacing, current thinking and practice.

(1998 pp.2,3)

* **'Education for Citizenship and the Teaching of Democracy in Schools'**(QCA, September 1998)

We state a case for citizenship education being a vital and distinct statutory part of the curriculum, an entitlement for all pupils in its own right We all need to learn more about each other. This should entail learning not only about the United Kingdom - but also about the European, Commonwealth and global dimensions of citizenship.

(1998 pp.13,18)

*. . . if citizenship education is to be accepted as important, not only for schools but for the life of the nation, **it must continue beyond the age of 16.***

(1998 p.28, emphasis added)

The last quotation highlighted an increasing awareness of the need to advance this work into Further and Higher Education. This view is also supported by:

* **'Level Descriptors'** from the South East England Consortium for Credit Accumulation and Transfer (SEEC), (1996)

* **'Development Education and Higher Education Opportunities and Barriers in the Late 1990s'** (A report to the Development Education Association by Dr. A Mackenzie, August 1997)

The future of our species now depends more than ever on the speed with which we can learn and what we now take to be worth learning . . . we have to ask ourselves whether it is the ultimate purpose of individuals and the societies they make up to produce and consume more and more commodities at the cost of further degrading the planetary ecology and impoverishing the mass of humanity . . .

(1997 p.15)

Global citizenship

Global citizenship is a concept which has gathered force over recent years. We live in a world where increasingly people's decisions and actions reverberate across the globe affecting others' lives thousands of miles away. An individual's choices in the supermarket or the clothes store, multiplied by thousands of others, may contribute to destroying a local fishing industry in India or help to perpetuate Dickensian conditions for textile workers in Thailand. Events are also paralleled in global and local contexts. The horrors of ethnic cleansing in Rwanda and the former Yugoslavia spring from the same prejudice that results in racist violence in Britain. It is vital that we all take up the responsibility of active citizenship, not only in our locality and nation, but with a wider vision of the world's close ties. Global citizenship considers the understanding, skills and attitudes needed for the citizen of the twenty-first century.

Education for Global Citizenship is closely allied to, and overlaps with, several other perspectives concerned holistically with the future of our planet and its people.

Development education: focusing on individuals and societies, the forces that affect their lives and changes which give people more control over their futures.

Environmental. Education: A special concern for understanding the natural world, the interdependence of people and planet and action to safeguard the ecological future.

Human Rights Education: Promoting understanding of the universality and nature of rights, the relationship with development and environment and commitment to achieving justice.

Education for Sustainability: Considering the interaction between human society and the environment and the changes urgently needed to ensure a viable future.

Futures Education: Setting out to address the future directly at individual and global levels, envisioning all aspects of probable and preferred futures, not just the technological, and considering ways of narrowing the gap between them.

Each of these has its own academic discipline, but all share a common concern for the welfare of people and planet, the importance of local and global perspectives, the primacy of justice and equality, the valuing of diversity and recognition of commonality in human experience.

International Development

It is necessary to clarify the use of this term within this document, because in some contexts the term is quite reasonably used in connection with the development of a business or even a University into an international market. In this document, however international development refers to changes, in any part of the world, which improve the quality of people's lives, bringing them more control over their future, in a sustainable way and without detriment to others.

THE EDUCATION OF A GLOBAL CITIZEN

In **A Curriculum for Global Citizenship** Oxfam has given us a list of the qualities of a Global Citizen. The Global Citizen is seen as someone who:

- * is aware of the wider world and has a sense of their own role as world citizen

- * respects and values diversity

has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally

- * is outraged by social injustice

- * participates in and contributes to the community at a range of levels from the local to the global

- * is willing to act to make the world a more equitable and sustainable place

- * takes responsibility for their actions

Education is of course a life-long process. Higher Education shares with parents, schools and the individuals themselves responsibility for the development of a global citizen. Young people may leave school and reach university with a wide range of understanding and views about the world and the future. However, a number of patterns emerge from research carried out by David Hicks and Catherine Holden. In the conclusion of their study of 7 to 18 year olds in the mid 1990s they say:

British young people in the 1990s appear optimistic about their own future. They are committed to the responsibilities of adult life and wish for a good job, a good education and secure relationships with partners and children. They are less optimistic about the future for other people, both in their local community and globally. They are concerned about environmental destruction, growing crime and violence and social inequality and they fear that all will worsen. It is only in relation to attitudes over race and gender equity that they expect improvement.

Whatever future pupils hope for, be it characterised by environmental concern or high technology, they do not generally expect it to come about. They fear that the world will be essentially the same or worse than today. Whilst some pupils feel they can act on a personal level to help create a better future, many do not. They feel responsible as citizens of the future for what may happen, but lack a clear vision of what their own part in this might be and the knowledge of groups and organisations working for change. Pupils appear to have been given few strategies for coping with the widespread change in their lives and in society. Their visions thus remain fragmented, and essentially conservative in a time of radical change.'

**(Visions of the Future - why we need to teach for tomorrow
Trentham Books, 1995)**

Dr Hicks has also published the results of a series of workshops designed to help students identify the nature of their preferable futures. Participants were ninety postgraduate and undergraduate students from South West England.

Primarily they want a future characterised by environmental concern with nearly 80% citing respect and reverence for the biosphere as their highest priority. Their posters particularly referred to clean air, land and water, together with a richness and diversity of species, and an abundance of trees and flowers. Second, three quarters of the students want a more convivial future, that is one which emphasises quality of life and human interaction. Reference was particularly made to a sense of social well being, to a cooperative atmosphere, to less stress and more shared laughter. An awareness and celebration of our interconnectedness with the planet and with each other are thus the primary features of their preferred futures.

The next two key characteristics, put forward by just over half the students, relate to conflict and transportation. Participants want to live in a future which is more peaceful both locally and in the world as a whole. In one sense this is an extension of the conviviality that they wish to experience in their own lives to the wider community. It also involves a greater sense of security and harmony as a result of living in a less violent society. Transportation is a main issue that concerns this group and in their preferred future cars have been banned and replaced by cheap and efficient public transport, particularly trams and bicycles.

The baseline future for this group of students is therefore one which is green, convivial and peaceful, with an emphasis on alternative forms of transportation. Three other significant features are mentioned by just over a third of the participants. They want to live in a society characterised by much greater economic equality than today, referring in particular to an absence of rich and poor, food and homes for all, and fair trading leading to an end to Third World exploitation. Closely allied to this is a wish to see greater justice for all, an end to discrimination, respect for human rights and rights for all species. Also important at this level is the need to feel part of the community, combined with a sense that small is beautiful, whether in respect to settlements, business or agriculture. Education is mentioned by just under a third of the students as something which should be lifelong, available to all, community based and more holistic in approach.

The final four features of their preferred futures were mentioned by only a quarter or fewer of the students. Reference was made to alternative sources of energy, viz solar, water and wind power; work being more congenial, satisfying and for all; more attention being paid to healthcare, including alternative approaches to health; and food being grown organically and locally.

(From *Retrieving the Dream*, article pub. in *Futures* Vol. 28. No 8, 1996)

With these visions for their preferred futures and fears of what will probably happen, students need to be empowered with specific skills and understanding to bring their preferred visions to reality.

They need:

- * a sophisticated understanding of the way the world works now: the complex political, economic and social relationships within and between countries and the inequalities of power and access to resources
- * an understanding of the necessity for, and implications of, sustainable development
- * an understanding of commonality and diversity within and between societies
- * skills to recognise and challenge prejudice and other forms of injustice and inequality
- * skills of co-operation and conflict resolution
- * skills of reasoned argument, critical thinking and the ability to make sound ethical judgments
- * a value system which respects diversity, is sensitive to the lives of others, considers the needs of future generations and is committed to justice and equality
- * an understanding of how individuals can act effectively to achieve change

SUGGESTIONS FOR POSSIBLE WAYS FORWARD

The University, taking initiatives via the Global Perspectives Network, may consider some of the following options:

- * An audit of global perspectives in current curricula, leading to School by School discussion and negotiation of ways of enhancing syllabuses and practice
- * An audit of extra-curricular activities leading to discussion and negotiation with staff and students about possible developments eg student societies or discrete one-off events

- * An audit of whole university ethos, policies, prospectus etc. - linked to the debate on Values within the development of the 1999-2009 Strategic Plan -leading to identification and use of channels for change at Policy level
- * Production of a Global Perspectives Unit, offering expertise and resources to all Schools
- * Exploration of potential for use of DEED's expertise and resource bank
- * Consultation of students about 'Preferred Futures', complementing the staff exercise within the Values debate
- * A review of the experience of international students to ensure they receive appropriate support and are empowered to maximise their potential special contribution to the global understanding of all students
- * Investigation of and dissemination of information about possibilities for work placements with organisations, including NGOs, in the development and environment fields
- * Consideration of the possibilities for using staff members' overseas experience as a resource for global perspectives throughout the university
- * Liaison with other bodies such as the DEA and AUT, considering the implications of the 1996 Review of the 1992 Toyne Report, and the 1997 Dearing Review of Higher Education.