# Preliminary Report for the 2018 Matariki Global Citizenship Forum

Written and compiled by Rachel Fleener on behalf of the University of Otago Global Citizenship Forum Planning Team

## Executive Summary

The second Global Citizenship Forum as part of the Matariki Network of Universities (MNU) Global Citizenship Programme (GCP) was hosted at the University of Otago in Dunedin, New Zealand from July 30th- August 2nd, 2018. Student and staff delegates from all seven Matariki member Universities were present for this four day event. In the spirit of the first GCP forum in Uppsala, the Otago forum was designed to provide a space for 28 students and faculty from member universities to meet, share best practices, learn from one another and participate in joint-action planning for the GCP. The goal of the forum was to build on the work done at the first forum on global citizenship held at the University of Uppsala in 2016, while also creating new paths forwards and fostering new leaders in the GCP.

For this forum, the organizing team decided to give a special focus to the idea of **Community Engagement**, which is one of the three strands of the Global Citizenship Programme (the other two strands are Empowering Learners and Creating Spaces for Dialogue). The GCP identified that a 'place-based' and 'community-centered' approach is vital for the education of global citizens on our campuses. 'Community' not only encompasses the surrounding town or city in which a university resides, but also the communities that exists within each university campus. Coordinators of the Otago forum tried to accomplish three goals at the three and a half day event: (1) provide a space for critical explorations of community engagement and global citizenship, (2) expose delegates to the wider Dunedin community, and (3) facilitate action planning within the network. The result was a fruitful forum that strengthened the relationship between Matariki institutions, invigorated new leaders of the GCP, and produced a number of action plans on individual campuses and within the network.

*"A place-based and community-centred approach for the Matariki Network in educating global citizens is needed. This strand calls for MNU initiatives that enable students, through multi/transdisciplinary work-modes, to become community-engaged, socially and environmentally aware learners, as a central part of their higher education. Community engagement is likely to include the academic community and its campus as well as the communities surrounding the university. Building up relationships with communities and community based organizations and institutions can help us to better address and understand local, 'real-life' issues. We believe that bringing people from various cultural and social backgrounds together can help to broaden their perspectives and open up new collaborations and a sense of togetherness that can provide a basis for the demands of any discussion or action on global citizenship."*

-Excerpt from matarikiglobalcitizen.org about the community engagement strand

## Key Outcomes

1) Forum delegates were able to meet and get to know each other, forming both professional and personal relationships

2) Forum delegates engaged in critical discussion about the role of community engagement within the GCP and attended a panel discussion on community engagement which featured a student leader, an academic, the head of the Māori development center, a representative from Ōtākou Marae and a Dunedin Councillor.

3) Action groups were formed to discuss the short-term goals of the GCP, the long-term goals of the GCP (addressing the action gap, creating cultures of accountability on campus, and including students in education processes), and the development and structure of the GCP.

4) Significant amount of visibility was given to the GCP and the MNU as a whole. Upper-management members at Otago, various university departments and the larger Dunedin community participated in a number of events and meals throughout the week. Delegates are already in the process of providing feedback to their home Universities.

Forum delegates outside the Ōtākou Marae. Photographer Sharron Bennett.

## History of the Global Citizenship Programme

The Matariki Network of Universities (MNU) was formed in 2011 to bring together seven like-minded universities from around the world, all of which are recognized as top learning and research institutions that have a common goal of providing a high-quality student experience that is modern, innovative, comprehensive and globally-oriented. Member universities include Dartmouth College (U.S.), Durham University (U.K.), Queens University (Canada), Tübingen University (Germany), University of Western Australia (Australia), Uppsala University (Sweden), and University of Otago (New Zealand). At a MNU Executive Board meeting in February 2014, Otago University and Uppsala University were encouraged to jointly develop a MNU Global Citizenship Programme. In April 2016, students and academic delegates from the Matariki member universities met for a workshop at Uppsala University, marking the first meeting of MNU's Global Citizenship Programme. The purpose of the Uppsala workshop was to critically engage with the concept of 'Global Citizenship' while assisting in the design of the network's new Global Citizenship Programme. The aim of the Global Citizenship Programme is to improve Matariki member universities'

capacities to be leading institutions in understanding global citizenship and educating global citizens.

## Global Citizenship Workshop Uppsala 2016

The Uppsala Global Citizenship Workshop in 2016 marked the official launch of the Global Citizenship Programme and served as an example for Global Citizenship forums in the future. The forum was facilitated by two graduate students from Uppsala University, Larkin Anderson and Sachiko Ishihara, in coordination with Uppsala's Center for Environment and Development Studies (CEMUS), whose model is student-initiated and transdisciplinary with an emphasis on student-faculty collaboration. The workshop was organized using many of the values and principles of the CEMUS model. An in depth synthesis of the Uppsala workshop can be found at http://matarikiglobalcitizen.org/mnu-students-and-faculty-come-together-to-shape-the-new-global-citizenship-programme/

Key outcomes from the Uppsala workshop include:

- The launch of the Global Citizenship Programme
- Creation of a third strand for the Programme: Spaces for Dialogue
- Commitment to at least three more Global Citizenship Forums
- Launch of web and social media platforms for the Programme
- Creating a culture of student-faculty collaboration for the Programme

## Planning Process for Otago Forum

At the end of 2017, funding was approved by the office of Deputy Vice-Chancellor of External Affair Helen Nicholson to host a Global Citizenship Forum in July 2018. Marea Colmbo (PhD student), Rachel Fleener (Masters student) and Danny Fridberg (recent PhD graduate) were selected as coordinators for the event. Marea helped coordinate from abroad but was not in attendance for the 2018 Otago forum. The coordinators hosted a series of stakeholder meetings at the university to discuss the chosen theme of Community Engagement and present ideas for the forum's programme. A preliminary programme was formatted and sent to delegates and stakeholders for feedback. After all universities selected their student delegates for the

forum, coordinators met with the student delegates to get insight as to what the student delegates' expectations were for the upcoming GCF and how their respective universities grappled with the concepts of global citizenship, student empowerment and community engagement. Coordinators then met with the academic leads from each university to discuss the proposed forum schedule. Organizers took extreme care that Otago stakeholders and forum delegates were consulted throughout the process of designing the forum's programme.

Organizers chose to house academic faculty in the university-owned Executive Residence Boutique Hotel and the student delegates in university-owned student flats located in prominent student areas that were accessible to the university. In total, there were three student flats that each housed 4-5 student delegates. Organizers divvied up the student delegates from each university to separate flats to foster the relationship between students from different universities. Student delegates from Otago were present in each of the flats to serve as 'kiwi hosts' whose roles were to set up the student accommodation, greet student delegates as they arrived, help visiting student delegates navigate the university and answer student delegates' questions regarding Dunedin and student life at Otago. Organizers also decided that it would be beneficial for forum delegates to share meals with various Otago departments and staff who are particularly vested in ideas of global citizenship. Throughout the four-day, forum delegates shared meals with the Center for Peace and Conflict Studies, Centre of Sustainability, the International Office and on the final day had lunch with Dunedin community practitioners.
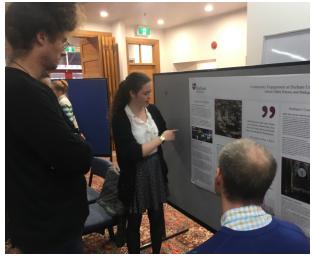
## Forum Programme

In the organizing of the forum, coordinators tried to balance critical conversation about community engagement and global citizenship, hearing for a number of speakers, experiencing the wider Dunedin community, and action planning within the network. This section outlines the major components within the programme and some of the key points or ideas that came from that session (see Appendix for a detailed scheduled programme).

## Day 1: Getting to know each other, the Matariki Network and our member universities

Madigan Copley, student delegate from Durham University, presenting Durham's poster. Photo provided by Rebecca Bouveng (left). Dartmouth student delegates with Otago VC Harlene Hayne. Photo provided by Zoe Leonard (right).

The official start of the forum was marked by a morning tea at the University Clock Tower where a mihi (greeting) was given by Mark Brunton of the Department of Maori Development and an official statement of welcome was given by Otago's Vice Chancellor Harlene Haynes. The goals for the rest of the day were to meet and greet delegates from the member universities through ice breaker activities, learn about each other's institutions and elaborate on the goals of the Matariki Network of Universities. Two faculty members that had attended the Uppsala Global Citizenship Workshop in 2016, Rebecca Bouveng (Durham) and Miranda Mirosa (Otago), gave a synopsis of what happened at the Uppsala forum and what has since happened in the Global Citizenship Programme. This information was vital as they were the only two staff delegates that had been at the previous forum and many of the students had been only recently introduced to the MNU.

A poster session was held in the afternoon in which student delegates from each university presented the programmes and initiatives that their respective universities had employed that focused on the concepts of global citizenship and community engagement (see Appendix). This session allowed delegates to learn from one another and find areas of common struggle. After the poster session, delegates were split into small groups to discuss "what works?" and "what doesn't work?" in regards to developing campuses of global citizens that are engaged with their community. The day ended with forum delegates and representatives from Otago gathering for dinner the Vice Chancellors lodge for dinner.

**Day 2: Visit to Ōtākou Marae**

A visit to Ōtākou Marae, the local meeting ground and focal point for Māori communities in Dunedin, provided a scenic setting for the second day of the forum. Forum delegates participated in a pōwhiri, which is a traditional welcoming ceremony for to welcome visitors onto the marae. Mark Brunton and Matt Mataharere served as our hosts at the marae and led a circle discussion talk about the purpose of a marae, Māori history in Dunedin, Māori ways of knowing, and the relationship between the University of Otago and the local Māori communities. Mark and Matt also introduced delegates to the Māori concept of mana (which has many shades of meaning including authority, power, control and influence) and encouraged delegates to start thinking about how to engage with the university and surrounding communities in ways that are mana protecting and mana enhancing. After lunch, we asked delegates to consider "what is the most important issue at your university?" Delegates were then broken into five consulting groups that consisted of delegates from different universities. Within each consulting group, delegates were given 8-10 minutes to present the most important issues at their universities, which led to a discussion on the nature of each issue and possible solution strategies.



Matt (Otago) and Chantel (UWA) exchanging a hongi, a traditional Māori greeting. Photographer Sharron Bennett.

Faculty delegate Ken Bauer (Dartmouth) then gave a presentation titled 'Mapping as a Decolonizing Methodology for Community Engagement.' The presentation outlined best practices for stakeholder engagement and stakeholder mapping that he teaches his student in his Conservation and Development course. Ken's best practices for engaging with communities included centering your engagement on the needs of the community, building reciprocity and mutual benefit and practicing deep listening.

## Day 3: Joint Action Planning

The third day presented an ambitious and difficult task: take all the conversation, new information and energy that had been created over the first two days of the forum and put it into action. The planning team decided that it would be beneficial to separate students and faculty at the beginning of the day as to let student have a chance to take a leadership role in choosing the issue areas they wanted to address and creating action groups. Students choose three long-term issues to form action groups around: campus culture and accountability, knowledge-action gap, and educational processes. Students were then instructed to join whichever issue they were most interested in but were also told that they could leave the group at any time and join another group. The Faculty then rejoined the student. The faculty were then able to join any of the three action groups created by the students. Issues of continuity and immediate next steps were then addresses by the entire group.

## Day 4: Community Engagement in a Dunedin Context

The final day of the forum was optional, but we were lucky enough to have the majority of forum delegates present for the last day. Delegates took a field trip to Te Kāika, a community medical center that collaborates with the University of Otago Medical and Dental schools to provide low cost medical and dental services to Māori, Pacific, low income families and other people that experience barriers to primary care. We were greeted by one of the founders of Te Kāika, Donna Matahaere-Atariki, who gave a talk that highlighted the lessons she had learned over her time working for Māori civil rights and agency. The closing event of the forum was a community engagement panel that was open to the larger Dunedin community. The panel was chosen to represent a diverse perspective on community engagement and included Hine Forsyth (Ōtākou Marae), Dr. Catherine Hartung (College of Education), Lauren Holloway (Ignite Student Consultants), Andrew Whiley (Councillor, Dunedin City Council; Chair, Volunteering Otago; President, Dunedin South Rotary Club), and Tuari

Potiki (Office of Maori Development). The Manager of Otago's Volunteer Center, Sze-En Watts, served as moderator of the panel. The topics covered were the challenges of community engagement, the future of community engagement and local versus global forms of engagement.

## Developing Critical Understanding of Community Engagement

Community engagement is a very slippy term in that there are just as many definitions of community engagement as there are people trying to define it. The goal of the forum what not to find a single agreed upon definition

### What is a community?

'Community Engagement' often illicit ideas

During the panel on the final day, the conversation became critical of using the language of 'volunteering' or 'engagement' and instead thought that using language of 'citizenship would be

### What does it mean to engage a community?

During the panel

## Guest Speakers

Matt Matahaere
Matt works at the Office of Maori Development at the University of Otago as a Projects Manager. His work centers on the building of Iwi and Hapu relationships with the University of Otago and Matt also serves as a brilliant advocate for students at Otago. Matt served as our host at the Ōtākou Marae and we were lucky to have Matt join in with many of the conversations and events we had over the four days.

Mark Brunton

As  Research Manager at the Office of Maori Development, Mark's primary role is supporting the Ngāi Tahu Research Consultation Committee which has representation from Dunedin's three papatipu rūnaka (local marae – Ōtākou, Kati Huirapa ki Puketeraki and Moeraki). Mark provides recommendations and advice regarding

research undertaken by University researchers. Mark provided participants with a predatory talk regarding

Donna Matahaere-Atariki

Donna Matahaere-Atariki has a background in Maori development and is engaged in roles at national, regional and local levels. While Ms. Matahaere-Atariki holds many titles, she currently sits on

## Joint Action Planning Proposals

For the joint action day, coordinators separated the student and faculty delegates so that students could have room to identify the issues most important to them and take a lead in the action planning. Students identified three long term issues they wished to address through the Global Citizenship Programme: (1) campus culture and accountability, (2) the knowledge-action gap, and (3) student involvement in educational processes.

1) **Campus Culture and Accountability**

   Defining the problem: Member universities must work to build deeper and more sustainable approaches to equity, inclusivity, and diversity. In order to achieve this, member universities' staff and students must have spaces in which they can take account for and question the way in which hierarchies and power relations play out within their institution. In turn, member universities need to establish structures which hold universities decision makers accountable to students and staff in more meaningful and transparent ways.
   Possible Solutions:
   - University staff working with students to reimagine and codesign processes for student consultation

2) **Knowledge-Action Gap Group Members**

   Defining the problem: on campus, there are many students that know and care about community-level and global issues, and yet they do not act. One reason for this is that there are some practical barriers to engaging with these issues, for example time constraints, lack of financial resources, limited

mobility, cultural barriers, lack of knowledge about how to get involved and lack of appropriate spaces for engagement.

Possible solutions:
- Create a space for students to get involved based on individualized opportunities
- To incorporate internship/ engagement activities into courses as a credited unit/ module
- To provide student with real examples of people that have been successful in the community sector by bringing mid-career alumni to campus to talk about their experiences

3) **Educational Processes**

Defining the problem: Given the complexity of current global wicked problems, it is important that educational opportunities transcends disciplines and blur the boundaries between the academic and nonacademic worlds. Fundamental to reimagining the higher education is allowing students to take an active role in influencing the way that education is conducted at their university.

Possible solutions:
- Create a massive open online course (MOOC) around the topic of global citizenship. Students and faculty from all member universities would be able to contribute to the design and facilitation of the course. The course would be open to academics and non-academics alike.
- Match communities with researchers that have knowledge and insight about how to address and interact with problems that local communities face. Similar to the Science Shop model which is a facility that that provides independent participatory research support in response to concerns experiences by civil society.

The problem of continuity was a major concern to all delegates throughout the entire forum process. The student delegates decided that continuity and the structure of the Global Citizenship Programme should be the responsibility of the whole group. Student delegate Bokyong Mun (Otago) facilitated the action planning for maintaining

continuity of the GCP between yearly forums and creating new paths forward for the MNU as a whole. This action plan, presented below, represents immediate next steps for the GCP. In a group discussion, delegates identified four broad areas that are priorities for next steps for the GCP: creating a **communication strategy** for the network, create **action** around global citizenship on individual campuses, develop the GCP as an **institution**, and create new **strategic plans** for the GCP.

| Issue | Solutions and Actions |
|---|---|
| **Communication:**<br><br>Collaborations like the MNU are reliant on consistent and reliable forms of communication. This is particularly challenging given the international nature of our network. The Global Citizenship Programme has so far lack a centralized communication interface that has been widely utilized. | • Social media student leads were selected from each member University:<br>- Matt Shepherd (Otago)<br>- Ailieen (Durham)<br>- Helena (UWA)<br>- Isotta (Tubingen)<br>- Laila (Uppsala)<br>- Nirosha (Queens)<br>- Sabyne (Dartmouth)<br>• A Slack "workplace" was established to provide an online interface that allows delegates to collaborate after the Forum. |
| **Action:**<br><br>Persistent and sustained action under Global Citizenship Programme on member campuses has been largely absent. | • Creation of Matariki working groups on individual University campuses |
| **Institutionalization:**<br><br>The Global Citizenship Programme is still not well institutionalized on member campuses. Few student and faculty know what the Matariki Network of Universities is let alone that there is a Global Citizenship Programme within it. There is a need for greater institutionalization of the GCP presence at each member University. | • LinkedIn Group for current GCP delegates and alumni<br>• Create a database of all alumni and faculty involved in the Matariki Network<br>• Create a Matariki society on campus<br>• Share information about the Matariki Network, the GCP and the forum experience at your institution by holding presentation or seminar |

| Strategic Direction:<br><br>There is a need to keep thinking of new innovative courses of action that will allow the achievement of the GCP goals. This included making sure to create structures that increase accountability between students, faculty, and administrative stakeholders in the program. | • Increase student leadership within the GCP and Matariki as a whole<br>- Create students leads for the GCP at each University<br>- Include a student representative within the Matariki governance structure<br>• Six-month check-in and evaluation of actions that have happened since the forum<br>• Add 'reimagining higher education' to MOU |
|---|---|

## Media created as a result of the forum:

Reflections on the 2018 Global Citizenship Forum

Matariki Global Citizenship Website

http://matarikiglobalcitizen.org/reflections-on-the-2018-global-citizenship-forum/

Appendix


How Can Colleges Be Good Global Citizens?

Dartmouth News

https://news.dartmouth.edu/news/2018/08/how-can-colleges-be-good-global-citizens

## Moving forward

Two more Global Citizenship Forums are already planned for 2019 (Durham University) and 2020 (University of Western Australia), with specific dates still to be determined. These two forums will cover the remaining two strands of the GCP with Durham's forum focusing on **Student Empowerment** and UWA's forum focusing on **Spaces for Dialogue**. The Global Citizenship forums are important ways to create new

leaders within the programme and forge new paths forward; three consecutive years of these forums represent positive steps for gaining momentum for the GCP. As a result of this year's forum, proposals are currently being produced that would expand student exchange throughout the network and implement student leadership at the university and the network level. Member universities' student delegates have been meeting regularly and are in the process of feedback to their respective universities. As of right now, delegates from the University of Western Australia, Durham University and Queens University have already hosted events open to the larger University Community sharing their experience at the forum and about the Matariki Network in general. Participants have also provided useful feedback from the forum (Appendix 6) which will be essential to the planning of future forums. The Global Citizenship Program is still very much in its infancy and much work still needs to be done in terms of institutionalization. Below are some important questions to consider in the future development of the Global Citizenship Program:

1) *How will the Global Citizenship Program be institutionalized at each University?*
   While each member university of the Matariki Network has some level of similarities between them, each represent distinct institutions with different traditions, communities, and organizational structures. It is fundamental that members of the Global Citizenship Forum work with their member institution in order to establish the amount of institutional support and resources that is needed to develop and grow the GCP on their individual campus.

2) *As a program concerned with student empowerment and student leadership, how will we continue to center the student voice in the program despite student turn over?*
   During the 2018 forum, there were no student participants who has been at the previous Uppsala workshop and only two staff delegates who has been at the previous workshop. While the goal was to build on the work done previously in Uppsala, it was difficult to

3) *How do we maintain momentum during the times between forums?*
   The eternal question after a forum or a workshop is always, "now what?" While it is clear the participants were very committed to developing this program Future forums would benefits from longer periods of action planning. This might mean decreasing the time which is spent for problem framing and increasing the time spent creating action plans, creating communication strategies and delegating tasks.

4) *What would it look like to expand our network?*

It is clear the Global Citizenship Program and the Matariki Network in general are still in their infancy and there is still much more growth and develop that will happened as things progress. But as the Network has embraced the concept of global citizenship and instituted a whole program around the concept, it has also become increasingly important to question the limited membership of our Network. All current member Universities are from the 'developed' world and share similar euro-centric ideals and values. The Matariki governance and participants of the Global Citizenship Program should begin thinking about the benefits of expanding our network to include Universities from different, less privileged portions of the world. How could this be done in a thoughtful, reciprocal and non-tokenistic matter?

It has become clear in the time between the Uppsala forum and the Dunedin forum that there needs to be increased activity in the GCP in the times between forums. In order to achieve this, the programme will need more leadership, increased communication, institutional support and a greater presence on each member university's campus. The proposed action of creating Matariki working groups or student societies would go a long way in creating more exposure and creating sustained action on member campus in the times between forums. The creation of student leadership roles within the GCP and Matariki would also empower students to create more lasting initiatives in the programme and increase accountability. The proposed actions will continue to develop over the coming months; institutions are encouraged to work with student and faculty delegates to decide what sort of institutional support is needed in order to enact next steps in the GCP.

# APPENDIX 1

# Student Delegates Pre-Forum Assignment: University Posters

On the first day of the forum, the primary activity will be learning about each university's community engagement activities and to better understand what we can each one learn from the others. In order to do that, we will have a poster session. This will be a session in which each team will have a poster hanging on the wall with information about its university's activities. Similarly to academic posters at conferences, we would ask each group of students to prepare the best poster you can about your university's community engagement activity. The posters have to address the following issues:

- University name
- Context - Where it's located (if away from the main campus then please refer to your specific location like the UK for Queen's U), Surrounding community/ies (including communities within the university if relevant) and their characteristics (e.g. indigenous, immigrants, refugees, certain ethnic or other shared traits, values etc.)
- Local/Uniqueness - what is unique in this context and what are the main needs of these communities
- Global/shared - what about this context is relevant to or can be applicable to other contexts
- What are the best/most successful/most important (in your opinion) community engagement activities that the university and/or its students are running
- What are the main challenges
- What are the best practices - what are the actions that you find to be most effective in implementing these activities - what works for you.

Please feel free to add supporting images or anything else you'd like.
Once your draft posters are done, please email them to us, just so we make sure they include everything we need. Finally, we will ask you to print your posters in full size (we will provide the boards to hang them on) and bring them with you.

# Appendix 2

## Summary of Student Concerns and Expectations

Between the dates of June 5th-June 18th, the Matariki Forum Coordinators had skype meetings with the various student representatives from each University. For each student group two questions were posed: (1) What are some University specific concerns regarding global citizenship, student empowerment, and community engagement? and (2) What are your expectations for the upcoming Matariki Forum? Below is a short synthesis of some of the common concerns and expectations brought forward by the student.

Student Concerns:

- Lack of University programs that put theory into practice
- Lack of "meaningful" student leadership aka lack of student representation in University decision making
- Lack of student access to higher levels of University management
- Disconnect between various clubs and societies on campus
- Town vs gown: No spaces for productive communication between students and the larger community
- Recognizing that all of the Universities are situated in the "Global North" and that our perspectives are therefore limited

Student Expectations for the Forum:

- Meaningful engagement with New Zealand's cultural context
- Exchanging ideas and collaborating with other student leaders
- Discuss how student leadership is institutionalized at the various members Universities. How do these institutions enable and disable meaningful student leadership?
- Academic conversations regarding citizenship, student empowerment, and community engagement
- Finding a way for Matariki students and faculty to stay connected between forums
- Want to create an initiative at the individual University level

# Appendix 3

# MATARIKI FORUM DETAILED PROGRAMME

**Sunday, July 29**
6:00 PM                For early arrivals: An optional stroll in town ending with dinner at a restaurant

**Monday, July 30**
9:00                   Walking tour of the university
10:00                  Morning tea at the Clock Tower
                       Mihi by Mark Brunton
                       Greetings by Vice Chancellor
                       Greetings by Lucy on behalf of the Matariki network

11:00-12:00            Greetings, introductions, ice-breakers and group contract - at Csafe

12:00-1:30 PM          Lunch, hosted by Csafe

1:30-2:30 PM           Marae visit preparation talk by Mark Brunton at Csafe

2:45-3:40 PM           Session 1 - wrap-up Uppsala forum - what happened there and then? Rebecca, Miranda and Lucy - at St. Margaret

3:40-4:00 PM           Afternoon tea at St. Margaret
4:00-5:30 PM           Session 2 – What have we been doing since? - at St. Margaret
                       - Poster session
                       - Group/small groups discussion:
                       • Best practices of partners
                       • contextualised in their specific settings and communities
                       • Challenges we face and what would we like to learn from others
                       • particular vs. universal principles of action

6:30-7:00 PM           Leaving for dinner at the Vice-Chancellor's lodge

**Tuesday, July 31**
8:30-9:30 AM           Pick up and drive to Otakou Marae

9:30-10:30 AM          Mihi followed by Morning tea

| 10:30-12:00 | Session 3 - learning about the Maori context, concepts of community, environment, and social setting within NZ |
|---|---|
| 12:00-1:00 PM | Lunch |
| 1:00-2:30 PM | Session 4 – continue from previous session |

1:00-2:30 PM — Session 4 – continue from previous session
- Joint exploration with Maori facilitator and community members on how Maori community works and how in interacts with other communities/university
- What is community engagement?
- Who is coming to whose table?
- What is the university's role?

2:30-3:00 PM — afternoon tea

3:00-4:00 PM — Ken workshop on mapping communities
4:00-4:30 PM — session 5 - continue of discussion
- Discussing particular vs. universal principles of action
- What can we learn – what's applicable to other contexts?

4:30-5:30 PM — Drive back to Dunedin

6:00 PM — Dinner at Manaaka (FDI Polytech)

**Wednesday, August 1**

8:30-10:00 AM — Session 6:
1. Warm-up activity
2. What is the forum? What should it be?

10:00-10:30 AM — Morning tea with international student office at St. Margaret

10:30-12:00 — Session 7: Planning student action
Separate group discussions:
Students, facilitated by Danny and Rachel
Faculty, facilitated by Colin (?)

12:00-1:30 PM — Lunch at St. Margaret with NCPACS' staff and students

1:30-3:00 PM — Session 8: Coming back together
Presentation and discussion of students' ideas and initiatives
Small group planning on initiatives - what assistance/support is needed

3:00-3:30 PM — Afternoon tea at St. Margaret

3:30-5:00 PM          Session 9: Wrap up, conclusions and final discussions

6:00 PM               Dinner at St. Margaret

**Thursday, August 2**
9:00-12:00            Trip to Te Kaika: organized by Matt Matahare

12:00-1:30 PM         Lunch with community activists from Dunedin at All Saints church:
                      Catered by former Syrian refugees

2:00-3:30 PM          Discussion panel open to the public on community engagement in
                      Dunedin at the Otago Museum Hutton theatre. Panelist discusses their
                      best practices and philosophy around community engagement.

**APPENDIX 4**

# Reflections on the 2018 Global Citizenship Forum

Produced for matarikiglobalcitizen.org
Published 13th August, 2018
By Griffin Leonard (Otago Student Delegate)

Kia Ora, My name is Griffin Leonard. I am one of the student delegates who represented the University of Otago at the recent 2018 Global Citizenship Forum, which focused on community engagement. I am very pleased to have been a part of the Forum.

The theme of community engagement is an important one for our Network and its seven members. The seven partners all play a significant role in their respective communities. Each institution educates and employs many members of their community, and conducts research on matters concerning community members. Community engagement is integral to creating a harmonious relationship between the Universities and their neighbours. The question is how to ensure that this engagement is maximally beneficial for all parties.

Global citizenship and community engagement are broad topics and our discussions yielded a number of perspectives on these matters. Central themes were:

- The university as community: Our institutions are communities themselves. How can we facilitate meaningful and productive dialogue between students, academic staff and management regarding the aims we have for our institutions, and our roles within them?
- Informal student engagement in local communities: Students are not only members of a university community but also the broader community(ies) in which our universities are situated. How can students become more

engaged in these communities through, for example, volunteering? How might our institutions facilitate this?

- Institutionalised inclusion of global citizenship and community engagement within educational offerings: How might global citizenship and community engagement be included in the curricula of our universities? Relating to points one and two, how might students and the broader community itself be empowered to contribute to these developments?

Later sessions of the Forum were dedicated to developing proposals for actions that would contribute to community engagement and global citizenship at Network institutions, and within the Network itself. Among others, actions proposed were:

- The establishment of educational offerings at, or between, Network partners that deal with matters of community engagement, sustainable development and global citizenship. The need for student-led and community-led initiatives was emphasised. An example of these proposals was the establishments of a massive open online course (MOOC) that all Network partners would have the opportunity to contribute to.
- Greater student exchange between Network partners.
- Greater institutionalisation of the Network's presence at each member university. Empowered student contributions to the Network should be institutionalised at each member university and with the Network governance structure itself.

I look forward to working with friends and colleagues from the Forum on all of these matters.

All in all the Forum organisers succeeded in establishing what is the most important feature of any such event: An atmosphere in which the attendees could enjoy each other's company and speak candidly about topics that concern us all. I would like to reiterate my thanks for being able to attend. I am currently in the final weeks of my PhD studies. This final stretch is often a pressurised

time, largely committed to the finer details of one's own research. The Forum re-invigorated my passion for education and provided a great sense of how academic institutions can most effectively contribute to the needs of communities and societies.