

Introduction



- Global citizenship—a critical challenge for the twenty-first century university.
- Common challenges mean universities can learn from each other while developing responses that reflect diverse institutional, national, local, cultural and other contexts.
- This presentation highlights one approach to nurturing global thinking, leadership and engagement amongst students.
- Case study to encourage broader discussion on the challenges, costs and benefits of developing programmes to prepare students to become critically engaged global citizens and leaders.

Global Citizenship



‘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 analyze the history and development of our changing world. Although there is no standard definition of global citizenship, there are common topics that guide conversations in the field.

The topics include corporate responsibility, cultural identity, economic fairness, education, environment, gender equality, globalization, health, human rights, peace, social entrepreneurship, social justice, and sustainable development.’

—United Nations Impact Hub on Global Citizenship
<http://unai-globalcitizenship.org/global-citizenship>

Global Citizenship



Global citizenship celebrates different ways of looking at world and understanding the changing and complex relationships between:

- the global and the local;
- here and there;
- us and them;
- diversity and universal humanity.

*'We see a Global Citizen as someone who:
is aware of the wider world and has a sense of their own role as a 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 local to global;
is willing to act to make the world a more sustainable place;
takes responsibility for their actions.'*

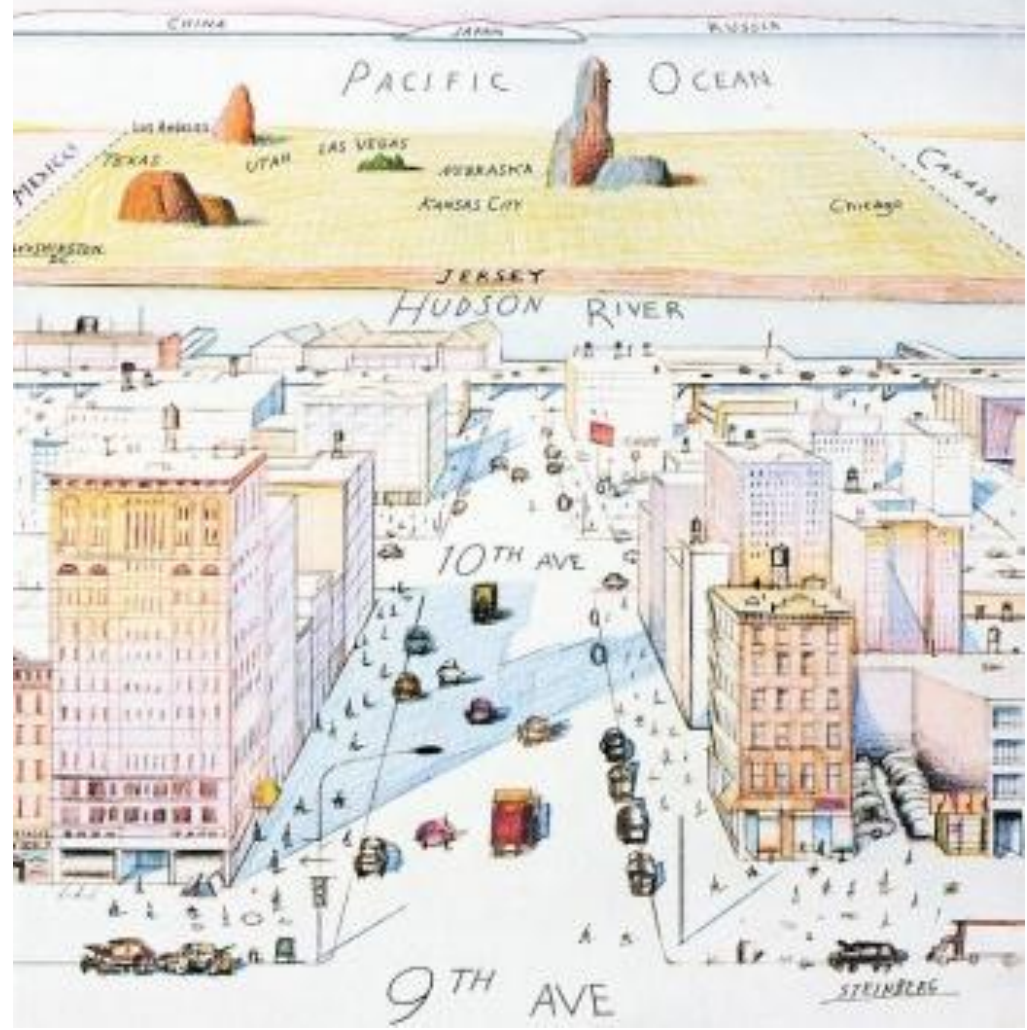
—(Oxfam Education, 1997)


https://www.oxfam.org.uk/education/gc/what_and_why/what/

Mar. 29, 1976

Price 75 cents

THE NEW YORKER



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THE WELLINGTONIAN



Challenges of Developing Global Citizenship



GLOBAL
CITIZENSHIP

- How to champion global outlooks amongst our students?
- Multiple pressures on universities in contemporary world: teaching, research, equity, service, innovation, economic growth, social transformation, international outreach.
- Resource limitations—more with less.
- Internationalisation vs. ‘export education’ as competing paradigms.
- Is nurturing global citizenship appropriate and realistic for NZ and Australian universities in our current national and global environments? If so, how to develop institutional strategies and mobilise resources?

Victoria International Leadership Programme (VILP)

Preparing Students for Global Citizenship



**EDUCATION NZ
AWARD WINNER**

**2009:
INNOVATION IN AN
INTERNATIONAL
PROGRAMME**



- Extra-curricular programme addressing themes of international leadership, global connectedness, sustainability and cross-cultural communication.
- Flagship internationalisation initiative open to all Victoria students, with a tailored version for short-term students
- Over 2000 students registered by 2012 (80% domestic; 20% international)
- Award of certificate for successful completion of programme noted on academic transcripts

Structure of Programme

Website: www.victoria.ac.nz/vilp



1. Seminars and Debates – 12 required

- Global Leadership in International Context
- Cross Cultural Communication
- Global Interdependence
- New Zealand in the World
- Electives

2. Speaker Events – 5 required

- Engage intellectually with speaker
- Participate in ‘real-world’ networking functions
- Diplomatic Dialogues & Parliamentary Perspectives

3. Experiential Activities – 200 points

- Hands-on international leadership experience
- Students choose from a menu of activities or create their own

4. Reflective feedback (200-500 words) is required for all seminars and speaker events

Challenges



VILP participants -Teresa Edge & Hannah Van Voorthuysen, representing VUW and NZ at the World Student Environment Summit at the University of Victoria, CANADA.

Major challenges include:

- Need for inspirational vision, aligned with institutional mission and international strategy
- High-level champions to secure buy-in from senior management, academic and other staff, stakeholders
- Clear learning objectives
- Budget and staffing
- Programme design and development, including IT support systems
- Programme promotion
- On-going relationship management
- Maintaining participant engagement
- Continuous programme enhancement
- Quality assurance

Costs and Benefits

Preparing Students for Global Citizenship



VILP Participant Elisabeth Perham teaching children a song in Vanuatu

Costs of such programmes include:

- Funding of staff, space, systems
- Opportunity costs
- Risks

Benefits of such programmes include:

- More motivated students with greater global awareness and understanding
- Enhanced leadership & service ethos
- Involvement of academic staff in focused internationalisation activities
- Outreach and engagement with external stakeholders and communities
- Student exchange synergies
- Framework for pursuing multiple international opportunities—VILC

Institutional Distinctiveness

Preparing Students for Global Citizenship



VILP Participant Sophie Barclay in discussion with Italian ambassador at launch October 08

- The VILP illustrates how such programmes can be globally relevant while reflecting and enhancing institutional distinctiveness.
- Similar to Macquarie's GLP but inflected to fit NZ context.
- Only NZ University with non-elite international leadership programme.
- Involves VUW research centres.
- VILP partnerships build on & strengthen VUW's capital city advantage (diplomats, government, NGOs, communities).
- Reflects & reinforces identity as internationally focused university, but in a specific locale with specific strengths.

Preparing Students for Global Citizenship

The Victoria International Leadership Programme



Presented by Professor Roberto Rabel,
Pro Vice-Chancellor (International)
Victoria University of Wellington

ISANA Conference
Auckland, New Zealand
5 December 2012

'Internationalisation at home'

Preparing Students for Global Citizenship



- VILP illustrates synergies between 'internationalisation at home' and enhanced student mobility.
- Simultaneous encouragement of student mobility and VILP participation.
- More international awareness & better preparation for students going abroad.
- Interaction between domestic and international students over issues rather than relying only on friendship or buddy systems.
- Returning exchange students continue on VILP and thus spread word about benefits of exchange experience.

VILP Reflections

‘Pondering my VILP journey is similar to reminiscing about a transformational overseas trip. Travel provides a change of perspective through new experiences as well as an opportunity to assess ones individual place in an interconnected global world. With VILP, this type of learning actually comes direct to the Victoria University campus. It is available through powerful on-campus exchanges, not only through effective facilitators, but through the interactions between diverse groups of fellow students. In VILP, the learning is more transparent and analytical, and there are expected opportunities to exchange ideas in an open and honest platform. VILP also has encouraged me to reflect on my involvement with external international focused activities and organisations. Accordingly, VILP has been an integral component of my postgraduate experience and education.

My experience on VILP involved critically assessing New Zealand’s place in the global world and my own ability to influence the situation positively, particularly through my understanding of leadership in distinctive contexts.

—VILP student reflection

VILP Reflections

‘The VILP aspires to increase knowledge and understanding of international leadership and cross-cultural communication. These are arguably lofty goals, but I do feel that the program starts students down the right path, exposing them to different and new perspectives. This was, for me, one of the most exciting aspects of the program – the program acted as a facilitator, providing information about opportunities and encouraging participation. However, throughout the program, I also discovered something that seems so obvious once you know it but is nonetheless important to understand from first-hand experience: there are no final answers or end-points. Learning about different cultures, different practices, and different types of leadership, is a lifelong endeavour. This is not only true because of the vast quantity of information concerned, but also because being open to being “mistaken” or “ignorant” about something is a crucial part of the disposition required if one is to successfully interact in international and global environments and contribute to wider human development and prosperity.’

—VILP student reflection

VILP Reflections

‘When I started out with VILP my idea of leadership was of the professional manager-type driving their career ahead as a “leader”; and I rejected this idea. Having had the opportunity to think about international leadership for the past two years, it made me realise that leadership is much more diverse. To me, it means taking up responsibility, for someone or something, that one believes in, in professional as well as in social/environmental matters. At the same time it means to be aware of one’s own ethnocentric position, and actively taking into consideration other perspectives. This is a vital skill for my professional but also my personal development, enabling me to take part in this world in a much broader way.’

—VILP student reflection

Global Citizens



Conclusion

Website: www.victoria.ac.nz/vilp



Some keys to success:

- Clear vision, high-level champions, extensive buy-in, good programme design & systems, adequate resourcing & alignment with strategic objectives.
- Serving multiple purposes, appealing both to student idealism and realism.
- Using “win-win” approaches which encourage participation & reward desired behavior.
- Genuinely advancing internationalisation goals and enhancing student engagement.
- Inspiring global thinking & citizenship in context of local action.
- Learning from others!
- Leaving legacies.