



# FIRST INTERNATIONAL WORKSHOP FOR THE MATARIKI GLOBAL CITIZENSHIP PROGRAM



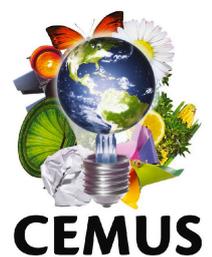
Synthesis and Outcomes  
Uppsala University, April 2016

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## Summary

Members of faculty and students from six of the seven universities in the Matariki Network of Universities (MNU) came together in Uppsala in April 2016 for the first international workshop for the new Matariki Global Citizenship Program (GCP).

The workshop spanned four days during April 18-21, and aimed to formally launch the new program, bring a group of 30 diverse academics and students together, explore critical notions of global citizenship, allow participants to share their work and experiences from their different contexts, enter into collaborative discussions around future work under the GCP, and allow participants to propose initiatives and projects to bring forward in the future as part of the program. While the broad frame of the workshop was to develop possibilities for global citizenship in education, research and outreach, participants were invited to engage with three initial program strands: “Empowering Learners”, “Community Engagement” and a third invitational “Open Strand”.

Participants from Dartmouth College in the US, Durham University in the UK, University of Otago in New Zealand, Queen’s University in Canada, University of Tübingen in Germany, and Uppsala University in Sweden attended, while University of Western Australia expressed great interest but could not send participants.

The workshop’s planning was a collaborative effort including students and members of faculty at Uppsala University and Otago University, and workshop participants themselves. With this input, the workshop was primarily coordinated, designed and facilitated by staff at the Centre for Environment & Development Studies (CEMUS), an interdisciplinary and student-led education centre for sustainable development based at Uppsala University and Swedish University of Agricultural Sciences. The workshop used creative and interactive methods to engage both students and faculty, starting the critical exploration process of the meaning of global citizenship and its implementation for MNU, forming the first steps of the Matariki GCP and its future.

## Outcomes

The following were key outcomes of this first meeting in Uppsala. More detail is provided in Section 4 of this report: Outcomes and Products of the Workshop.

- Participants began a critical discussion around the concept of global citizenship, and what it might mean in practice under a multi-institutional program (see Section 4.4 for summary)
- Several proposals emerged for the content and activities of the program, developed collaboratively by workshop participants from MNU universities. Three proposals aim to develop the GCP's structure and objectives, and six proposals suggest cross-institutional initiatives as the initial content for the Matariki GCP (see Section 4.2 for list and Appendix 6 for full proposals)
- Both students and faculty collaborated throughout the workshop and in proposing projects and initiatives to take the Matariki GCP forward, and this process received overwhelmingly positive feedback
- Participants got to know each other, forming professional and personal relationships essential for potential collaborations
- The coordination team produced a short film (see Section 4.1) documenting and promoting the workshop, and helping participants report back the workshop results and processes to relevant actors in their home contexts
- There is significant level of visibility for the Workshop and the GCP, with MNU Head of Secretariat Anna Debska joining the workshop, participants feeding back to their home institutions on return, and the video produced and then circulated to MNU and university leadership, and students and faculty/staff interested in engaging in the future of the program.

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# 1. Synthesis and Key Questions

## 1.1. Synthesis

Global citizenship is a concept that deserves on-going exploration. The MNU's Global Citizenship Program provides opportunities for collaboration between MNU partners around a vitally important area for education and research. It also has the potential to open up substantive discussions on the role of universities themselves in pressing societal and global challenges. The MNU Global Citizenship Program (referred to as the GCP in this report) could therefore be a force for renewal for our universities as institutions. We see the program as a chance to develop MNU partner universities' capacity to be leading institutions in understanding global citizenship, educating global citizens, and recognising their own implications and potentials within the issues that global citizenship encompasses.

This first international workshop was the initial step in launching the GCP. Next steps will ideally aim to make it a recognisable presence within and beyond the Matariki Network, creating possibilities for ongoing activity that researchers, educators and students in Matariki member institutions will seek to contribute to.

A range of proposals for shaping the content of the program were put forward during the 4 day workshop. Through a collaborative review process these were edited by multiple workshop participants and others, and submitted for this report (See Section 4.2 and Appendix 6). Three proposals focused on developing the GCP's structure and objectives,

- Workshop follow up process
- Guiding framework and goals
- Proposed 'third strand' for the program: "Creating Spaces for Dialogue".

Several other proposals focus on the content of the program going forward:

- International Global Citizenship Student Forum
- Matariki GCP Fellowship Program
- Workshop Series on Policy and Diplomacy
- Global Citizenship Course/Module given across institutions
- Connecting Student-led global challenge initiatives across MNU
- Research on Global Citizenship Education

The program holds valuable potential for the Matariki Network itself. Since it was first conceived two years ago, the global citizenship initiative has envisaged multiple areas of focus, including education, research and outreach; however, the focus on education and the opportunity for much greater student involvement in the network has attracted particular support from the Matariki Executive Board. This international workshop in Uppsala represents a concrete and positive movement to launch it, creating a momentum, which can be continued and used to the benefit of the network's member universities.

Virtual communication will be key in future developments since partners are geographically spread. Uppsala University aims to experiment with techniques such as virtual meeting

technology in the follow up events to emphasise international collaboration without the need to travel. A follow-up event planned for September 2016 initiated by Uppsala will be a virtual meeting of Matariki network partners, utilising technology in what we hope will be an effective way, and one that can be continued. MNU has e-Learning Coordinators appointed at each university, who may be able to engage and support this effort..

## 1.2 Key Questions

The workshop in Uppsala marked the beginning of the GCP. Below we suggest s key questions to be considered in taking it forward, shaping its content, and ensuring that the program development process continues in a collaborative and inspiring way.

- *How can we maintain an overview of different projects within the program? What would the process and structure look like to drive the initiative forward?* An ongoing coordination role of some kind may need to be put in place for the program. Various coordination tasks are needed for the program's near future, including continuing to develop and oversee the proposals for the program's content, guiding the process of defining the vision and identity of this newly launched initiative. This could also include continuing and building on the work of the Uppsala workshop facilitation team and participants, keeping continuous contact with partner universities, developing website and communications, and coordinating the process of developing the Guiding Framework. It may be beneficial to have a student-led and faculty supported position(s), inspired by the CEMUS model, to ensure the future student-faculty partnership character of this initiative. Strategic consideration is required on where in the network this person(s) should be located, and how they would be funded.
- *Where and how should resources be obtained for the GCP projects?* For the network to allocate funding, there may need to be some sort of prioritisation between the projects. And if so, how will this happen?
- *Where and how should the participants of this workshop, and other key people who would bring the projects and program forward, meet?* The "GCP Forum" proposed as one of the projects, could be one possible format of such future meetings, held annually or biennially at different host institutions (see Appendix 6). However, this may not be suitable. We suggest more established routines around meetings be put in place.
- *How should we communicate within the collaborative groups who have proposed content for the program?* This refers to communication both between them across MNU universities, and as a whole group during this continuing process (perhaps an online platform?). It has been left up to each group to decide their internal communication methods, such as emails, video meetings and Facebook groups, and information relevant to all participants has been circulated by email. Interactive online platforms (e.g. Slack) could be useful for more discussions to complement current communication channels. A future website dedicated to GCP could help keep everyone updated.

## 2. Background and Planning Process

At the Matariki Network of Universities (MNU) Executive Board meeting in February 2014, Otago University and Uppsala University were encouraged to jointly develop a MNU Global Citizenship Program. Through this and further MNU discussions, two 'strands' for the program were proposed to be the focus of the first meeting for the program: 'Empowering Learners' and 'Community Engagement' (two other strands were also suggested but put aside to limit the focus of this first meeting). The strands were developed further through contact between Professor Kerry Shephard, Department of Higher Education Development Centre at Otago, and colleagues at CEMUS, Uppsala. Further active exchange through video conferences between Otago and Uppsala staff and students further developed the strands and plans for an international meeting. A third 'Open Strand' inviting new suggestions was also decided on. An invitation and description of the strands (see Appendix 1 for this document) was then sent out to all partner universities, inviting them to join a multi-institutional workshop on global citizenship in Uppsala in 2016, and each university selected key initiatives, centers and people that could represent them at the workshop.

A facilitation and coordination team was formed, supported and funded by the Vice Chancellor of Uppsala University, with the goal of forming the workshop through the interdisciplinary, student-led model in operation at CEMUS, Uppsala University. Hence, two student-coordinators, Lakin Anderson and Sachiko Ishihara, were appointed to design and coordinate the workshop, with support from a senior mentor, Isak Stoddard, and with input and feedback from a Reference Group consisting of faculty from various departments (See Appendix 2).

The workshop program was drafted and continuously developed with some input for content of the workshop from Otago University, and from participants and teams at partner universities. These inputs were initially taken from a survey document (see Appendix 3), which asked each participant questions about their background, expectations for the workshop, and personal and professional connection to global citizenship. This was later deepened through Skype discussions with some of the partner universities. Valuable feedback on the workshop program was also provided by the Reference Group at Uppsala University. As this was the launching meeting for the initiative, goals and framings were kept open, yet structured, to enable the participants to take ownership of the outcomes, and the workshop development process was consciously designed to be collaborative and iterative.

While this 4 day workshop for multiple universities is not something CEMUS has hosted before, the skills and capacities developed at CEMUS through its interdisciplinary, sustainability-focused education and innovative working methods seems to have been a good match for the requirements of this project. Some of these are:

- Participants from multiple disciplines expected to produce work together
- Students and faculty working together as co-creators in a higher education setting
- Active learning and facilitation methods
- Creating open ended processes in which participants can determine outcomes
- Building collaborative processes around questions and topics characterised by high degrees of uncertainty and contention

CEMUS has been striving to meet these challenging requirements that education for sustainable development demands, and experience in working with such processes helped shape the design and implementation of the workshop. While some characteristics such as student-faculty partnership and interdisciplinary collaboration should remain, future meetings and activities within the GCP may have various purposes and require a different character. We imagine that future workshops or events, if hosted in different institutions and with different purposes, should seek to draw on the different skills and capacities of hosts/organizers, yet we hope some of the values and methods used in this workshop continue to be taken up by and to inspire the Matariki GCP.

### 3. Workshop Program

**The general aim** of the 3-day workshop with an optional 4th day was to gain some degree of collective understanding of what ‘global citizenship’ is and could mean for the Matariki Network through a critical exploration of the concept, and to develop concrete content for the emerging Matariki GCP. The schedule was designed to include a lot of creative participatory workshop methods to encourage interaction and exchange among participants (see Appendix 4 for full Workshop Program and Appendix 5 for List of Workshop Participants). There was a mix of discussions and activities in small groups and in larger groups. Some parts of the workshop were designed to be quite open, with the aim of enhancing the shared ownership by all partners, sharing the responsibility of running the workshop, and meeting the complex interests and expectations of the diverse participants.



## Day 1. Welcome, Talks and Activities

**Day 1** was focused on introductions, in which participants got to know each other through some ice-breaking activities and were introduced to Uppsala and the workshop. We visited Carolina Rediviva Library, where Eva Åkesson, the Vice Chancellor of Uppsala University, gave a thoughtful and challenging opening address, highlighting her own support for the program. We also discussed the roles of both students and faculty in this process with an activity from the Active Student Participation Team (<http://www.uu.se/asp/?languageId=1>) at Uppsala University. This was followed by a provocative 'intervention' lecture by Brian Palmer, social anthropologist and scholar of religion at Uppsala University, which focused on the role of the university in global citizenship, in which he pointed to universities' and the Matariki Network's own complicity in problems that a Global Citizenship Program may need to address.



Ice Breaking activities: chat in pairs, and then introduce your pair. What brought you here?



Value Line activity with Active Student Participation Team on the role of students and faculty. Agree or disagree?

## Day 2. Critical Exploration Morning and Free-format 30-minute Sessions Afternoon

**Day 2** started with discussions on the meaning of 'global citizenship' and what role universities could play or how universities would need to change in order to address global citizenship. We expanded this discussion with some input from a lecture by Audrey Bryan, who specialises in international comparative education at Dublin City University, proposing a framework for understanding global citizenship critically. In the afternoon, we invited each partner university to use 30 minutes to host a free-format session with the entire workshop group, e.g. to raise a discussion, ask the group to go through a particular activity or exercise, present a case or some other work, discuss challenges in their home context, etc.



Otago hosted a conversation about the role of students, faculty, & institutions in GC initiatives



Uppsala's role-play: Participants were split into groups with unequal equipment to take a 'GCP entrance exam', provoking discussions about privilege

### Day 3. Creating, Developing, Identifying Proposals for Shaping the GCP

**Day 3** aimed to synthesize the outcomes of the workshop days, concluding with forming key priority area, next steps, and identifying contact persons to move the emerging program content forward. The day was run in an 'open space' format in which anyone could propose discussions and potential ideas for program content. Participants split into groups, discussing and developing ideas and initiatives for the program. Participants were able to shift from group to group, and form new groups around different themes throughout the day. Draft proposals were developed, and the day concluded with a presentation of drafted proposals for the GCP's content going forward (See Section 4.2 and Appendix 6)



Participants proposing ideas for the content of the GCP to discuss during the day



Groups discussing and developing ideas

### Day 4. Open Half-Day with Invitation to University and Wider Community in Uppsala

**Day 4** was an open-meeting half-day with a mingle lunch, the official workshop having concluded at the end of Day 3. The majority of workshop participants stayed for the open event (co-hosted by Active Student Participation Team at Uppsala University) in which they shared reflections on the workshop and some of the proposed program ideas with a wider audience of around 50 people comprised of researchers and students from various departments at Uppsala University (see Appendix 7) and some members of the public.



Participants sharing their reflections and initial project ideas



UU Active Student Participation Team shared their reflections from their observation of the workshop

## 4. Outcomes and Products of the Workshop

Below are outcomes and materials produced throughout the preparation, implementation and follow up phases of the workshop, which capture important parts of the process.

### 4.1 Videos and Photos

#### **Documentation/Promotion Video from the Workshop (4 min 38)**

This is a short video showing the workshop, interviews with participants, and giving a snapshot of what the first meeting of the Matariki GCP was like. One aim was to help participants to feed back the workshop to colleagues and other actors in their home context. Filmed and edited by Ingrid M. Rieser.



<https://www.youtube.com/watch?v=KjOSduRyDTA>

#### **Guest speaker Dr. Audrey Bryan “Critical Approaches to Global Citizenship Education” 19th April, with following discussion**



Lecture (49 min) <http://media.medfarm.uu.se/play/video/5947>  
Discussion (32 min) <http://media.medfarm.uu.se/play/video/5949>

#### **Photo Collection from the Workshop Days**

Available on Google Drive at:

<https://drive.google.com/folderview?id=0B1GCvClyHhDAcTE5NmJKZEkwnc>

## 4.2 Collaboratively Created Proposals for the Content of the GCP

Multiple proposals for the content of the MNU Global Citizenship Program were put forward during the third day of the workshop in a facilitated ‘open space’ format, using a few guiding questions. Ideas were developed in small groups that people could move between throughout the day. Proposals covered activities between and within MNU universities. These proposals were then put through a collaborative editing process after the workshop, in which main contact persons for each proposal have typed the proposals, received and incorporated feedback from other co-proposers, and submitted final drafts for this report (See full list of proposals in Appendix 6). Some proposals focused on developing the GCP’s structure and objectives, shown in green boxes below. Six proposals presented proposals for the content of the GCP, in orange boxes below.

<p><b>The Workshop Follow Up Process</b> Main contact persons: Anna Debska                      Matariki Network of Universities Miranda Mirosa                      University of Otago</p>	<p><b>Proposal for a third strand: ‘Creating spaces for dialogue’ (working document)</b> Main contact persons: Rebecca Bouveng                      Durham University Jasmine Simms                      Durham University Anne Johnsen                      Durham University</p>
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**Guiding Framework (working document)**  
To be collaboratively developed in the next steps

<p><b>Matariki Global Citizenship Program Forum</b> Main contact persons: Juan Carlos Forero Mauritz                      Uppsala University Victor Cabrera                      Dartmouth College Anna Conrad                      University of Tübingen Ronald Edsforth                      Dartmouth College</p>	<p><b>Matariki Global Citizenship Fellows Program</b> Main contact persons: Laurel Stavis                      Dartmouth College Isak Stoddard                      Uppsala University</p>
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<p><b>MNU Global Citizenship Policy &amp; Diplomacy Workshops</b> - Informing Global Challenges &amp; Sustainable Development Goals with MNU Knowledge, Data, and Scholarship - Main contact person: Melody Burkins                      Dartmouth College</p>	<p><b>Undergraduate Matariki Global Citizenship Programme Course</b> Main contact persons: Anna Taylor                      Queen’s University Jonathan Martin                      University of Otago Isak Stoddard                      Uppsala University</p>
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<p><b>Connecting Student-led Global Challenge Initiatives Across the MNU - A Pilot</b> Main contact persons: Sze-En Lau                      University of Otago Larissa Kwiatkowski                      Uppsala University Letisha Nicholas                      University of Otago</p>	<p><b>Research Project: The Complexity of Formulating and Implementing Peace and Human Rights in Education</b> Main contact person: Thomas Nygren                      Uppsala University</p>
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## 4.3 Online Presence

### Event Webpage

<http://www.web.cemus.se/outreach/globalcitizenship/>

### GCP Page on MNU Website

<http://matarikinetwerk.org/education/matariki-global-citizenship-programme/>

### Internal Website for Workshop Participants (contact workshop coordinators for login)

<http://www.web.cemus.se/globalcitizenship-information/>

### Event page, Uppsala University

<http://kalendarium.uu.se/event/?eventId=16746>

### News reports on partner universities' websites

The John Sloan Dickey Center for International Understanding, Dartmouth College

<http://dickey.dartmouth.edu/news-events/students-attend-matariki-global-citizenship-meeting>

Ustinov College, Durham University

<https://community.dur.ac.uk/the.ustinovian/?p=479>

<https://www.dur.ac.uk/ustinov.college/scholarly/conference/matariki/>

## 4.4 Snapshot of Critical Discussion on Global Citizenship



'Word Cloud' made from the collected post-it notes from discussions

During the morning of the second day, participants were asked to discuss two questions in smaller groups: What does global citizenship mean to you? What should universities be doing differently to support/develop global citizenship? Below is a short summary or 'snapshot' of some of the points that were raised. Quotes in *italics* are taken from the large posters covered with post-it notes that each group used to capture their discussions (see Appendix 8 for list of literature suggested by participants in the lead up to the workshop).

*Question 1: "What does 'global citizenship' mean to you?"*

An understanding of global citizenship as a new kind of identity compared to national identity, based on the interconnectedness of the globalized world was a perspective repeatedly brought up. Increasing amounts of people grow up and live in different places, constructing an identity beyond a single location, with one example being refugees. At the same time, some raised concerns that identity is constructed by creating the 'Other'.

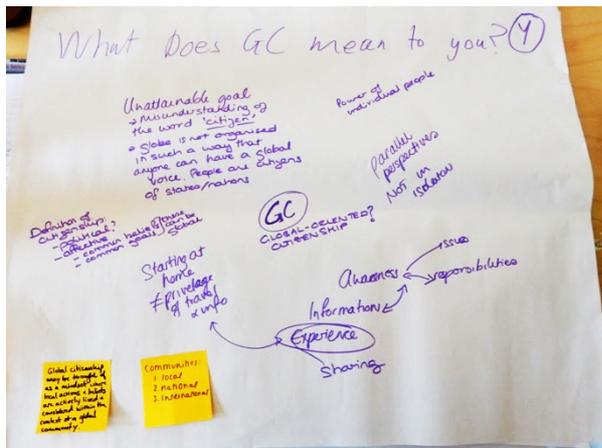
*"Challenging national based identity construction"*

*"Feel connected to the population of the whole world rather than only that of your country"*

*"Where home is beyond one place and is in many places"*

*"Problems with thinking of 'global citizenship' as an identity. Creates an Other which is often not acknowledged. Not enough respect for people who think differently"*

Recognizing and listening to diverse perspectives which may not be mainstream or agreeable was another central discussion point, with some pointing out the need to be aware of the Eurocentric or 'Western-centric' perspectives of those participating in the network. Social justice and privilege was another key theme, and some discussions formed around who has the privilege to be a global citizen and how to be inclusive in an authentic way. Specific suggestions on what universities could do included using global case studies and non-Western narratives, funding scholarships for students from less developed countries, and integrating indigenous perspectives.



*"Acknowledging / listening to other views (which we may not agree with)"*

*"Recognizing tension and embracing the diversity of perspectives"*

*"Awareness of our Eurocentric perspective → recognition of culturally relevant / different 'global challenge' and 'global' skills"*

*"Inherent integration of indigenous populations. If we can't even integrate local perspectives, how can we pretend to capture global perspectives?"*

Conversations regarding caring towards the world that includes other beings and the environment, and acting towards sustainability intersected with the idea of global perspectives and actions.

*"[Global citizenship] is needed because we have built civilizations that have created 'problems' that are global in nature and that are threatening the survival of humanity and the more-than-human world"*

*"Manaakitanga – care for people, Kaitiakitanga – care for the environment"*

## Question 2: “What should universities be doing differently to support/develop global citizenship?”

During this discussion, several dimensions of the role of universities were brought up. Some proposed that there could be increased *research*, for example, on how to improve global citizenship at universities, embed global citizenship into different research fields, and embed global citizenship into higher education. Some discussed how to change *education* so that it enhances self-reflection (e.g. on privilege) and creative and critical thinking, and is empowering, while opening up to different worldviews from across the world. Examples that were proposed to achieve this included to have diverse teaching staff and academic material. Finally, the role of the university as a platform within the community, and in leading by example in different ways was mentioned.

*“Being a platform for debate”*

*“Supporting staff in how to facilitate conversations about global citizenship”*

*“Collaborate with NGOs”*

*“Act as an example: sustainable buildings, food, investments.”*



## 5. Evaluation of the Workshop

Participants evaluated the workshop through an online form (see Appendix 10 for evaluation results) and gave personal feedback to the organisers during and after the workshop.

The feedback from workshop participants is overall highly positive in personal communications from participants and in the 15 responses to the evaluation form, quotes from which are included below in italics. In particular, comments focused on the workshop’s design and facilitation in a way that allowed creative and open discussion and guided the participants to work together towards goals. A few participants commented that it inspired them to use similar techniques in their own teaching. Prior to attending the workshop, participants were asked to answer some questions, submit some text, and get in touch with the other participants from the same university (see Appendix 9 for Pre-Workshop Preparation Instructions), and this was also appreciated as having helped them prepare for the workshop in order to use the 4 days meaningfully.

*“I feel inspired to adapt many of the techniques used to my own classroom environment as well as my own research seminars for colleagues. I really liked the ‘mixed bag of techniques’ approach which kept things diverse and interesting”*

*“Extremely well organized, thought provoking and productive. It was a privilege to participate.”*

Both students and faculty voiced positive reflections about working in a student-faculty mixed group, and felt that the atmosphere, structure, and design of the workshop allowed this interaction and collaboration to happen naturally and to succeed.

*“From a student point of view it was an interesting experience to work and discuss on an ‘eye to eye’ level with Researchers and other ‘non-student’ University members. It was always a nice and relaxed atmosphere which made it easy to get to know each other better and open up for in-depth discussions and talks”*

*“I loved the student/faculty component – the students were so bright and enthusiastic and passionate”*

Specific suggestions for improvements included wishes to discuss the concept of ‘global citizenship’ in a deeper way over a longer time, in order to get to a common understanding as a network on the overall vision of this initiative. Also requested was a frank discussion about the difficulties and concerns participants foresaw in implementation and follow up after going back to our home institutions. We suggest that these discussions be taken up in future, during upcoming meetings and next steps. Other suggestions for the next meeting or event included to involving student participants in its organisation and running, to make it similarly participatory and challenging. Also, to reflect on the progress of the emerging program that came out of the first workshop.

## 6. Next Steps

As this was the launching workshop for this new initiative, after the workshop it is expected that participants will report back to their home institutions, try to anchor the GCP within their institution while keeping interested students and faculty involved, and continue developing the program content proposals collaboratively across partner universities. A faculty member from each institution was nominated at the workshop as a Key Contact, and their role is to ensure that both faculty and students play active parts in the follow-up process, as well as keeping in touch with the MNU Secretariat and other Key Contacts in the network over future plans.

At the time of writing, we are aware that the participants from Durham University and University of Otago have each reported back to various actors within their institution, and others are in process. Uppsala University plans a follow up event to report progress of the GCP for September 2016. The next 'general' meeting for the program is not yet decided, but is a question to be discussed.

Some proposals emerging from the workshop will require network-level support and resources, and thus each institution needs to consider where and how it can provide further financial and other support. Network-level actions will be discussed at the International Leads meeting in mid-September 2016, and will also be taken up for consideration at the teleconferenced MNU Executive Board meeting at the end of September 2016.

The partnership and collaborative character between students and faculty across disciplines, backgrounds, and institutions was an aspect that makes this initiative unique, and we hope that this will be continued through the development of the program.

The Guiding Framework of the GCP will continue to be developed in the following months. This will be done in consideration of how the proposals for program content are taken forward; if some are prioritised, etc. Global Citizenship is a concept that deserves on-going exploration, and this program could provide a key opportunity to discuss the role of universities in the face of complex societal and global challenges, and to be a force for renewal for our institutions.

## Appendices

1. Invitation to Partners including Strands
2. Uppsala University Reference Group
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## **1. Invitation to Matariki Network of Universities to join the Global Citizenship Initiative**

### **The Global Citizenship Initiative - An invitation to faculty and students in the Matariki Network of Universities (MNU)**

This is an invitation to all Matariki Partner Universities to join a global citizenship workshop, in Uppsala in 2016, to explore and plan collaborative developments in support of the mission to offer *“enriched multilateral opportunities for our students and staff... and to promote our shared ethos of educating leaders and citizens of the world”* (<http://matarikinetwork.org/about/mission/>). This initial workshop will bring together staff and students, from our partner universities, who are working with, or interested to work with global citizenship as a means to creating a more sustainable and just world.

#### **Background**

At the MNU Executive Board meeting in February 2014, Otago University and Uppsala University were encouraged to jointly develop a MNU Global Citizenship program and bring this proposal to the partnership. Students and faculty from both universities have held video-conferenced conversations on what constitutes a global citizen, and discussed learning environments that foster global citizenship and empower learners to become active agents of change in dealing with the global challenges facing humanity in the 21<sup>st</sup> century. The process has been highly collaborative, with a high degree of engagement, particularly from our students. Two promising strands have emerged from this process: Empowering Learners and Community Engagement. We propose that these provide the initial framing for the MNU Global Citizenship program and a first workshop in Uppsala in 2016.

#### **Empowering Learners**

“Empowering learners” is inspired by the idea that students are key stakeholders of the future. It aims to identify, discuss and develop initiatives and approaches in which students are active co-creators of higher education and through empowering experiences, are acquiring the tools, mind-sets and courage to be able to act as global citizens. Exchange about “Empowering Learners” has already started between the University of Otago and Uppsala University. At Uppsala University, a student-led and faculty-supported transdisciplinary centre for environment, development and sustainability studies (CEMUS, [www.cemus.uu.se](http://www.cemus.uu.se)), has started to inspire other universities worldwide and could evolve into an international model. Last year Otago University piloted and researched a programme inspired by CEMUS, where students explored ways to develop activities that engage students, staff and wider communities in discussions and action for sustainability. Recent video-conference discussions, between students in Uppsala and Otago around global citizenship, have emphasized the need to provide academic, accredited programs where learners are empowered to take an active role in shaping their education. Faculty discussions have emphasised an important balance to strike between institutions being engaged and providing institutional support (e.g. by leveraging the power of their research strategies toward change), and letting students lead the development of initiatives working to empower learners.

#### **Community Engagement**



As the word Matariki, in Maori, has come to mean a celebration of the unique place in which we reside, and the giving of respect for the land on which we live, a place-based and community-centred approach to educating global citizens seems appropriate. This strand calls for MNU initiatives that enable students, through multi- and transdisciplinary work modes, to become community-engaged, socially and environmentally aware learners. Community engagement will include both the academic community as well as the communities surrounding the universities. Uppsala University and University of Otago would be delighted if other MNU partners would share their community-engaged experiences, as we collaboratively develop this strand.

### **Open Strand**

We are curious to hear if there are any additional ideas for key strands of a global citizenship program that partner universities in the MNU are particularly interested in exploring further, and which would complement and build on the already suggested strands. Please provide any suggestions and details as a part of your institution's response to this invitation.

### **Participate in a multi-institutional student-faculty workshop in the first half of 2016**

In order to better understand its potential, and move forward with planning a multi-institutional workshop in the first half of 2016, we kindly ask you to provide the following information, to be sent to the Matariki Secretariat ([Anna.Debska@durham.ac.uk](mailto:Anna.Debska@durham.ac.uk)) no later than September 27, 2015.

- Are you involved in initiatives, projects or programs currently running at your institution that empower learners to become global citizens (or if you know any at your institution, please add contact person)? If so, please give brief descriptions of the projects/initiatives.
- Are you involved in initiatives, projects or programs your institution is currently running that engage students through multi/transdisciplinary work-modes, to become community-engaged, socially and environmentally aware learners (or if you know any at your institution, please add contact person)? If so, please give brief descriptions of the projects/initiatives.
- Would your institution be interested to participate in this initiative, by sending a student-faculty delegation to a multi-institutional workshop on global citizenship in the first half of 2016 in Uppsala, Sweden?

If you have any questions, please contact Isak Stoddard at Uppsala University ([isak.stoddard@csduppsala.uu.se](mailto:isak.stoddard@csduppsala.uu.se)) or Colin Campbell-Hunt at University of Otago ([colin.campbell-hunt@otago.ac.nz](mailto:colin.campbell-hunt@otago.ac.nz)).

## Appendix 2

### **Uppsala University Reference Group Members for the Matariki Global Citizenship Program**

Ingrid Ahnesjö, Professor at Department of Ecology and Genetics / Animal Ecology

Sanna Barrineau/Alexis Engström, Representative from "Active Student Participation Team",  
Division for Quality Enhancement at Uppsala University

Annelie Ekblom, Researcher at Department of Archaeology and Ancient History

Niclas Hälström, What Next Forum, Societal actor with large interest and experience with working  
with questions about global citizenship

Leif Kirsebom, Vice-Chancellor's Advisor on international issues at Uppsala University and Director  
at Biomedical Centre

Brian Palmer, Senior Lecturer at Department of Theology

Katarina Vrede, Unit Head of Planning Division, Coordinator for the Matariki Network of  
Universities

Frans Lenglet, Senior Advisor at SWEDES

## Appendix 3

### Pre-Workshop Questions to Participants

Name \_\_\_\_\_

1. What does the term Global Citizenship mean to you?
2. What would you like to get out of your visit to this workshop? Are there any general expectations or motivations that you would like to share with us?
3. Are there any particular activities you would like to do during the 3-day workshop and your stay in Uppsala?
4. How does your current study, research or other work connect to the theme of Global Citizenship and/or the strands of the workshop (Empowering Learners & Community Engagement)?
5. What do you think you can personally contribute to developing the Global Citizenship Initiative? To this workshop?

## Matariki Global Citizenship Program Workshop Monday, April 18<sup>th</sup> (Day 1)

### Open Morning in Uppsala

9:30 Optional walk /tour

*Location: Start at Lobby of First Hotel Linné*

Isak Stoddard and others will meet you at the lobby of First Hotel Linné. Join in to get a feel of Uppsala and Uppsala University e.g. Tour/walk of Campus, fika at CEMUS, finishing at restaurant Legume.

12:15 – 12:50 Registration in Blåsenhus Foyer. Have coffee, Make your way to the room.

Lunch

### Introductions & Welcome

*Location: Blåsenhus, Foyer and Room 12:004*

13:00 Welcome from facilitators and hosts at UU

General information about GCP Workshop + Info pack

Who's here and Why are you here? Get to know each other

Introduction to the two themes (Empowering Learners & Community Engagement) + Open Strand

14:30 *Walk to Carolina Rediviva Library*

### Opening and Talks

*Location: Carolina Rediviva Library, Dag Hammarskjölds väg 1*

15:00 Welcome by Vice Chancellor of Uppsala University

Role of university in addressing global challenges

15:15 Input from CEMUS, and Active Student Participation at UU: Students as co-creators and Student-Faculty Partnership for the workshop process

16:15 Intervention by Prof. Brian Palmer on Global Citizenship and the Role of the University

17:00- 18:00 Reception @Linneaus room, Carolina Rediviva

*\*Participants have free time after reception until dinner*

### Welcome Dinner

*Location: Norrlands Nation, Västra Ågatan 14*

19:00 – Dinner, 3 courses

With introduction to history of 'student nations' in Uppsala

## Matariki Global Citizenship Program Workshop Tuesday, April 19<sup>th</sup> (Day 2)

### Critical Exploration and Discussion

*Location: Blåsenhus, Room 12:010*

8:30- 9:00 Welcome to day 2 & meeting up with your Host Group\* to reflect on yesterday's activities

9:00-10:00 Discussions in small groups. Making sense of global citizenship.

*What kind of Global Citizenship perspectives do we hold? ... do we want to pursue? What are the 'global challenges' that we are trying to respond to with this program? Which direction should the Matariki GCP pursue?*

10:00-10:30 Break

*Location: Blåsenhus, Room Betty Petterson*

10:30-11:30 A talk by Prof. Audrey Bryan, St Patricks College

*Critical explorations of the global citizenship concept in higher education*

11:30-12:15 Discussion with Audrey Bryan. *What are key questions, visions, directions for GCP?*

Lunch (provided at Blåsenhus)

### What experiences and perspectives do partner universities bring for global citizenship?

*Location: Blåsenhus, Room 12:004*

13:30 Open Sessions

Each partner university is invited to arrange short sessions of 30 minutes (we will adjust times accordingly based on numbers). E.g. to raise a discussion, ask the group to go through a particular activity or exercise, present a case or some other work, discuss your home context, etc. Emphasis should be on open dialogue and discussion with the group, so if presenting we ask you use no more than half of the time to present.

*\* Physical space to share written material is available to supplement the sharing of experiences verbally (e.g. brochures, reports, etc.)*

15: 45 Break 20 Min

16:00 Continuing the Open Sessions

17:30 -17:45 Reflections in Host Groups. Synthesis of the day.

### Optional Challenge Lab (with light meal) *Location: Blåsenhus, Experimental Learning Laboratory* "co-creating co-creative spaces"

18:00 – 20:30 The main goal is for students and staff to come together to discuss challenges they experience in higher education, reaching from how students and staff can join forces in identifying and tackling relevant issues for higher education in the 21<sup>st</sup>-century, to how they can work together to enable more students to come prepared for group work and seminars. Hosted by Active Student Participation Uppsala University

## Matariki Global Citizenship Program Workshop Wednesday, April 20<sup>th</sup> (Day 3)

*Location: Blåsenhus, Room 12:004*

### Creating, Developing, Identifying Themes and Projects to Bring Forward

8:30 Meeting your Host Group to reflect on what you take from yesterday's activities and what you would like to do today

9:00 – 12:00 Creating, Developing, Identifying themes and projects to bring forward

Lightly facilitated open space for participants to propose as a university-group, or individually, one or several themes, ideas, proposals, etc. to work on throughout the day. Develop potential collaborative projects in groups to discuss emerging or common themes that we could continue to work with. Also include a List/collection of existing tools or possibilities within Matariki network

Lunch (provided at Blåsenhus)

*Location: Blåsenhus, Room 12:004 & 12:010*

### Continuing the day....

13:30 Continuation of project group discussions

(Give some points/sheet of what each group should discuss/agree on: eg contact person, education/research/etc category, some bullet points of description of the project, which partners would like to be involved, next steps in short term, goals in long term)

Outcomes: Key priority areas, some project ideas and action plans, concrete next steps (eg, Durham conference in July, International Leads conference in September 2016)

16:00 – 17:00 Sharing and closing + discussing tomorrow

### Final Dinner

*Location: Borgen Restaurant, Orphei Drängars plats 1*

19:00 – Closing dinner for Workshop, but with open event tomorrow in mind. Two courses, with wine.

## Matariki Global Citizenship Program Workshop Thursday, April 21<sup>st</sup>

### **"Partnering for a Better World": Global Citizenship Program Open Event co hosted by Active Student Participation** **(lunch included)**

*Location: Blåsenhus, Room 12:004*

9:15-12:30

- Invitation to all at UU and in Uppsala who expressed interest but could not attend the workshop.
- Opportunity to discuss with wider audience Global Citizenship (Program) at Uppsala University
- Opportunity for participants to meet wider group of key people here at UU
- Have a wider discussion around Global Citizenship at Uppsala University, using the outcomes from the Matariki workshop. *What would GC and GCP mean for UU? What would be the next steps?* Have a conversation with diverse actors and organizations within UU that mixes faculty and student initiatives/organizations (e.g. UF, CEMUS, ASP, Unit for quality enhancement, SWEDES, Internationalisation office, etc.)
- Matariki workshop participants (UU and partner university delegations that are still here) discuss conversationally some outcomes, as well as the observers of the workshop (ASP-CEMUS staff team) present what they saw. Audrey Bryan will also stay for this event, and give input to the proceedings.

Lunch (provided at Blåsenhus)

### **Short Tour of Uppsala University**

*Location: Meet in front of Uppsala*

*Cathedral*

14:00 Tour with Uppsala University's Official Guide Mikael Norrby

15:30

Other related activities in Uppsala .... To be planned during workshop and with participants!

### **\*Host Group:**

A small group of four members, formed with different university participants to share reflections throughout the 3 days, to have continuous conversations with a small group of people and to serve as check-in groups.

### **Some core questions:**

- *What are critical issues we need to cover in starting a new global citizenship program?* How should we approach Global Citizenship and what does it throw into question? What is required of us, of our institutions?
- *What are you doing at your home university that you would like to share at this first meeting for the Matariki GCP?* The goal here is that partners will share experiences and information with each other, but also that they share in a way that invites questions and dialogue around practical/larger scale issues of GC in theory and practice.
- *What are you not able to do yet, your goals not yet achieved?* This relates to the question: what can we develop together in the Matariki GCP? This could focus on e.g. barriers, or goals that you don't have any strategy to meet yet.
- *What are visions, ambitions and concrete ideas you and/or your institution would like to develop together with or with support from partners in the Matariki GCP?* This could be e.g. new initiatives, research into areas not yet explored, or continuing/expanding existing projects.

We would be addressing and revisiting all of these questions throughout the course of the 3 days, but specific times will be focused on certain questions. The first day will be devoted to introduction, where we will get to know each other, introduce the two strands, and discuss the roles of both students and faculty in this process. Parts of the first question and fourth question would be addressed through a critical exploration of global citizenship during the morning of Day 2. In the afternoon of Day 2, we invite each partner university to use 30 minutes to present their inputs towards mainly the second question, with the other questions in mind. Partners could also bring written and physical forms of these experiences to share (reports, etc.). The third day is an open space format in which anyone can propose discussions and potential project ideas, and participants will split in groups and self-organize to move from one group to the other in order to find common and emerging themes and form project groups. In this third day, the aim will be to synthesize all four questions and the outcomes of the workshop days, concluding with forming key priority areas and next steps, and identifying contact persons to move the project forward. The official workshop will conclude on the third day, but we will have related and relevant optional events and activities on the fourth day that you are welcome to attend.

## Guest Speakers (Also will be Partial Participants in Workshop)



[Audrey Bryan, St Patricks College, Ireland](#)

Audrey Bryan holds a PhD in Comparative-International Education, with an academic specialisation in Sociology. She teaches courses in Sociology across the range of programme offerings on the Humanities and Education degrees at St. Patrick's College, Drumcondra. She has published nationally and internationally in the areas of racism and anti-racism, gender and sexuality studies, development studies and citizenship education. She is the co-author (with Meliosa Bracken) of *Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools*

[https://www.spd.dcu.ie/site/education/staff\\_details/bryan\\_audrey.shtml](https://www.spd.dcu.ie/site/education/staff_details/bryan_audrey.shtml)



Brian Palmer, Uppsala University

Brian Palmer is a social anthropologist and scholar of religion at Uppsala University in Sweden. Previously he held the Torgny Segerstedt Guest Professorship at Gothenburg University, and before that he taught at Harvard. His courses there on civic courage and engagement attracted as many as 600 students per term, and in 2002 Brian was awarded the Levenson Prize as Harvard's best lecturer.

<http://www.brianpalmer.org/>

*[More to be Announced]*

## Guest Speakers / Participants in GCP Workshop Open Event Thursday

*[List TBA during workshop]*

## **Appendix 5**

### **Matariki Global Citizenship Workshop - List of Participants -**

#### **Dartmouth College, USA**

##### **Melody Brown Burkins**

PhD, Adjunct Professor of Environmental Studies, Associate Director, Programs & Research, John Sloan Dickey Center for International Understanding

##### **Ronald Edsforth**

Research Associate in History and Chair of Globalization Studies, Masters in Arts and Liberal Studies Program

##### **Laurel Stavis**

Assistant Provost, Academic Initiatives and PI for Kosovo Transformational Leadership Program.

##### **Freya Jamison**

Class of 2017, Major in Arabic and Government

##### **Victor Cabrera**

Class of 2019, plans to major in Earth Sciences and Chemistry

#### **Durham University, UK**

##### **Rebecca Bouveng**

Assistant Principal (College Life), Ustinov College. Part Time Lecturer, School of Government and International Affairs

##### **Anne Johnsen**

Norwegian/Sámi. Student, MA in 'Intercultural Communication and Education,' scholar in the Global Citizenship Programme at Ustinov College.

##### **Jasmine Simms**

Second year in Education with English Literature. Poet, activist and musician and member of a local Unite Community branch.

#### **University of Otago, New Zealand**

##### **Dr Miranda Miroso**

Senior Lecturer in the Department of Food Science. Research expertise in consumer food science.

##### **Sze-En Lau**

Co-ordinator of the University Volunteer Centre

**Letisha Nicholas**

Master's student, Centre for Sustainability.

**Jonathan Martin**

Master's student in Politics

**Marea Colombo**

PhD candidate in cognitive psychology. Chief Operating Officer of a student run organization, Ignite. Dunedin's premier Improvised Comedy troupe, Improsaurus.

**Queens University, Canada**

**Dr. Anna Taylor**

Deputy Academic Director of the Bader International Study Centre in the U.K , which belongs to Queen's University, Canada. Assistant professor of psychology

**Ms Maddi Andrews**

First year student. Student Government Academic Representative. Based at the Bader International Study Centre (BISC) in the U.K.

**University of Tübingen, Germany**

**Prof. Volker Hochschild**

Professor at Department of Geosciences

**Sandy Manton**

PhD student, Diploma in Geography

**Anna Conrad**

Master student in Geoecology. "Greening the University e.V." Tübingen.

**Carla-Pasqua Herth**

Coordinator of the School for Sustainability at the International Center for Ethics in the Sciences and Humanities (IZEW), Tuebingen University.

**Uppsala University, Sweden**

**Anneli Ekblom**

Senior lecturer at Department of Archaeology and Ancient History, African and Comparative Archaeology (Member of Matariki GCP Reference Group at UU)

**Thomas Nygren**

Researcher and Senior Lecturer at the Department of Education

**Magdalena Kuchler**

Postdoctoral Researcher in Global Energy Systems, Natural Resources and Sustainable Development, Department of Earth Sciences.

**Jesse Schrage**

Course Coordinator at CEMUS (Centre for Environment and Development Studies) – Student/Faculty

**Juan Carlos Forero Mauritz**

Social entrepreneur. Major in Chinese/Minor in Social and Economic Geography.

**Larissa Kwiatkowski**

First year Master student in Sustainable Development

**Meena Pillai**

Second year Masters student at Peace and Conflict Research.

**Tina Schmiers**

First year Master student in Sustainable Development

**University of Western Australia**

Faculty and student representatives will participate via other virtual means.

**Guests**

**Anna Debska**

Head of Secretariat for the Matariki Network of Universities, based at Durham University

**Katarina Vrede**

Analyst at Planning Division, *The Vice Chancellors Office*. Matariki Coordinator at Uppsala University

**Uppsala Workshop Facilitation Team**

**Lakin Anderson**

Course Coordinator at CEMUS (Centre for Environment and Development Studies)

**Sachiko Ishihara**

Course Coordinator at CEMUS

**Isak Stoddard**

Acting Program Director at CEMUS

## **Appendix 6**

### **The Workshop Follow-Up Process**

#### **Reporting**

1. Full report on the workshop to be compiled, including:
  - short report on the workshop itself (Uppsala team)
  - documentation/promotion video (Uppsala team)
  - summaries of proposals for projects and initiatives (project leads)
  - reflections on the process and outcomes of the workshop (Uppsala team)
2. Full report to be circulated to:
  - Relevant people at each participating institution (key contact for each institution)
  - UWA (Uppsala team/Secretariat)
  - MNU International Leads and Co-ordinators, for discussion at International Leads meeting on 13 September (Secretariat)
  - MNU Executive Board, for consideration at teleconference meeting in October (Secretariat)

#### **Anchoring the Global Citizenship Programme at each institution**

1. Each member of the network needs to consider how best to anchor the GCP within their own institution, in order to keep all interested people (students and faculty) in the loop, and to facilitate participation in further projects. The existing Uppsala “reference group” and Otago “planning group” might provide models for this. The Secretariat will ask key contacts to consult within their respective institutions on the best way forward and to ensure that students play an active part in this process.
2. Since some proposed projects will require network-level support and resources, each institution also needs to consider where and how it can provide further support (financial or otherwise). The Secretariat will ask MNU International Leads to discuss this within their respective institutions in the coming months (seeking feedback from both workshop participants and others who might be interested in particular projects) so that support for network-level actions can be discussed in more detail at the September meeting of International Leads.

#### **Continuing communications**

1. Key contacts: each institution nominated a faculty member at the workshop to lead on the feedback process within their institution and to help with continuity. It is anticipated that key contacts will liaise with both students and faculty involved in the GCP at their institution, as well as with each other and with the secretariat over future plans.
2. Working groups for proposed projects: each group to self-organise and choose a method for further communication/interaction, e.g. email list, closed facebook page, discussion forum.
3. Workshop website: Uppsala to continue adding further workshop-related content to existing internal (<http://www.web.cemus.se/globalcitizenship-information/>) and external (<http://www.web.cemus.se/outreach/globalcitizenship/>) webpages.
4. MNU website: Secretariat to expand the existing GCP section on the MNU website (<http://matarikinet.org/education/matariki-global-citizenship-programme/>) to include a report on the workshop and details of individual projects as these are taken forward.
5. GCP website: Secretariat to investigate options for a dedicated GCP website at a later stage, as individual projects develop and as it becomes clearer what purpose such a website might serve and what functionality it might need. Questions of access to and management of a dedicated website will also need to be considered.

**DRAFT 12.05.2016**

### **‘Creating spaces for dialogue’**

This is a proposal for a strand of the Matariki Global Citizenship Programme which complements the current two strands, ‘Empowering learners’ and ‘Community engagement’. It articulates a commitment to creating spaces – virtual and physical – for dialogue, debate and collaboration across disciplinary, cultural and political boundaries; and for critical engagement with the local/global dimensions of our own assumptions and the roles of our universities in the ‘partnering for a better world’. The strand could form the reference point for a number of related projects and proposals, both within the Matariki GCP (see full report for details) and as part of existing university strategies:

- The creation of hubs for interdisciplinary events, informal learning, community engagement and student-led projects (which support the other two strands, and which could be institution-specific and multi-institutional)
- Academic skills training for students (focus on critical literacy, reflexivity, complex problem-solving, policy and diplomacy workshops)
- Key transferable skills training (e.g. intercultural communication, facilitating dialogue, event management, participatory research methods)
- Global Citizenship Fellowships (work/study exchanges and other forms of multi-institutional collaboration)

### **Who should be involved? Who are we targeting?**

Representatives from Durham and Uppsala universities lead the initial development of the strand and development of projects, together with other interested Matariki partners. We involve individuals within our institutions with experience in teaching critical literacy, reflexivity and participatory approaches to learning. We are targeting a wide range of academic and non-academic people including students, community groups, and people from a wide range of perspectives.

### **Why is this important?**

The world is complex and increasingly interconnected, yet public discourse is often characterised by simplifying and polarised narratives which creates groups of ‘us’ and ‘them’. Engagement with complex realities and dissonant perspectives is essential for fostering global citizens and partnering for a better world. The world hosts a plurality and diversity of values, voices, perspectives and traditions. Yet, the ‘global’ in the dominant discourses of global citizenship often represents particular values rather than a universal human interest.

The Matariki GCP acknowledges the possible tensions between those taking part in globalising efforts, and those who may be excluded from the ‘global’ conversations. We are committed to empowering learners and community partners to explore and critically engage with these issues; and recognise that this requires spaces within our institutions, not only virtual platforms but physical locations with functioning routines and practices.

### **Action plan**

May-June – Continue planning and exchange of experiences, ideas, topics; review existing spaces (physical and virtual); involve key project partners; begin development of practical, specific proposals. At Durham, this is done in conjunction with the development of the new international, academic and education strategies.

July – Follow up at the Ustinov Annual Conference in Durham to review progress and proposals together with leads on Durham’s internationalisation strategy. Next steps are identified.

**After the workshop, we discussed that this document would be re-named “Guiding Framework”, and will be developed later after we see how the diverse range of project proposals put forward in Uppsala move forward, and whether particular points of focus emerge in that process that might inform our definitions and Guiding Framework. Included below is the original proposal, which will be modified in the later process.**

**/Editor’s Comment**

## **Memorandum of Understanding**

### **Primary Contacts:**

Marea Colombo ([mareacolombo@gmail.com](mailto:mareacolombo@gmail.com)) and Maddi Andrews ([14mama@queensu.ca](mailto:14mama@queensu.ca))

### **Short Description and Process**

This workshop provoked a lot of critical thought about global citizenship. Unfortunately, something that became apparent during the workshop was that all individuals had a different understanding of what constitutes a global citizen. Because we all differed on this definition, it became more difficult to design programmes and opportunities to address some of the issues identified over the three-day workshop. Ultimately, if we want to run a Matariki Network programme, it is important that the partner universities come to some consensus on the goals and vision of the Global Citizen Programme. As a result, we decided to draft a Memorandum of Understanding between the partner universities. We attempted to draw on ideas that were discussed in the workshop to develop a working definition of a global citizen, a vision for the Global Citizens Programme, the purpose of the programme and the mission of the programme. In order to develop with Memorandum of Understanding, Maddi and Marea started by collecting information about Global Citizens that had been discussed during the workshop. With the help of other people at the open session, we developed an initial version of the document. The document was then passed out to all workshop attendees, who were invited to provide feedback. We incorporated these comments into a working document to create a working draft.

### **Purpose**

Our hope is that the Matariki Network Universities will be able to come to an agreement about some of the goals and visions for the Global Citizenship Programme. Furthermore, we hope that this Memorandum of Understanding will help guide the universities to partner for a better world. Finally, we hope that a memorandum of understanding will help people who were not at the workshop (and people who hope to work with this programme in the future) to understand the goals of this programme.

### **Action Plan**

In the next step, Maddi and Marea will send this document out to one contact person from each university. That contact person is in charge of getting a group together to provide comments on the current draft. Our hope is that this activity will provide an impetus for groups to meet and include other people who were not able to come to this workshop and give everyone an opportunity to discuss the vision for this programme. Each university will have about a month from the workshop to provide comments on the draft. Ultimately, we would hope that we can reach a consensus on the vision and mission of the programme, and universities will agree to focus on this MoU to guide best practice and future programmes.

## **Global Citizens**

According to the Matariki Network of Universities, global citizens understand that they are a part of an interconnected, diverse, unequal and ever-changing world. This understanding creates a responsibility to show manaakitanga (care for people) and kaitiakitanga (care for the environment) to foster the sustainable development of an interdependent community.

## **Vision**

The MNU Global Citizenship Programme builds upon the collective strengths of its member institutions and strives for inclusivity and collaboration on the local, regional and international level. This programme will work to promote and embody social and ethical responsibility by creating spaces for empowerment, engagement and dialogue in consideration of diverse perspectives.

## **Purpose**

In recognition of the network's access to resources, these universities will collaborate on research, teaching and community engagement strategies to reach the GCP's vision. The MNU aims to foster a continuous dialogue on how the member institutions can partner for a better world for everyone.

## **Mission**

The MNU partner universities are developing shared vision for the Global Citizenship Programme. The MNU recognizes the need for change within universities as they may be/are implicated in the problems of global citizenship. To achieve this programme, the MNU will:

1. Maintain and foster connections between MNU members.
2. Promote, educate and incorporate sustainable actions across the MNU.
3. Foster community engagement to understand different perspectives.
4. Provide academic opportunities for student and staff empowerment across the MNU.
5. Reflect on MNU initiatives in the GCP with specific regard to the outcomes for participants and recipients.
6. Review the GCP to develop the program itself, in both definition and practice.

# Matariki Global Citizenship Programme Forum

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## Presentation

The Matariki Global Citizenship Programme (MGCP) and its 7 universities should establish a commitment to convene annual forums for the MGCP as a network of students and university faculty and staff. The annual forums will be one of the main sites where participants in the MGCP come together to learn and find inspiration from each other, as well as discuss issues, events and news relevant to Global citizenship. The forums shall serve to facilitate the creation and implementation of new, as well as ongoing, Global Citizenship initiatives at the Matariki Network universities, and produce outcome documents available for the public. These results will then produce viable and engaging material useful for students, faculty, and administrators with the goal of integrating the desired ideals into pervasive aspects of higher education.

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## Purpose

The Global Citizenship Forum will serve the crucial function of maintaining momentum and continuity within more diverse groups from the Matariki Network. This forum was established after the general acknowledgement that student-initiated and student-led programming was, not only necessary, but effective. As such, a yearly meeting place of this kind would ensure that transient student populations within network universities have a chance to continue the exploration of Global Citizenship themes as well as the implementation of relevant initiatives after the original founding group has left. In addition, this forum will include a significant presence of university faculty and administration, allowing for the blending of perspectives. Most importantly, the forum will create and continue the need for each participating university to create Global Citizenship programs, lecture series, educational structures, etc. every year under the auspices of new themes suited to relevant contemporary issues.

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## How

Each year one of the 7 partner universities will take on the responsibility to host the annual Global Citizenship forum. A student led project team at the host university will coordinate organisation of the event. Student-led project teams will be formed at the other six universities. These project teams will consist of two groups, the delegations that will be sent to that year's forum, and a group that will stay at the university. All 7 university teams will be open to students, faculty (including Matariki Fellows), and staff, regardless of prior involvement in Matariki functions. The delegates and those remaining at home will act as one team that will work together throughout the year preceding the annual forum. The group that stays organizes a local forum, dealing with the same theme, activities and content as the "main" forum. Those team members who have worked for a year but stayed home during a forum should be considered first when delegations for the next forum are formed.

The main theme, program, activities, and content of each annual forum will be created by the cooperative work led by students at all seven universities. This work would be carried out during the year preceding the convening of each forum, using internet communication tools. Monthly goals should be established to ensure sustained preparation for meaningful and successful forums. Some events at the host university should be open to anyone wishing to attend in order to further involve other students, university staff and local community. All preparatory work should be conducted with the highest degree of inter-network cooperation possible. After the conclusion of each annual forum, the teams at all 7 universities are tasked to recruit the delegations for the next year.

Costs of the annual forums should be controlled by maximizing the use of university facilities to house and feed the delegations, as well as provide spaces for the forum's activities. Our group urges the Matariki Network to consider creation of a common fund to support the travel of delegations. We further urge the Network to consider using the principle of "ability to pay" to determine contributions to this common fund in order to insure that all 7 universities can send delegations of roughly equal size to each annual forum.

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### **First Step**

Form a "preliminary planning group" tasked with inviting other students, faculty, and staff at the 7 universities to form the official planning committee that will work in consultation with the partner universities, elect a host university, and then disintegrate into the above mentioned at-home project groups and travelling delegations. The only purpose of this initial planning group will be to initiate the process of the yearly forum planning. After this has been done, the selected host university will then be responsible for carrying out the selection of a theme for the first forum, the design of the forum's form, and any other such tasks.

Anyone interested in this endeavour to establish a recurring forum for Global Citizenship within the Matariki Network is welcome to join. Please contact, \_\_\_\_\_, if you are interested.

Sincerely

### **SHORT DESCRIPTION: MATARIKI GLOBAL CITIZENSHIP FELLOWS PROGRAM**

- This would be a new program that builds on existing Fellows activities for faculty within the network. It would make a similar program available for students focused on Global Citizenship (GC).
- The Fellowship could build a cohort of students who will examine the definition and practice of GC from an international perspective.
- Fellowships could be of varying lengths, depending upon student interest and institutional resources, and they could involve faculty as mentors.

#### **Who should be involved? Who are you targeting?**

- Primarily students but also potentially faculty members interested in working with students on GC issues.

#### **Why is this important? How could this connect to Global Citizenship?**

- Provides a learning opportunity for students who would then become "ambassadors" for the Matariki GC initiative.
- Uses the power of the network to enhance students' understanding of how universities are structured based on national/regional needs and how those structures reflect (or inhibit) GC.
- Might help "put flesh on the bones" of the GC initiative overall and contribute to student mobility among network institutions. Perhaps there should also be some concrete output in the form of an article, presentation, report or even a concrete activity that is initiated at the home university as a result of the fellowship abroad?
- 

#### **What would be the role of different collaborators/partners in developing this project?**

- A Matariki GC Fellow opportunity could be added to the list of internships each institution already offers.
- Research centers, institutes could serve as hosts, depending on local resources and interest. The cost structure could be based on the existing Network policy of sending institutions paying for travel and accommodations, and host institutions paying for food and providing programmatic content.
- Coordinators could communicate Fellowship opportunities within their institutions and connect Fellows with potential faculty/center hosts.
- Fellows could conduct research and provide reflection on GC for student journals or other resources. They could also come together in the Global Citizenship Forum

mentioned as another idea from the workshop, and/or implement a concrete activity/change project within their university as a follow up from the fellowship (as mentioned above)..

**Action plan. What might be some next steps?**

- Determine overall support from International Leads.
- Explore in more detail the types of fellowships envisaged and what might come out of them. Also how this initiative relates to or engages with existing exchange programs btw Matariki universities.
- Identify relevant centers, institutes within each institution willing/able to sponsor or host a Fellow. (Examples mentioned during the workshop: Bader International Study Centre (Queens), Dickey Center (Dartmouth), CEMUS (Uppsala), CSAFE (Otago), McKusker Center for Global Citizenship (UWA), Ustinov College (Durham), Greening the University (Tuebingen)).
- Pending International Leads endorsement, plan a skype conversation between the suggested centres to explore ideas and have main Global Citizenship contact point at each university investigate which exchanges exist today within the network for each university.
- Publicize on the Matariki website and on member institutions' websites.

**Contact persons:**

- Representatives of departments, centers.
- Matariki Coordinators.

*DRAFT: April 26, 2016*

## MNU Global Citizenship Policy & Diplomacy Workshops:

Informing Global Challenges & Sustainable Development Goals with MNU Knowledge, Data, and Scholarship  
May 13, 2016

In April 2016, participants in the Matariki Network of Universities (MNU) Global Citizenship Program workshop at Uppsala University expressed interest in joining, and/or building upon, an “Arctic Science Diplomacy & Leadership” training module being developed by the Institute of Arctic Studies and John Sloan Dickey Center for International Understanding at Dartmouth College. The two-day training program, which is planned to accompany a Summer 2017 conference on U.S.-Canadian activities in Arctic Science Diplomacy, will focus on the skills, strategies, and networks that help academic researchers more directly engage and inform the practice of policy and diplomacy.

In Uppsala, we discussed that simply inviting student and faculty interests from the in MNU Global Citizenship workshop to the 2017 Arctic program at Dartmouth could be a way to “pilot” the idea for MNU given that the skills and strategies for effective policy and diplomacy engagement are not unique to Arctic issues. However, we also discussed potential interest in purposefully developing the “Global Citizenship” theme around the interests of MNU scholars, both faculty and students, engaging with timely global policy and diplomacy issues. If support were found for such an event, this MNU Global Citizenship Policy & Diplomacy Workshop would then be developed separately from the 2017 Arctic event, focusing on global issues of interest to the MNU community such as achieving the U.N. Sustainable Development Goals (SDGs), climate change, food security, poverty alleviation, and global youth engagement, among others.

Therefore, and as follow up to the 2016 Uppsala meeting, Dartmouth and representatives of three MNU institutions - Uppsala University, University of Otago, and University of Tübingen - agreed to communicate further to discuss and plan next steps. These discussions, in coordination with guidance from the MNU Secretariat, will look at the potential for advancing a series of MNU Global Citizenship Policy & Diplomacy Workshops to promote policy-relevant, multidisciplinary, and youth-engaged scholarship in the Matariki Network of Universities that are purposefully designed to engage and inform global policy and diplomacy issues. Workshop content would include core policy and diplomacy “upskilling” exercises that could be shared across all seven MNU institutions (e.g., lectures, writing assignments, and policy simulations) as well as contextualized programming for each institution through invitations to speakers in local and national politics, international relation, government relations, and the leadership of indigenous communities.

### Action Steps:

- Dartmouth (M. Burkins) will continue planning Summer 2017 “Arctic Science Diplomacy & Leadership Workshop” and update MNU contacts who have expressed interest in the development of this program;\*
- **A Skype conversation with interested MNU liaisons will be scheduled by Dartmouth (M. Burkins) in June 2016** to discuss whether, after Uppsala, there is still enough immediate interest to begin an MNU pilot of this workshop over the next year (or whether such a decision should wait until after MNU liaison observation of the Summer 2017 Arctic workshop and/or next MNU International Leads meeting, date TBD);
- **After June 2016 Skype:** if there is enough interest expressed by MNU partners (and MNU Secretariat) to begin developing MNU pilot in 2016-17, discussion would move to how Dartmouth might work with one or more of the interested MNU institutions to plan, fund, and schedule a first/pilot MNU Global Citizenship Policy & Diplomacy Workshop at one of the MNU institutions.

*\*Note: The current intent of the 2017 Arctic workshop is to primarily engage next generation student leaders interested in the intersection of science, policy, and diplomacy who wish to address global challenges facing the Arctic. Discussion of a possible MNU Global Citizenship Policy & Diplomacy Workshop in Uppsala was primarily focused on faculty engagement with policy and diplomacy issues, yet there was also interest from students in youth leadership of this issue. The intended audience(s) for an MNU Global Citizenship theme will be an important point to discuss and clarify if/when planning of these workshops moves forward.*

**Project title:** Undergraduate Matariki GCP course

The course itself should have an eye-catching course name.

Suggestions:

- Exploring Global Citizenship
- Learning and Acting as a Global Citizen
- Perspectives and Approaches to Global Citizenship
- Global Citizenship: Learning for a Better World
- Global Citizenship: University and the Challenge of Sustainability
- Global Citizenship in Times of Uncertainty
- Global Citizenship: Transcending Boundaries in Higher Education
- Global Citizenship - Worldviews, Values and Visions for a Better World
- Global Citizenship in Higher Education - Changing how we Meet, Teach and Learn.

### **Short description (what is it?)**

Undergraduate 100-level digitally facilitated course with agreed accreditation across partner universities.

Ideally this would include all Marariki partners; however, a pilot across several partners might be a good starting point.

### **Who should be involved? Who are you targeting?**

- As many MNU institutions as possible (building on existing exchange/study abroad programs and other online courses? Ideally, we would like to design a new curriculum with tailored Learning Outcomes; however, there may be opportunities to build on existing course codes)
- All students (course should be available as an elective to all)

### **Why is this important? How could this connect to Global Citizenship?**

- Connecting students across the MNU in a credit-based framework to enhance the teaching and learning and to broaden the experience of global citizenship
- Unifying students across the MNU (without requiring the privilege of travel) to learn about/exchange/discuss issues of global concern

### **What would be the role of different collaborators/partners in developing this project?**

#### **Institutions**

- Negotiate to facilitate accreditation and curricular arrangements. Perhaps one institution will need to be a “host” institution with participation/contributions from all interested partners
  - Provide teaching faculty and virtual learning environment
  - Provide opportunity for original curriculum development (and consider opportunity for non-traditional pedagogical approaches such as enhancing student involvement in the pedagogy, etc.)

#### **Students**

- Take the course for credit

- Take responsibility for contributing in different ways to the learning environment of the ongoing course
- Provide themes for the next year's cohort. This maintains the flexibility to change with current global issues/challenges/events and keeps the course up-to-date and relevant to students
- Possibly be involved in the coordination, design and assessment of renditions of the course? At CEMUS, 2 students are hired to plan the course for a couple of months before the semester, and then to run it during the semester, with the support of faculty and inviting guest lecturers. This model could be adapted for the GC course; e.g. have 2 students each from 2 or 3 pilot matariki universities jointly form a Coordination team, and coordinate different parts of the course (Team A coordinates module 1, etc.)

### **Action plan. What might be some next steps?**

#### *Market research*

- What do MNU institutions currently offer, on- or offline?
  - Specifically multi-disciplinary 100-level global citizenship courses open to all students
  - Other relevant courses?
- Is there already a base on which to build this course?
  - Are there any pre-existing non-accredited GC seminar series that could be used as a foundation? Both at Matariki 7 and in other institutions. E.g. Students at Univ. of Edinburgh have an initiative on GC that might be interesting to look at, and perhaps Ustinov college at Durham whose focus is GC
  - Worth investigating how we could build something from the research, teaching and educational models/initiatives that exist among the 7 MNUs. In terms of framing (both content and form) there are a few courses at CEMUS that might be interesting in this regard: [www.web.cemus.se/education](http://www.web.cemus.se/education)

#### *Work out administrative requirements.*

- On-going discussions/planning committee with interested institutions and departments; this could include academic and non-academic staff as well as students
- To consider: would it be administratively easier to start this project as a Global Citizenship certificate rather than a for credit course; could this tie into existing non-accredited series identified in the market research?

### **Contact persons:**

- Matariki coordinators/Planning committee
- Heads/representatives of departments once suitable supporters at partner universities have been identified

**Project title:** Connecting student-led global challenge initiatives across the MNU - a Pilot

**Short Description:** A pilot study to understand how students of the Matariki Network Universities could collaborate and connect with each other based on a common global challenge.

### **Why is this important? ( how could this connect to Global Citizenship)**

The Matariki Network mission, 'Partnering for a better world' sums up the importance of this project. During the workshop a number of students from Otago and Uppsala University discussed a common interest to connect, share stories and wisdom so they could work more effectively on their respective student-led climate action initiatives. Concurrently there was also a discussion about UN Sustainable Development Goals goals and how to engage more students in sustainability projects. These two conversations merged to create the idea of a platform that facilitated connections between student-led sustainability and global citizenship initiatives at the Matariki universities.

This platform would support:

#### Collaboration and action

The bigger picture with this project is that global issues are wickedly difficult to address by groups in isolation. A lot of work is done in our home countries, with a general awareness of what others are doing in theirs, each with their own successes and failures. The proposed platform will enable student-led initiatives from across the MNU to collaborate for action, and share resources, skills and knowledge to work on global challenges.

What would be interesting to discover is whether outcomes of individual student-led initiatives could be enhanced through international collaboration and whether new opportunities for action can be created from working together.

#### Connection and Support

Oftentimes the effort needed to keep a student-led initiative going can become isolating, difficult and a labour of love. Sometimes much work may be done but the impact or reward is not always clear or quick to achieve. Our proposed platform will create opportunities for students involved with sustainability initiatives to connect with like-minded individuals and groups across the MNU to

- share ideas and experiences (positive and negative)
- discuss challenges and opportunities, and
- be part of a supportive community

#### Online and offline action

Many young people are criticised for their seemingly simple actions online to support a cause i.e. clicktivism and their apparent 'wasting of time' on the internet.. However the online space holds incredible potential for students to connect and collaborate on global issues they deem important, in a potentially more meaningful way than a one-way engagement with a campaign they come across.

We acknowledge that online connection and collaboration is not mutually exclusive with on-the-ground action. Our proposed platform will allow for discussions and sharing of resources/learning that may enhance our understanding of how online connections & actions and offline actions can come together effectively to address global challenges.

### **How are we going to do this?**

This is a pilot study to see whether students would be interested in connecting and collaborating with peers in the MNU i.e. internationally on a common global challenge. Early stage discussions have indicated the pilot could be iterative- running for short, set periods of time with a number of different considerations as the focal point for each iteration. \*\*The exact process of how to choose a global challenge, various activities to be done and any evaluations are yet to be determined.

### **Next steps**

- Contact MNU and workshop participants to suggest groups to connect with
- Set up organising Skypes, choose online platform for collaboration + connection
- Set expectations including activities and evaluations + timeline
- DO IT
- Evaluate and plan next steps
- Share what we have done and learnt

**Who should be involved?** At least two Matariki universities with a minimum of two student led initiatives. At least one member from each student-initiative needs to be involved.

**Who are you targeting?** Groups already engaged with a global challenge. Groups can be any 'age' or stage of development.

The first pilot is likely on climate action, however this is not confirmed.

### **What would be the role of different collaborators & partners in developing this?**

Partners would have a shared commitment and responsibility to seeing this pilot through and being honest and open about the experience.

There are two parts to the pilot:

- 1) The active connection and collaboration and this could be around discussion topics, challenges etc.
- 2) An ongoing evaluation of how the pilot is working/ not-working, challenges experienced and collective understanding of the experience.

### **Current project leads**

Sze-En Lau- Otago University

Larissa Kwiatkowski - Uppsala University

Letisha Nicholas- Otago University

Thomas Nygren  
Department of Education  
Uppsala University  
thomas.nygren@edu.uu.se

## **The Complexity of Formulating and Implementing Peace and Human Rights in Education**

Today the United Nations, UNESCO, and the Council of Europe emphasize that peace and human rights should be safeguarded by students' critical thinking and, so called, universal values (UN 2011; UNESCO 1995; Council of Europe 2001). Peace education and human rights education are important, complex and overlapping concepts commonly used to talk about efforts of transformative pedagogies designed to promote peace, human rights, sustainability and social justice (Flowers, 2004; Harber & Sakade, 2009). Both concepts fit under the umbrella of global citizenship education (UNESCO, 2015) or international understanding (Savolainen, 2010) and in this project we will analyze them in theory and practice.

In line with international recommendations, curricula worldwide state that schools should hold and promote peace and human rights in education. But teaching *about*, *through* and *for* human rights is complex (Tibbitts, 2002, 2016). On all levels of education there are a number of dilemmas regarding what contents, methods and mindsets to prioritize. Questions regarding *what*, *how* and *why* peace and human rights can and should be taught in schools can be answered in multiple ways – opening up for some educational opportunities while hindering other learning potentials.

The purpose of this project is to study the possibilities and challenges when implementing ideals of peace and human rights in education beyond national borders. To understand the complexity of implementing peace and human rights we need to systematically analyze formulations, interpretations and outcomes in different cultural contexts. By comparing formulations in curricula we can see what is emphasized and ignored on the arena of formulations (Lindesjö & Lundgren, 2001) and studying on-going human rights education in different educational settings will help us better understand the complex reality of teaching.

In this project we will combine experiences from analyzing the implementation of international understanding (Nygren, 2011, 2016a), values of peace education in curricula (Standish, 2016), and students thinking and caring about human rights (Nygren, 2016b). The historiographical understanding of UNESCO's and the Council of Europe's efforts to promote peace, human rights, unity in diversity and safeguard cultural heritage will serve as a reminder of the complexity of reforming education. The research infrastructure of PECA (Peace Education Curricular Analysis Program), directed by Katerina Standish of Otago University, will be used to compare national curricula in systematic ways. Previous and ongoing analysis of case studies of human rights education in Sweden and the US will serve as practice based examples highlighting potentials and challenges in real world educational practices. Previous and planned research uses a mixed methods approach to grasp a nuanced understanding of rich and diverse data. This pragmatic approach to research will serve as a common ground welcoming pluralism (Johnson & Onwuegbuzie, 2004). The methodology could also be adapted to include analysis of higher education.

This project is closely connected to both strands of the Matariki Global Citizenship Program. *Empowering learners* is central in teaching about, through and for human rights. This project will give us a chance to analyze this in formulations and in practices. Contacts with schools will open up for *community engagement* in the research process and sharing the results from the studies. This collaboration will, of course, produce results in the form of academic publications analyzing peace and human rights education. It will also provide opportunities to explore new data and methodologies and map out ways to reach a wider and deeper understanding of global citizenship.

Noting how peace education holds dimensions also central in global citizenship education, for instance, critical thinking, intercultural understanding, environmental awareness and social justice, makes this collaboration a potential starting point for more extensive collaborations within the network of Matariki and beyond. We invite all partners of the Matariki network to participate in making this project more global. By collaboration we can include more countries, within and outside the Matariki network, and more perspectives, for instance teaching for sustainability.

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## Appendix 7

### List of Participants for the Open Event on Thursday (Day 4)

Name	Affiliation/Institution and Department
Bengt Härdin	-----
Friederike May	CEMUS
Alejandro Marcos	CEMUS
Daniela Ceder	CEMUS
Daniel Mossberg	CEMUS
Laura Bauer	Cemus
Isabel Baudish	Cemus
Marret Bähr	CEMUS CC
Katelin Markcrow	CEMUS Uppsala University
Eric Scarfone	CNRS - Neuroscience
Sverker Gustavsson	Department of Government Uppsala university
Diana Schnitzler	Environmental History
Frans Lenglet	independent/SWEDESD
Marilyn Klarin	International office
Oskar Pettersson	Ledningskansliet, Planeringsavdelningen
Gunnar Nilsson	Nationalekonomi + it + informatik&media
Ben Owen	CEMUS
Yuehua Dong	Religion in peace and conflict 2014, Theology, Uppsala university
Sophie A. Hagelberg	TekNat - Science and Technology
Romain Miroso	University of Otago
Iryna Stepanova	Uppsala University
Tina Schmiers	Uppsala University
Hanna	Uppsala University
Johanna Snell	Uppsala university, student
Hanna	Uppsala University/IMCH
Ka Lai Cheng	UU, Education
Laure Marcellesi	Volunteer, Uppsala Universitet
Elazar Tadesse	women's and children's health

## **Appendix 8**

*From the internal participant webpage*

*<http://www.web.cemus.se/globalcitizenship-information/>*

### **Literature Submitted by Participants**

Here is the selection and motivations of articles and texts suggested by participants, which they feel powerful and relevant to be included in the mix at the start of a new Global Citizenship Program.

We do recognise that this is quite a lot of material, but please take the time to go through these articles before the workshop in order to start the sharing of ideas, positions and expectations beforehand, and to give even more depth to our conversations at the workshop.



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### **Dartmouth College, USA**

Ron Edsforth: As a historian particularly interested human rights and peace I would like the participants to consider the long view of global citizenship—both from the past and into the future. I also believe strongly in using historical documents, not just scholarly texts. So here are my suggestions:

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- Bertha Von Suttner's 1905 Nobel Peace Prize Lecture "[The Evolution of the Peace Movement](#)," delivered in Oslo 18 April, 1906. Von Suttner's lecture states the case for linking human physical evolution to human moral evolution without minimizing the evidence so clear in her time that war seems a permanent part of human existence and militarism an imminent threat. However Von Suttner also recognizes in her own time the unprecedented growth of new forms of connectedness between people all over the world. It seems to me that programs educating young people for global citizenship must recognize the possibility of global citizenship created by people in movements (anti-slavery, peace, and human rights) in the 18th and 19th centuries, and that the task of creating of creating global citizenship in the 21st century confronts many of the same obstacles these earlier movements faced.
- [The Universal Declaration of Human Rights](#) issued by the UN General Assembly 10 December, 1948. It is available online from dozens of websites. This forward looking document remains the basic template for embedding in international law the rights that all *should* have as members of the human race. In a real sense, the UDHR outlines what Global Citizenship would look like if it can be achieved. Of course, it is a product of the global catastrophe humans created in the mid-twentieth century, but I do not think it is anyway dated.

- [“Jeromie Binde \(2000\) Towards an Ethics of the Future”](#) Public Culture, Vol. 12, Number 1, Winter 2000, pp.51-72. Binde engages the ideas raised in Von Suttner’s lecture, and like her sees the possibility of moral evolution. But he offers more, especially a telling critique of our contemporary focus on *emergencies*, something that multiplying media and their never-ending attempts to gain our attention fosters. As I see it, Global Citizenship is all about stepping back from this endless stream of sensations, and recognizing that the task of *making humanity*, a community of global citizens, requires a different way of thinking about our responsibilities to those who have yet to be born. Binde suggests what this kind of thinking might be.
- This last suggested reading is the longest and may be the most difficult to find, but for me it is also the most thought-provoking and controversial. [Jonathan Glover, “Part One: Ethics Without the Moral Law,” in Humanity: A Moral History of the Twentieth Century](#), chapters 2-7 (pp.11-46). As a psychologist and ethical philosopher (as well as a historian) Glover argues that humanity can emerge only if we have within our genetic inheritance and psychological makeup characteristics that can be expressed in such a way to block violence and inhumanity. His claim is that we as a species have an instinct for *respect* (for others we see as like ourselves), and an instinct for *sympathy* for those we see as fully human like ourselves. He also argues, socio- and psycho-paths excepted, that we all require a positive *moral self-identity* to prevent mental illness. Only these three characteristics provide him with the hope that we can make humanity real. And he is not particularly hopeful about that prospect. However, following Glover the central tasks of educating global citizens should be building respect, sympathy, and moral self-identity.

### Durham University, UK

Rebecca Bouveng has submitted:

- [Pain et al \(2013\) Productive tensions—engaging geography students in participatory action research with communities](#). This is an article exemplifying work at Durham which relates to the Matariki GC Programme’s strands on ‘Empowering learners’ and ‘Community engagement’: an undergraduate module in Geography, based on participatory action research which involves students in co-producing research with local community partners. This is particularly pertinent in the context of Durham being an elite UK University based in one of the most socially and economically deprived counties in the UK.
- [Laura Oxley & Paul Morris \(2013\) Global Citizenship: A Typology for Distinguishing its Multiple Conceptions](#). Useful typology for Global Citizenship.
- Anne Johnsen has submitted: [Giroux \(2003\) Betraying the Intellectual Tradition Public Intellectuals and the Crisis of Youth](#) This is a very pronounced article, requiring universities to engage youth to action and critical citizenship: attach academic life to politics, reduce neoliberal and instrumental education policy and create students who strive for social change. However, these ideas can come into conflict with consumer-oriented universities

consisting of departments and colleges with a majority of students coming from certain parts of the world where criticality and civic engagement might not be valued and/or studying specific economy-oriented programmes.

#### **University of Otago, New Zealand**

- Dr. Miranda Miroso has submitted: [Kerry Shephard, Michael Bourk, Miranda Miroso & Pete Dulgar \(2016\) What global perspective does our university foster in our students?](#) “We used a modified circuit of culture enquiry to explore processes of production, representation and consumption of global perspective at our university, in the context of fostering this perspective as a graduate attribute. We identified four frame packages by which this perspective is understood and communicated. Global perspective is framed within our institution simultaneously as essentially cooperative and as competitive. We express concern about how such complexity is fostered in our students. We ask our colleagues and university teachers internationally to critically reflect upon the diversity of global perspectives extant within higher education and potentially to clarify their intentions as university teachers.”

#### **Queens University, Canada**

- Maddi Andrews has submitted [Stein, Sharon. “Mapping Global Citizenship.”](#) This article relates to the theme of global citizenship, as it addresses many of the ongoing discussions of this topic and the integration of global citizenship studies in colleges and universities. As illustrated by the article, global citizenship is a much less defined concept and newer development than other forms of citizenship; this in turn poses an issue when it comes to incorporating dialogues regarding global citizenship in schools. Stein maps and employs three global citizenship stances: entrepreneurial, liberal humanist, and anti-oppressive. I find the mapping of global citizenship to be a particularly useful method for establishing various levels and positions of global citizenship. The clarity and structure provided by the mapping approach facilitates further discussions on global citizenship by providing a groundwork on which they may be based. This article concludes by engaging with several possible steps forward and the concerns associated with each; moreover, Stein addresses the scripts associated with each model of global citizenship and the limitations of each. Although it is evident from Stein’s article that further discussions regarding global citizenship and their significance within schools are needed, I think this article illuminates the importance of having such conversations. I believe this article provides useful groundwork upon which discussions at the Matariki Global Citizenship Workshop may be based. As illustrated by this article, I deem it is important to come to a consensus of how global citizenship should be addressed within educational institutions and how students should be taught to view global citizenship.

#### **University of Tübingen, Germany**

- Carla Herth and Anna Conrad: We send it in context of “Greening the University” represented by Anna Conrad. [Drupp et. al \(working paper\) Change from below: student initiatives for universities in sustainable development.](#)
- Sandy Manton has submitted:
  - Science & Governance – [M. de Lattre-Gasquet, et. al \(2012\): Changing societies: ethical questions raised by ANR-funded research programs and projects related to climate and environmental change.](#) This article describes how the founding of research projects have developed in the years 2006-2011 in France, which can also be an example for the development in other European countries. It says that researchers get more and more responsibility from the government by encouraging transdisciplinary research on the complex subject like sustainability, resilience, (maybe global citizenship, too). For me this is interesting because I relate this with our chances for fundable concepts in the future Matariki workshops.

-Sustainability – [R. Boonen et. al \(2012\): Which sustainability suits you?](#) Here is described how sustainability is used for greenwashing or other methods to implement high ecological standards instead of really changing structures. It discusses how we can look at sustainability from different angles and who we sometimes just pick out what suits us.

– Website suggestion: [Global footprint network](#) & [GlobalFootprint AnnualReport \(2014\)](#)  
 This report gave me an overview about the actual collected data on a global scale, even if they have often only mentioned actors without exact numbers. Because it is an atlas it gives good ideas for geographers to visualise our data in the future through maps for example.

-This is one publication of our project at University Tübingen (in German)  
 Manton, S.-Ch., Potthast, Th. & V. Hochschild (2015): Nachhaltiges Campusmanagement im Bereich Energie – Der Transformationsprozess in öffentlichen Einrichtungen am Beispiel eines Kooperationsprojekts an der Universität Tübingen In: Leal Filho, Walter [Hrsg.] Hochschule für Angewandte Wissenschaften Hamburg (2015): Theorie und Praxis der Nachhaltigkeit. Forschung für Nachhaltigkeit an deutschen Hochschulen (S. 395-411). Springer Spektrum Verlag, Wiesbaden.  
 We wrote about the transformation processes which took and take place since we have started many activities in the direction sustainable campus. We explain the geodatabase and the potential analysis for renewable energies in Tübingen which are made with geographical informatic systems. Also we discuss, what should or could happen in administration structures to actually implement more transdisciplinary actions in order to have a real sustainable effect on the environment a monetary savings.

### Uppsala University, Sweden

- Magdalena Kuchler has submitted: [Vanessa Andreotti \(2006\) Soft versus Critical Global Citizenship Education](#), Policy & Practice: A Development Education Review, A Development Education Review, Vol. 3, Autumn, pp. 40-51.
- Thomas Nygren: The two selected articles highlight important perspectives on global citizenship – namely peace, human rights, critical thinking, and unity in diversity. Both articles focus on global issues. The article from Katerina Standish, Otago University, focus on

peace education in curricula on an aggregated level and presents a methodology that can be used and developed to get a global overview of the current status of not only peace education ([Katerina Standish \(2016\) Looking for peace in national curriculum: the PECA Project in New Zealand](#), Journal of Peace Education). The second article complicates the issue of implementing universal values and critical thinking. Combining the two we can discuss how to get a nuanced overview and also a more detailed understanding of global citizenship in education, on different levels of curricula and in the minds of the students ([Thomas Nygren \(2016\): Thinking and caring about indigenous peoples' human rights: Swedish students writing history beyond scholarly debate](#), Journal of Peace Education)

- Tina Shmiers has shared a blog entry: [Ethics, values and views from the South](#). I found an interesting blog entry of a professor from a University in South Africa. The University offers a “Global Citizenship” course to its students. The author writes from a personal point of view with some very important points which I think would be good to consider. In her blog she emphasises on the importance of ethics and values (such as empathy and solidarity) and how this is not enough encouraged within higher education institutions (“Ethical leadership is not governed by disciplines but rather by the connection of knowledge, skills and values”). She also talks about a “sensitivity which cannot be thought” but rather comes with community engagement and relationship building in order to develop a sense of responsibility. Another point she brings up is the differences in perceiving community engagement between the North and South. Maybe it is also worth looking more into the work of the “Talloires Network” which the author of the blog is talking about. Its an international association committed to strengthen civic roles and social responsibilities of higher education.
- Larissa Kwiatkowski has submitted: [Truong-White et al \(2015\) Digital Storytelling for Transformative Global Citizenship Education](#). The article explores how digital storytelling offers the potential to support transformative global citizenship education. The authors analysed the Bridges programme by Teachers without borders that promotes problem solving for youth by digital storytelling and global online collaboration.

### **University of Western Australia**

[None Submitted]

## Preparing for the first Matariki Global Citizenship Program workshop at Uppsala University, 2016

As the date grows closer, we are excited to say that participants from all seven universities in the Matariki Network will contribute to the workshop here in Uppsala in April (one partner, UWA will contribute virtually). Following are requests and suggestions to you, the participants, in preparation for the workshop. You should also now have received the preliminary version of the workshop program along with this document.

### **Consider these general guiding questions to prepare your contribution for workshop**

- *What are critical issues we need to cover in starting a new global citizenship program? How should we approach Global Citizenship and what does it throw into question? What is required of us, of our institutions?*
- *What are you doing at your home university that you would like to share at this first meeting for the Matariki GCP? The goal here is that partners will share experiences and information with each other, but also that they share in a way that invites questions and dialogue around practical/larger scale issues of GC in theory and practice.*
- *What are you not able to do yet, your goals not yet achieved? This relates to the question: what can we develop together in the Matariki GCP? This could focus on e.g. barriers, or goals that you don't have any strategy to meet yet*
- *What are visions, ambitions and concrete ideas you and/or your institution would like to develop together with or with support from partners in the Matariki GCP? This could be e.g. new initiatives, research into areas not yet understood, or continuing/expanding existing projects.*

### **Share 1 - 2 key articles or texts by Friday 8<sup>th</sup> of April**

Please send us via email 1 - 2 articles or texts that you find relate to Global Citizenship in the context of building the future of this new program, by April 8th. Also please write in the email a short motivation about why you nominate this text, including questions that the article raises which you would like to share/discuss with other participants. We will compile these and share them with all participants at least one week before the workshop. The goal here is to begin to expand the picture of what the Matariki Global Citizenship Program may look like in future, and the ideas and perspectives participants bring to the workshop.

Texts can be 1) an article/text you feel has a particularly powerful or relevant theme or argument that needs to be included in the mix at the start of a new

Global Citizenship Program 2) an article that you, those you work, or your institution have produced that you see as related to Global Citizenship and you feel represents a perspective you bring, or 3) an article that is both.

These texts could take a variety of approaches: be focused on education or research, be conceptual/theoretical or focus on practice, examine the university setting or look outside the university, and so on. The emphasis, we suggest, is on texts which contain ideas you see may be key in helping to shape this new program. These do not necessarily have to be about Global Citizenship directly. *Please note: you are not asked to write a new article.*

### **Invitation to host an open session of 30-40 minutes**

On Tuesday 19<sup>th</sup> April in the afternoon the program contains the possibility for groups of participants from each university to host a session with the entire workshop group, the content of which they will choose. Put simply, this is a time you could use as you see fit, e.g. to raise a discussion, ask the group to go through a particular activity or exercise, present a case or some other work, discuss your home context, etc. Emphasis should be on open dialogue and discussion with the group, so if presenting we ask you use no more than half of the time to present. If your participant group (or certain members of it) wish to do this, please let us know. We will also contact you again before the workshop to confirm if you will host a session.

While this time can seem short, keep in mind that there will be opportunities to discuss and connect during times outside the program, and on the final day on Thursday, which most delegates will be present for. In order to avoid spending excessive time on 'data sharing' we have tried to find other channels in which to share important information. We instead have aimed for more of a discussion format, which in our experience can lead to more immediate and active learning about each other's context and approach, especially when the nature of what participants want to share is varied and may not suit a standard format.

### **Share experiences, cases, research and information about your home context**

If you wish, bring with you to the workshop succinct information you would like to share with other delegations about your home context, E.g. reports or case studies. Some participants have cases, reports or other information to share with partners, in order to help in forming common projects or activities between institutions, or to share good ideas. If so, we suggest producing an information pack about activities at your own university. These will be shared on Tuesday (but not presented), and will feed into discussions Wednesday/Thursday, and also be able to be brought back with delegates.

### **Follow up with any comments, suggestions or questions you may have**

We look forward to meeting you all in April.

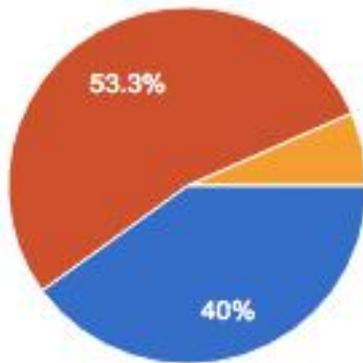
*Regards,*

*Matariki Global Citizenship Program Workshop organising team at UU  
Lakin Anderson, Sachiko Ishihara, and Isak Stoddard*

# 15 responses

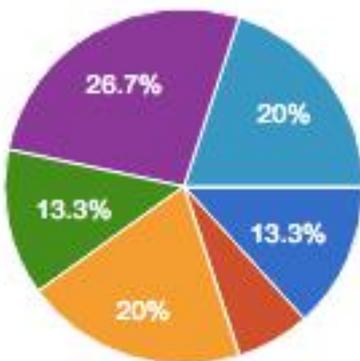
## Summary

### 1. Are you



Student	6	40%
Faculty/Staff	8	53.3%
Other	1	6.7%

### 2. Your institution name



Dartmouth College	2	13.3%
Durham University	1	6.7%
University of Otago	3	20%
Queens University	2	13.3%
University of Tuebingen	4	26.7%
Uppsala University	3	20%
Other	0	0%

### 3. Overall impressions of the workshop?

A roller coaster ride, in a good sense. As a person having been involved with the planning and thinking about this workshop and the launch of the program, it was great to finally seeing this happen and all the interesting students & staff that showed up.. I was also a bit worried at times, wondering what and how the critical inputs from especially Brian and Audrey would contribute/hinder the development of an interesting and meaningful program..

Very impressed.

Well organised with innovative approaches to get the people involved in discussions. Time invested was valuable.

Fun, engaging, challenging, practical, extremely well organised.

I was very surprised by the positive energy and intensity of the workshop. I loved the atmosphere.

I really enjoyed the workshop. It was a valuable use of my time, and I am very glad that I attended.

I think it was a fantastic experience as a student. I was very weary entering this processes and I realised quickly that I had a lot to learn about global citizenship.

The people and the atmosphere were fantastic and very inspiring.

Great organization, great mixture of students and faculty, learned a lot

Very inspirational and well organised

Intense and enriching days. I think on a personal basis each participant had the chance to receive totally new views on the broad topic of Global Citizenship, viewed from different angles which also led to personal reflections about identity, belonging and responsibility (at least in my case). From a student point of view it was an interesting experience to work and discuss on an "eye to eye" level with Researchers and other "non-student" University members. It was always a nice and relaxed atmosphere which made it easy to get to know each other better and open up for in-depth discussions and talks. It was interesting to get to know about the individual stories which lay behind the representative role of a certain University or region.

Extremely well organized, thought provoking and productive. It was a privilege to participate.

AWESOME! I really liked it. I was initially quite skeptical we could address some of the bigger issues of global citizenship and Matariki, but was pleasantly surprised by everyone's' capability to rise to the challenge and come together and work on some interesting concepts and initiatives.

Although there appeared to be a great deal of uncertainty at the beginning amongst many of the attendees as to what the proposed programme was actually all about, thanks to the host's great facilitation techniques, and the very appropriately selected invited speakers, the group amazingly quickly found their feet and started moving forward together. Leaving the workshop, I am positive that there is much shared enthusiasm from the immediate group that met in Uppsala and from their Universities to ensure the successful continuation of this programme.

very intensive and professional

#### **4. Your comments on the facilitation of the workshop?**

Well thought through and important that you left space for contributions from all participants.. Could perhaps have build even more on the active contributions and facilitation by participants as well.. well done!

I enjoyed the variety of methods that the workshop's leaders devised to create different groups in the different sessions, and thought they very effectively generated personal interactions among the six university delegations.

It was very productive in the sight of 'global citizenship' and the related student exchange programmes.

Exemplary. Really fostered dialogue, thinking and practical outcomes.

professional

I really liked ho the workshop was facilitation. The facilitators left room for open discussions and allowed for feedback for the plans of the day, yet there was enough structure to keep the programme moving.

I really loved the facilitation techniques. I think the facilitators were inclusive and engaging

Great. You dared to stop a discussion when we were turning in circles and/or had no time left.

Great organization

Clear direction, open communication, excellent pedagogical strategies

Everything went smooth, it was well organized and structured. The daily aims and instructions were always clear, there was space for comments, critique and questions. Can't think of a negative aspect regarding the facilitation of the workshop.

See above. The organizers took on a tremendous amount of work on a complex set of issues. They facilitated the entire series of events in a way that encouraged debate, fostered collaboration, and helped the group reach consensus.

Very well run! I liked the activities and the depth to which they could take the group. I really liked the reflection groups at the start and end of the day. I think we should have had them all the way through ( but only a minor change).

Facilitators were very calm and I appreciated the subtle push towards not worrying about uncertainty and that what we would come up with would be the best thing at the time. The pre-work also helped I think to get everyone on board with the process we were going through, it would have been a bit tricky to plonk everyone down without prior consultation on what collectively we were interested in.

Amazing! Best I have ever seen at any conference, workshop, and seminar anywhere in the world to date (and I have attended heaps ☺). Honestly, I feel inspired to adapt many of the techniques used to my own classroom environment as well as my own research seminars for colleagues. I really liked the 'mixed bag of techniques' approach which kept things diverse and interesting

very good and efficient

## 5. Your comments on the structure and content of the workshop?

I liked it. Good flow.. yet challenging and even disruptive and uncomfortable elements at times.. Was thinking about how it could have turned out had we e.g. invited other guest speakers than the ones we did.. and how that would have created a different content of the discussions, the proposals coming out etc.. but I think what we did was great.

Overall I was very satisfied with the structure and content of the workshop.

The structure and format of the workshop as well as the contents were very straightforward. I would have liked a bit more research approaches discussed, but for something like this there would have also been some scientific leaders available.

Excellent. The addition of the Active Student Participation facilitators and the two keynotes made it thought-provoking and challenging on several dimensions.

Concerning the Structure: very well structured, I liked the reflection times in the morning, I think the reflection at the end of the day almost never worked out because everybody was already tired (of sitting) Concerning the Content: I loved the talks of Palmer and Bryan, this critical start was according to me, very important to create something meaningful out of the network, I also really liked the open space

I especially enjoyed the discussions we had on the topic of Global Citizenship. I thought that this was a very valuable conversation to have.

The primary difficulty I had with the workshop was structure. I felt as if we were unsure as to our purpose in the first few days- it felt like talking around an issue a lot! The last day was great, but I found it difficult to have a purpose that day when I was unsure of any (if any) conclusions we had made the day before

I think the structure of the days was very logic.

Great structure as there have been enough open spaces for participants needs

Excellent structure. Content was participant-driven to a great degree and thus relevant. The guest speakers, especially Audrey Bryan, were well chosen and appropriate.

Given the limited time frame of 4 days the structure was good to get to know each other, find a common ground on the topic and to come up with concrete ideas to put forward in the end.

If anything could have made it better, I think that more advance planning on the part of the individual institutions would have been helpful. Global Citizenship is a vague, but important concept. Going into the workshop with a more specific, shared understanding might have been helpful.

Content was great, I personally enjoy thought provoking commentaries and talks on things. I appreciated the space to critique the structure we found ourselves in ( but not aware of how we could actually feedback into the MNU leadership..). Content was really good and structure meant many people could engage.

No comments for improvements. I liked having the whole last day to brainstorm and do feel we needed the previous day and a half to get ready to be able to have done this like we did. I loved the student/faculty component – the students were so bright and enthusiastic and passionate

the structure was very well placed and lead the participants through the issues

## **6. Are there parts of the workshop you liked the most and/or thought were the most meaningful? If so, why?**

I think that each delegation had to prepare a session was important.. even though that might not have been the most interesting part of the workshop, it was very important.. Also the social events and getting to know each-other was of course key and for me a meaningful part.. And even if I didn't completely feel at ease during the "interventions" by Audrey and Brian.. I think they def. had an impact on the workshop and its outcome..I think in a good way.

I most liked the role that graduate students played in leading and contributing to the workshop. Students are inheriting the world from the older generation that I represent. Too often their energy and ideas are marginalized by faculty and administrators accustomed to exercising authority. This workshop was an impressive demonstration of student leadership.

The keynotes have been very impressive and I liked the discussions with my international group.

The combination of different perspectives and elements worked really well. The development of specific projects, with dedicated follow up, makes it all more meaningful long term.

The talk by Brian Palmer and all the time to talk about experiences and projects

I especially enjoyed the third day when we were able to break apart into groups and begin planning and discussing projects and proposals. I felt very accomplished after that day, as it felt like we had done something very productive.

The last day was incredible. I also really enjoyed Uppsala's activity

Audrey Brian's talk was very helpful for the selfreflection process.

The lectures and the last day of creating ideas and initiatives

I greatly enjoyed the group exercises with the opportunity to move between groups, as this gave access to many perspectives

I really liked Audrey's lecture as she mentioned interesting aspects such as responsible traveling, the western notion of "helping", etc. I think the part on the second day, where each University shortly presented a project or something related to GC, was very important to receive an overall impression of what is important to the different participants and what they are expecting.

When groups came together to hammer out specifics, that was very meaningful because it helped us create ideas about how Global Citizenship might be actualized.

The part in Audrey's talk where she played the song from 'Life & Debt' which was familiar to me and I always thought it was a happy song from Jamaica, but actually was something completely different i.e. the total opposite. It really helped me to open my eyes to another dimension of the issue we were working on. The other thing was making friends with the nicest humans from Uppsala/ CEMUS. That made me really happy and helped to cement my involvement.

The open space sessions on the last day that provided the tangible and sharable outcomes of the workshop

The discussions and talks were very good input, also the outout was well concluded

## **7. Are there any parts of the workshop that you thought could have been improved/were missing?**

-

I did like the open space on the last day and others seemed to enjoy it as well. Perhaps we could have had a conversation in the group about the overall aims/goals of the program and what they could be.. before heading into thinking up projects etc.. I think we could perhaps have had a few more content-rich proposals if we had done that..Perhaps I also lacked a conversation about research-engagement in the program up ahead..

Yes. I think that there should have been a more structured discussion following Brian Palmer's lecture. I also think the workshop should have discussed in more depth the concept of Global Citizenship that Brian Palmer so effectively dissected, and that this should have been done in a session following his lecture.

As I said before, some more research approaches would have been nice, but this was not the primary goal of the workshop.

The presentations from respective institutions were a little lengthy at times, but there is little the organisers could have done to prevent that - your instructions were very clear and practical, and not all of us followed them, simply.

to use a sustainable event management :)

Nope!

I think potentially a focus on what the NETWORK should do

Since my interest was in education, I did not think anything was missing, as this was a centre piece of the workshop.

At the last day where interested people were invited to get to know about what has been discussed during the workshop could have been organised a little different I think. Although I really liked the open and informal discussion round, I had the impression that for many people who attended it still was super unclear what exactly happened and I also think it was hard to follow for them what is being discussed. I was missing a bit to talk or discuss more about fears

or concerns about the implementation or follow up with the discussed work/projects after returning "home" (e.g. financial and time constraints etc.) maybe it would have been good to share and discuss this with all.

It would have been nice to have met more Uppsala students and hear their views.

Figuring out how to get X to stop talking so long :P - I say this in a tongue and cheek way, but also in his position of privilege, I felt the analogy very strongly. I was really sad that the Matariki structure itself precludes involvement from people who don't live in the Global North. It frustrated me immensely, that we could theorize about diversity but not put it into practice.

No. I didn't leave feeling like anything had been missed.

no, but it lead to a second workshop, where we can continue with research questions more than students initiatives

## **8. Overall, how were the food and drinks? (Welcome reception at Carolina Rediviva Library, dinner at Norrlands Nation, dinner at Restaurant Borgen, lunch and fika at Blåsenhus)**

Very good! I liked them all :)

All of the above were excellent.

Excellent.

Food was truly excellent! Only missed having some unhealthy fat/sugar/salt at the fika, when blood sugars were low.

Fruit obviously much healthier.

The food and drinks have been delicious. The portions at Norrlands Nation and Restaurant Borgen have been a bit small (maybe the german traditions are a bit different in this point). I was very surprised that the coffee/tea has been served in paper cups at an event organised by CEMUS-people.

The food and drinks were wonderful- thank you very much!

Great!

The food was great. I appreciate that the food was vegetarian. I think this is suitable for an event like the Matariki GCP.

One thing I would suggest as improvement would be the provision of proper/reusable cups for coffee and tea at Blåsenhus.

Very good

Excellent and very hospital. I was very impressed by all the hospitality and kindness. Everyone felt welcomed.

It was always delicious!! top!

All wonderful!

Great! Sometimes I thought though it was a bit too fancy and kind of a hilarious juxtaposition to what we had been furiously debating all day long. Fika is awesome though I liked that. I thought that we would get to have dinner with the students from Norrlands.

I love that all the food was default vegetarian!

very good

## **9. Overall, how was the accommodation (if you stayed at First Hotel Linné)?**

Stayed at home :)

Just fine.

I stayed at the City Stay Hotel and it was alright as well.

It was great.

Stayed at Hotel Hörnan, has been great!!!

It was wonderful accommodation!

It was awesome! Great location

I stayed at the Grand Hotell Hörnan. It was absolutely fabulous!

-

It was basic but sufficient and clean. Breakfast was great!

Did not stay at the Hotel

Very nice.

Awesome! I had bad jet lag and woke up famished at 4.30am every day, so had to wait 2 hours for breakfast...( gah, what a problem...) but apart from that it was very good.

Appropriate

very good

## **10. Do you have suggestions for the next meeting for the Matariki Global Citizenship Program (e.g. how should it be organised, where, and what should it be about?)**

Not sure if we should have another workshop like this or if we should have a different kind of gathering.. e.g. a forum or the like. I think it would be good to focus on some key issues and try to build a workshop around that (e.g. like the suggestion by melodie at dartmouth), but also good to have forums bringing together a diverse group of students & faculty (which is a collaborative model I think we should further develop)..

See the proposal that my group is submitting re. Annual Forums.

I'm looking forward to a general scientific meeting of the Matariki program. Leading researchers of the different Universities should be invited to certain subjects like the Arctic, Climate Change or Regenerative Energies, etc. to prepare joint projects.

Any organisers should learn from your example, make it participatory, challenging, focused and with structured follow up. I would imagine perhaps a handful of the proposals being implementable and being taken forward - so a review of progress of these would be a good start.

Students definitely should be part of the delegation! The next meeting should be used to reflect the outcomes of this workshop, discuss if something meaningful has been developed and work on how to improve cooperations. Concerning the time span, I think 4 days are a good frame to have an intense exchange and to be able to develop something.

I think it would be wonderful if we could hold another Global Citizenship Program in the near future at one of the other partner universities.

I think the next workshop should focus on whether we are a network at all in the project.

A student led organisation would be great. I think it would be important to discuss what different obstacles exist at the universities and how they can be overcome. Also a feedback on the progress of newly started programs would be interesting.

The next meeting should include or build up on the initiatives proposed. Maybe even more participants from each university should be involved.

No suggestions at this point

Feedback about the development/ progress of the projects which have been initiated at the first workshop. Where were difficulties with the implementation? Why? Invite people who are actually involved in these projects.

I think we should get a clearer understanding of where the International Leads are with the specific proposals.

I think we should talk about GCP and global challenges. Also how these 'themes' e.g. GC are reflected in terms of principles to the leadership structure i.e. inclusivity and diversity. I have no idea how any of it works, but I want to have the opportunity to think and plan about how we can bring in 'less prestigious universities, in an authentic way'.

Not just yet but will be in touch once I've had a chance to talk with our Planning Group etc.

Maybe in Dartmouth or Tübingen because of the relevance of research

## 11. Other comments or questions you would like to add?

Thanks for a great week!

Great work. Now we see that there are concrete results.

none

The workshop surpassed my expectations and has led me to reconsider a lot of things. It sparked a deeper interest in education and the possibilities here to actually "partner for a better world."

I am looking forward to the short video of the workshop and I was particularly impressed and delighted to develop such a strong collegial relationship with students, including the one who came with me.

Hopefully this is to be continued with some exciting projects to come.

Thank you, CEMUS, for your hard work and creativity.

I love Sweden.

Thanks to the organising team. You did a stellar job at hosting an incredibly successful first workshop!

## 12. The questions below are optional. Please give feedback or a reflection on a specific part of the four day workshop you want to focus on...

### Monday, Introduction and Hello

good to have the map-exercise and "bi-kupor" 2 on 2 conversations!

Really great

Exciting and fun. I enjoyed this section and it made me realise that I should explain myself better so people get the right interpretation of what I mean.. Learning about everyone was really cool and the question ' Where feels the most important to you right now?' was really good for gauging where people were at.

Good intro session.

## **Monday, Talks and Reception in Carolina Rediviva Library**

Nice room. Interesting exercises with ASP. I liked that the VC came off track in her speech and made a joke about it, Isak could have been more succinct and coherent in his ramblings :), Brian was provocative for sure.. I'm not sure I think all of his stories about martyrs are the best of ways to frame ideas of what it could/should do to be a GC.. but interesting for sure..

Very nice, one of the highlights...

The talk on Monday was super informative

Very nice, though felt the VC's talk was a bit too token and not entirely relevant. Though I respect the need for getting senior leadership on board. I wonder if she should have come back and participated at some stage as well...

It was nice to have the VC talk which demonstrated the high level support for the GCP initiative. Brian's talk was thought provoking which was great.

## **Tuesday, Discussions on 'What is Global Citizenship?'**

Good to start in smaller groups and to gather some ideas about this.. Too bad everyone didn't get a chance to share with the rest of the group..

Eyeopener.

could have been discussed more in details, I was a bit surprised how little we talked about the different definitions of global citizenship

This felt underdone. Given it was theoretically the crux of the meeting... I never felt like we had a true understanding of this process

haha so good. I liked this chaotic discussion, very informative to get the group thinking on the same page.

## **Tuesday, Audrey Brian's Lecture and Discussion**

Interesting..But I also feel that her division between soft and critical GC is a bit 2-dimensional.. and would have like to see a few more frameworks to think about what GC could be.. (e.g. the article recommended by Rebecca on mapping GC education).

Impressive

Lecture was very good - nothing radical I didn't already know, but excellent basis for discussion, and an approach many others won't have been familiar with. Interesting to see a very emotional reaction around positivism/postpositivism.

It was very interesting, maybe the talk could have been more linked to the network, because the network doesn't directly do development aid.

I was very impressed both by the lecture and the following discussion. It gave me a lot to think about in relation to my own courses and students.

Excellent, though perhaps a slightly different format to encourage group discussion instead of watching 2 people hate on social science and dominate the discussion.

## **Tuesday, Afternoon 30 Minute Sessions by each university**

Very good to have this in the program. Great intro by the UU delegation..changed the dynamics in the group, deepened the relations in a good way

Very interesting, might have been earlier...

Was very important to get a better overview (beside the online descriptions)

Wonderful to hear about the different initiatives and challenges. We clearly have many similar concerns despite being very different institutions!!

I don't quite think some of the universities understood what they were supposed to do i.e. not talk for more than half the time. Perhaps working in with each uni in the preceding weeks, to make sure they are on the right track. Unfortunately despite how interesting they might have been, I fell asleep halfway through this session.

## **Wednesday, Morning Open Space for Proposals, Projects, Conversations**

Good. But could perhaps have started with a reflection on the day before in the whole group.. and thinking about what we are trying to create and why (and what we can create)...But still worked out well I think..

Regarding global citizenship very efficient...

Good!

## **Wednesday, Afternoon Open Space and Conclusion with Project Proposals**

Good to shift into a more detailed and goal-oriented mode. Great to have people take responsibility for writing up proposals and good to be able to sign up on proposals you wanted to give feedback on..

Amazing what dedicated minds can achieve.

Good!

## **Thursday, Morning Open Event with Public Guests**

Super. Wish more folks we had invited could have come... But some interesting people that I didn't know about showed up instead :)

This was fun and should be replicated in any follow up.

I think it is very good that the event was opened to other Uppsala University Staff and population, I really liked the exchange and discussions

This was enjoyable to bring in new voices.

Great but difficult. It felt important to connect with the public.