

Developing Global Citizenship: the Effect of Studying Abroad

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Abstract

This study is designed as preliminary research into the relationship between developing global citizenship and studying abroad by investigating the perceptions of Chinese students who studied in a UK university in 2006. Through the lens of Oxfam's perspective of global citizenship, findings that are based on questionnaires and in-depth interviews show that Chinese students have a particular understanding of global citizenship and do not commonly accept the global citizen identity. Studying abroad is deemed to have a positive effect on the development of some elements of global citizenship but a comprehensive sense of global citizenship seems not to be developed explicitly as a result of studying abroad.

Key words: global citizenship, studying abroad, Chinese students, UK university

1. INTRODUCTION

In recent years, overseas recruitment, which targets students outside the European Union and is both a source of revenue and a way of broadening the cultural diversity of the university community (Humphrey, 1999), has been an important policy for British universities. From 1999 to 2003, the number of international students in UK universities increased by 93,000, which almost doubled the target set in the Prime Minister's 1999 initiative (PMI) (MacLeod, 2006). Furthermore, the Prime Minister's 2006 initiative (PMI2) set a new target of attracting 100,000 international students to the UK by 2010 (British Council, 2011). In the 2009/10 academic year, the number of international students enrolled in UK universities exceeded 0.4 million (HESA, 2011). MacLeod (2006) notes that Asian countries such as China, Malaysia and Singapore, which traditionally send many students to the UK (Blair, 2006), have been prime recruiting grounds for UK universities.

Global citizenship has emerged as a concept within the debates on international students, mobility and higher education. Dower (2003) discusses how an interest in

the idea of global citizenship has developed in the last thirty years because of four main factors, namely, 'the increasing pressure of global problems requiring common solutions; the general phenomenon of globalisation; revived interest in the idea of citizenship itself; and a revived interest in the perennial approach of cosmopolitanism, often nowadays called 'global ethics' (p.3).

In the context of the increasing numbers in the recruitment of overseas students into UK universities and the interest in global citizenship among politicians and educators, the relevance of the concept of global citizenship in relation to the aims of students studying abroad has to date not been fully considered. For example, there is no clear mention of global citizenship in governmental policies on overseas student recruitment like PMI or PMI2.

With the purpose of exploring possible ways of developing global citizenship and spanning the gap in research about the relationship between developing global citizenship and studying abroad, this preliminary research study intends to explore this relationship by investigating the perceptions of Chinese students who were studying in the University of York at the time when I carried out this study in 2006.

This paper is based on addressing the following research questions:

- what are Chinese students' general understanding of global citizenship?
- to what extent do these students see themselves as global citizens?
- do these students consider developing global citizenship as a purpose of studying abroad and of university overseas recruitment?
- to what extent does studying abroad impact on the development of global citizenship?

The attitudes of Chinese students towards global citizenship, which are examined by the first three research questions, provide a background for the exploration of the fourth question.

To illuminate the general by looking at the particular, it was proposed that a small-scale study including analysis of data collected through a questionnaire and interviews could gain common and detailed perceptions on the four research questions from the particular group, and could have implications for the exploration of the relationship between developing global citizenship and studying abroad.

2. GLOBAL CITIZENSHIP: ITS DEVELOPMENT AND MEANING

2.1 Activities that can develop global citizenship

There is little specific official support or explicit education for global citizenship in higher education in the UK, and there are few particular studies of the relationship between developing global citizenship and studying abroad. Nevertheless, studies of some activities that can develop global citizenship have been made by educators.

For example, there are the international exchanges project carried out by Davies *et al* (2005a) and the research about round-the-world travel done by Molz (2005).

Before a brief review of these studies, it should be noted that studying abroad is quite distinct from these kinds of activities. As defined in this study, studying abroad includes not only academic study, but also daily life in another country. In a word, it covers all the experiences that an overseas student has in the hosting university and, more broadly, in the hosting society. For this paper, the focus is studying abroad by Chinese students in the UK. Hence, while the activity of studying abroad might relate to unconscious global citizenship development in overseas daily life, as in pure travelling, it could also relate to global citizenship education in educational institutions, which is absent in pure travelling; and while educational institutions might purposely arrange global citizenship education, the activity of studying abroad itself might be not carried out with the explicit purpose of developing global citizenship, which is a feature of international exchanges.

Davies *et al* (2005a) have undertaken research that has reviewed the experiences of trainee teachers and graduates with specialisms in a variety of fields in Canada and Europe, in exposing 'them to new cultural perspectives on education and citizenship' (p.135). They found that international exchanges had a positive impact on improving understanding of cultural diversity, on strengthening their image of their own countries and on deepening their understanding of citizenship and of citizenship education in other countries. Davies *et al's* (2005a) research contributes to the exploration of the effect of international exchanges on the development of both national citizenship and global citizenship. It could be argued, however, that the research is limited to western countries that have similar social and cultural backgrounds, resulting in the absence of a wider experience of different cultures. This limitation might give a picture of the effect of international exchanges on developing citizenship that is not global.

Molz's reference to Turner indicates that travel, moving through various cultures, could be seen as a significant mode of appreciating different cultures, which could be seen as an element of global citizenship (2005). Based on Turner's argument, Molz has analysed narratives that travellers published online while travelling around the world, and discussed clearly and in detail the relationship between global citizenship and national affiliation, and elements that were developed via round-the-world travel, for example, 'a sense of obligation to produce tolerance, interconnectedness and cultural understanding out of encounters with difference' (2005:517). Molz's work enriches and accelerates the research on the impact of personal travel as a type of mobility on a range of issues in relation to global citizenship, such as rights and responsibilities, the development of global belonging, and the influence of national affiliation on global citizenship. This research, however, has limitations in the sample of round-the-world travellers. Most of the travellers in this study are white, middle-class, and from developed countries such as the United

States, Canada and European countries. The views on the effect of international travelling on global citizenship from people in other countries such as developing countries, is absent in this study.

Viewing the research done by Davies *et al* (2005a) and Molz (2005) respectively, it should be pointed out that, in the process of exploring the effect of international exchanges or round-the-world travel in relation to citizenship or, more particularly, global citizenship, they did not refer clearly and precisely to the conceptual framework or the meaning of these concepts for lived experience. This could be seen as an opportunity for future research to explore the practical effect of studying or living in another country as a contribution to the discussion of the meaning and implications of global citizenship.

Complementary to the studies reviewed above, this study investigates Chinese overseas students' perceptions of the effect of studying abroad in a UK university on the development of global citizenship after a review of the meaning of global citizenship.

2.2 The meaning of global citizenship

In the context of the impact of globalisation on society and individuals and 'the emergence of global civil society' (Giddens, 1998:137, cited in Delanty, 2000:58), the concept of citizenship takes on a broader and more global frame. Commentators support this possibility. For example, Davies *et al* (2005b) articulate that new forms of citizenship are growing in the face of globalisation. Dower (2003) agrees that one of the results of globalisation is the rise of interest in global citizenship. Similarly, Falk (1994) argues that globalisation is leading to more economic, cultural and social integration, which might enhance the chances of 'global citizenship'.

Specifically, theorists have contributed to the meaning of global citizenship in the contemporary world by different methods and with different emphases. Davies (2006) argues that global citizenship is based on rights, responsibilities and action. Heater (1997) considers that global citizenship has four meanings, which can be arranged in a spectrum. These range from 'vague' to 'precise', starting with membership of the human race, then responsibility for the condition of the planet, individuals subject to moral law, and finally the most precise, the promotion of world government. These interpretations help draw the boundaries and multi-tiers of global citizenship. But what kind of rights, responsibilities and action can be counted as relevant to global citizenship is not clear and the four-scale spectrum needs to be enriched in a specific manner. Replicating the concept of citizenship at the global level, Dower (2003) perceives global citizenship in terms of global ethic, global engagement, memberships of global political order and global real moral community, universal human rights and transnational solidarities. Compared with Dower's (2003) perception, Oxfam (2006) considers global citizenship on a more comprehensive, specific and assessable basis, which can be linked more closely to

individual daily life. This might be because Oxfam's consideration of global citizenship is derived from extensive international practice and is to be embraced, implemented and assessed at the frontline of education for global citizenship. In Oxfam's perspective, the global citizen is someone who

is aware of the wider world and has a sense of their own roles as a world citizen; respects and values diversity; has an understanding of how the world works; is outraged by social injustice; participates in the community at a range of levels, from the local to the global; is willing to act to make the world a more equitable and sustainable place; and takes responsibility for their actions. (Oxfam, 2006:3)

Besides the conditions of a typical global citizen above, Oxfam also indicates the key elements for responsible global citizenship, covering knowledge and understanding, skills and values and attitudes (Table 1). It could still be argued however that there is a lack of explanation of the selection of elements of global citizenship in the Oxfam framework. It does not explain clearly why some elements (such as critical thinking) are included but others (for example, human rights, as Dower advocates) are less focused.

This study does not intend to examine what should be included in the meaning of global citizenship. Rather, it aims to investigate the effect of studying abroad on developing global citizenship by employing current theoretical work on global citizenship as a reference. Given that Oxfam's framework, including the conditions of a typical global citizen and key elements for responsible global citizenship, is comparatively comprehensive, specific and assessable, I apply the Oxfam framework as an indicator to explore the effect of studying abroad on the development of global citizenship in the questionnaire of this study.

Table 1: Oxfam's perspective of key elements for responsible global citizenship

Knowledge and Understanding	Skills	Values and Attitudes
<ul style="list-style-type: none"> ■ Social justice and equity ■ Diversity ■ Globalisation and interdependence ■ Sustainable development ■ Peace and conflict 	<ul style="list-style-type: none"> ■ Critical thinking ■ Ability to argue effectively ■ Ability to challenge injustice and inequities ■ Respect for people and things ■ Co-operation and conflict resolution 	<ul style="list-style-type: none"> ■ Sense of identity and self-esteem ■ Empathy ■ Commitment to social justice and equity ■ Value and respect for diversity ■ Concern for the environment and commitment to sustainable development ■ Belief that people can make a difference

The global citizen identity

In order to compare with Chinese students' extent of acceptance of the global citizen identity, there is a need to review the discussion on the identity as a global citizen.

The identity as a global citizen, unlike the national identity that is legally defined, has limited legality (Heater, 1997). It is posed as 'a state of mind' (Davies and Pike, 2009:67) with 'dynamic forms of belonging and participation' (Schattle, 2008:3). This means that the concept of global citizenship has no official identity, but is recognised through individual attitude and behaviour. Dower (2003) agrees that global citizenship involves some kind of self-identification as a global citizen and, specifically, active engagement. Furthermore, when considering the question of whether we are all global citizens or only some of us are, Dower (2003) denies that we are all global citizens, although we all have universal rights and global responsibilities; rather he employs the level of active engagement to determine whether someone is a global citizen or not.

The distinction of limited legality of identity of a global citizen compared with national identity, however, does not cut off their connection. Molz follows many theorists' arguments that the nation is 'no longer the exclusive framework for social, cultural and political identification' at the beginning of twenty-first century and that citizenship is shifting from national affiliations toward 'global forms of belonging, responsibility and political action' (2005:517). In contrast, Turner (2002) argues that global citizenship is actually predicated on national affiliations. This means that the global citizen identity is grounded in a sense of patriotism and emotional attachment to a national place. Whether identity as a global citizen is shifting from or grounded in national identity, it is clear that national identity is part of the discussion of identity as a global citizen. Indeed, the research done by Molz (2005) found that the nation was central when round-the-world travellers developed their identity as global citizens.

3. METHODOLOGY

3.1 The selection of a sample

This study intends to find a way of investigating the relationship between developing global citizenship and studying abroad. It was undertaken to investigate the Chinese students' perceptions on the effect of studying abroad at the University of York, a campus university mainly located in the suburb of the city of York in Northern England, on the development of global citizenship.

Chinese students were chosen for this study based on three reasons. Firstly, I myself am Chinese and was a student at this university. It was easy for me to access and communicate with Chinese students. Secondly, Chinese students are an important part of the overseas student body in the UK. It is calculated that the number of Mainland Chinese studying in UK higher education increased dramatically in the

last decades, to 32,000 in 2002/03, making them the largest group of non-EU nationals (Nania and Green, 2004). Specifically in this university, the proportion of Chinese students is also the largest among overseas students, for example, nearly 30% in 2005/06. Finally, Chinese students have a social and cultural background distinct from that in British society. It was anticipated that from Chinese students' perceptions, the relationship between developing global citizenship and studying abroad could be effectively examined as a complement of previous research.

Although the study was undertaken according to the perceptions of Chinese students in this UK university, there were three additional restrictions. The first was that only Chinese students from Mainland China were included in this study. As this study is a small-scale research, it could be more effective to focus on the group of students from Mainland China who had similar educational and social experience. In addition, it should be noted here that the Chinese students selected for this study were not a representative sample of all Mainland Chinese people.

The second restriction was that the sample target was restricted to postgraduate Chinese students on taught programmes. Because postgraduate taught courses take only one full-time year in the UK and the time at which this study was carried out was at the end of the academic year, it might be easier for these students to realise the differences and development in their ideas about global citizenship by comparing before and after studying abroad.

The third restriction was that these taught postgraduate Chinese students were controlled in three social science departments, in which most taught postgraduate Mainland Chinese students studied, according to the university student statistics.

The research questions were addressed using a questionnaire, followed by in-depth interview based on the questionnaire results. The two-stage research method of combining questionnaire and in-depth interview provides both general perceptions of the sample with a relatively wide coverage (Denscombe, 1998) and deep, detailed, personal and practical information from a sample selected deliberately from the results of the questionnaire (List, 2005).

3.2 Questionnaire

The questionnaire was expressed in English. The reason that I did not use Chinese in the questionnaire was that, firstly, the exact meanings of some academic terms such as the term 'critical thinking' might be missed in translation and that, secondly, the pilot samples reflected that they could clearly understand the questionnaire in English.

According to Denscombe's suggestions (1998) about the sample size, the consideration of the likely response rate and the availability of resources, sixty questionnaires were distributed to taught postgraduate Chinese students both by myself via email in one department, and by my friends in person in the other two departments.

Finally, fifty-three completed questionnaires were successfully collected with almost 90% response rate; this might be because the questionnaires were distributed during the term time and this study was relatively fresh for the participants.

In the questionnaire, except for questions related to background information, Oxfam's perspective of elements of global citizenship and conditions of a typical global citizen was employed as an indicator, and listed with a five-category Likert scale: strongly agree, agree, neutral, disagree and strongly disagree. This was because it could be easy to analyse respondents' attitudes with these categories that stand in some clear, ordered and ranked relationship (Denscombe, 1998). The employment of Oxfam's perspective of global citizenship as the standard in this study might be criticized as unilateral. But as evaluated in Section 2.2, its comparative comprehensiveness, specificity and assessability raised the possibility for employing it to investigate Chinese overseas students who might know little about the academic discussion on global citizenship.

With the purpose of overcoming the limitations of the Likert scale, which is the absence of the cause of the order and of their difference (Denscombe, 1998), in-depth interview was employed as the second stage of my research method, to provide qualitative data about the reasons for the answers in the questionnaire.

3.3 In-depth interview

According to the results of the questionnaire data, respondents that, firstly, agreed with the statement that studying abroad has generally developed their sense of global citizenship after a self-evaluation of each element and condition of Oxfam's global citizenship, and that, secondly, had positive or negative attitudes towards two statements, 'I have heard of 'global citizenship' and 'I think I am a global citizen', were selected as representatives for in-depth interview. Finally, there were five appropriate and available representatives (Table 2).

There were two reasons for the selection. Firstly, after measuring the extent to which studying abroad impacted on the development of global citizenship by ques-

Table 2: The features of the five in-depth interviewees

		Q1: I have heard of 'global citizenship'.	Q2: I think I am a global citizen.
Representative 1	All agreed that studying abroad had developed their sense of global citizenship	A/SA	A/SA
Representative 2		A/SA	A/SA
Representative 3		A/SA	D/SD
Representative 4		D/SD	D/SD
Representative 5		D/SD	D/SD

(A: agree; SA: strongly agree; D: disagree; SD: strongly disagree)

tionnaire, the in-depth interview aimed to investigate how studying abroad contributed to the development of global citizenship, though inquiry into the reasons for negative attitudes toward the development was not completely excluded. Thus, a positive perception of the effect of studying abroad on the development of global citizenship was chosen as one of the two constraint conditions for in-depth interview representative selection. Secondly, the in-depth interview also aimed to examine whether previous experience had an influence on the acceptance of the identity, and whether the acceptance of that identity influenced the perception on the effect of studying abroad on the development of global citizenship. Hence, attitudes towards the two statements were controlled as varied among selected representatives.

In the process of the in-depth interview, which lasted around twenty minutes, Chinese was used since it would be more effective for people to use their mother tongue to express points of view more freely and provide more related information in a limited timeframe.

The in-depth interview was set as a semi-structured format (Guion, 2006). In order to gain detailed explanations of the representatives' response to the four main research questions, there were five interview questions:

- what is your general understanding of global citizenship?
- why do you think you are (not) a global citizen?
- why is developing global citizenship (not) one of your purposes of studying abroad?
- why do you think developing global citizenship is (not) a purpose of university overseas recruitment?
- could you give me some examples or experience of the development of those elements of global citizenship that you think have been developed via studying abroad?

In addition, an opportunity for commenting on the questionnaire and the interview was also provided at the end of each interview.

After collection and transcription, I analysed the qualitative data by highlighting and translating key words and statements about representatives' attitudes towards the global citizen identity, and examples of experiences that contributed to the development of global citizenship.

4. KEY FINDINGS: CHINESE STUDENTS' ATTITUDES TOWARDS GLOBAL CITIZENSHIP

In this section, background information findings are introduced first, followed by key findings pertaining to the first three research questions. Key findings for the fourth question are elaborated in Section 5.

4.1 Background information

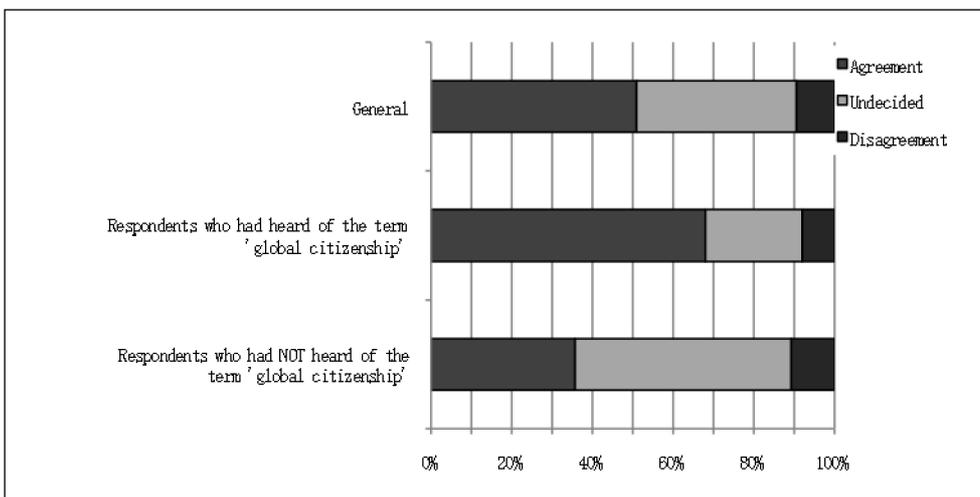
I found that there were some common features to questionnaire respondents' background. In summary, the majority of respondents had received full-time undergraduate education in Mainland China and did not have work experience before studying in the UK. Moreover, studying at this university was the first time they had studied abroad and was the longest time they had stayed in a foreign country. This particular background might have an influence on these students' perceptions in this study. It is because, however, there are currently no studies on perceptions of other groups of students that the influence of this background could not be indicated in this study. This needs to be explored in the future research.

In terms of previous experience of global citizenship, only 47% of respondents had heard of the term 'global citizenship', meaning that more than half of the sample (53%) had not heard of it. The term 'global citizenship' seems to be unfamiliar for the majority of Chinese students.

4.2 General understanding of global citizenship

In respect of the relationship of global citizenship to globalisation, as Figure 1 shows, more than 70% of respondents who had heard of the term 'global citizenship' agreed on the statement that global citizenship has emerged because of globalisation; while much fewer respondents who had not heard of the term 'global citizenship' had the same agreement when they first encountered the term. It could be argued that, if Chinese students had heard of global citizenship, they were more likely to have an understanding in accordance with arguments from theorists (such as Davies *et al*, 2005b; Dower, 2003; Falk, 1994) that global citizenship has emerged in the face of globalisation. Previous experience of global citizenship seems to be

Figure 1: Attitude towards 'globalisation is the reason for the emergence of global citizenship'

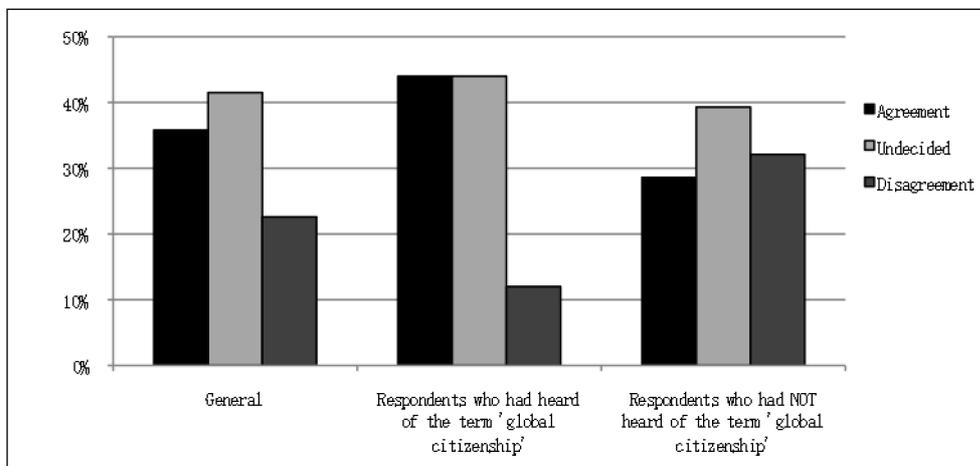


associated with Chinese students' understanding of the link between globalisation and global citizenship.

Specifically, in terms of aspects of global citizenship, nearly 65% of respondents agreed with the statements that global citizenship is to do with knowledge and understanding, values and attitudes, responsibilities and rights; but around 40% of respondents were undecided on the statement that global citizenship is to do with skills. There was no significant difference comparing respondents who had heard of global citizenship with those who had not. This means that Chinese students were likely to consider global citizenship as an awareness of mind, or in Davies and Pike's (2009) words, 'a state of mind', but not as a practical action, in which skills are needed. This conflicts with Davies's (2006) argument that action is one of the bases of global citizenship.

4.3 The global citizen identity

Figure 2: The attitude towards 'I am a global citizen.'



As Figure 2 shows, among respondents that had heard of the term 'global citizenship', nearly 45% agreed with the statement that 'I am a global citizen', the same as the percentage that had an undecided attitude toward the identity. Surprisingly, for those respondents who had not heard of the term 'global citizenship', there were still nearly 30% of respondents accepting the identity. Two arguments could be made: first, Chinese students do not commonly accept the identity of citizenship; and second, while previous experience of global citizenship might have an influence on Chinese students' acceptance of the global citizen identity, it does not necessarily result in the acceptance or rejection of the identity.

Furthermore, for Chinese students who considered themselves as global citizens, I found in the in-depth interviews that the reasons for acceptance of the global citizen identity were similar. The representatives in the in-depth interviews did not

mention clearly any specific aspects that this identity included. Instead, they usually regarded the global citizen identity as a universal identity and a self-identity by the representatives. For instance, when asked to give reasons for her acceptance of the global citizen identity, Representative 2 said that 'everyone living in the world can be seen as a global citizen so we are all global citizens because we live on the earth'.

Besides the lack of knowledge and understanding of global citizenship, the limited legal status of the identity (Heater, 1997) and accordingly the uncertainty of identification may also be the cause of them not having a particular understanding of who can be called a global citizen or how one can become a global citizen. This led Chinese students to consider the global citizen identity as based on self-understanding, which usually saw global citizenship as a universal identity or, in other words, an identity that people have universally. In this sense, it could be argued that the Chinese students' identity as global citizens was very vague, according to Heater's (1997) spectrum, in which the vaguest is 'member of the human race'. This kind of universal identity, in Dower's (2003) eyes, is far from enough to identify actively-engaged global citizens.

National affiliation

When analysing Chinese students' perceptions on the identity as a global citizen, I found in the qualitative data that a national affiliation existed. For example, Representative 2, who considered herself as a global citizen, said that: 'someone who is a global citizen must be a citizen of a certain country. I think of myself as a Chinese, and then a global citizen'.

Chinese students not only regarded the global citizen identity as a universal identity but seemed to link it heavily to national identity. A national affiliation, as Molz (2005) calls it in his study, is similarly found in this study. Chinese students usually did not consider belonging straightforwardly to the global community, but accepted the global citizen identity under a precondition of national identity. In other words, for Chinese students, the global citizen identity seemed to be a universal one, built on national identity. The reason for this national affiliation might be that a legal identity with legal rights and responsibilities is needed if the global citizen identity, which is not defined legally, is to be accepted. For example, as Representative 1 commented:

The identity as a global citizen is not a legal identity and does not include any legal rights and responsibilities. It cannot be solely accepted and is possible to be accepted only when relying on a legal identity such as national identity.

This is in accordance with Molz's findings (2005) that round-the-world travellers constructed their global belongings through the nation and national identities.

4.4 Chinese students' perceptions on the role of developing global citizenship in personal purpose and in university overseas recruitment

The largest group of respondents (41.5%) could not decide whether developing global citizenship was one of their purposes for studying abroad, with 32.1% of respondents disagreeing with this statement. In addition, getting a better job after graduation and experiencing different cultures were seen as purposes for studying abroad by over three quarters of respondents. The results were similar when considering respondents who had previous experience of global citizenship and those who had not, respectively.

Likewise, more than half of respondents were undecided whether one of the aims of university overseas recruitment was developing global citizenship. In the in-depth interview, the representatives often used 'implicit', 'invisible' or 'I do not feel' to describe the role of developing global citizenship in the university overseas recruitment policy. In addition, more than 80% of respondents agreed that making money was the purpose of university overseas recruitment. The high-flown ideal of global citizenship seems to be rejected in favour of an attitude that the university simply aims to make money.

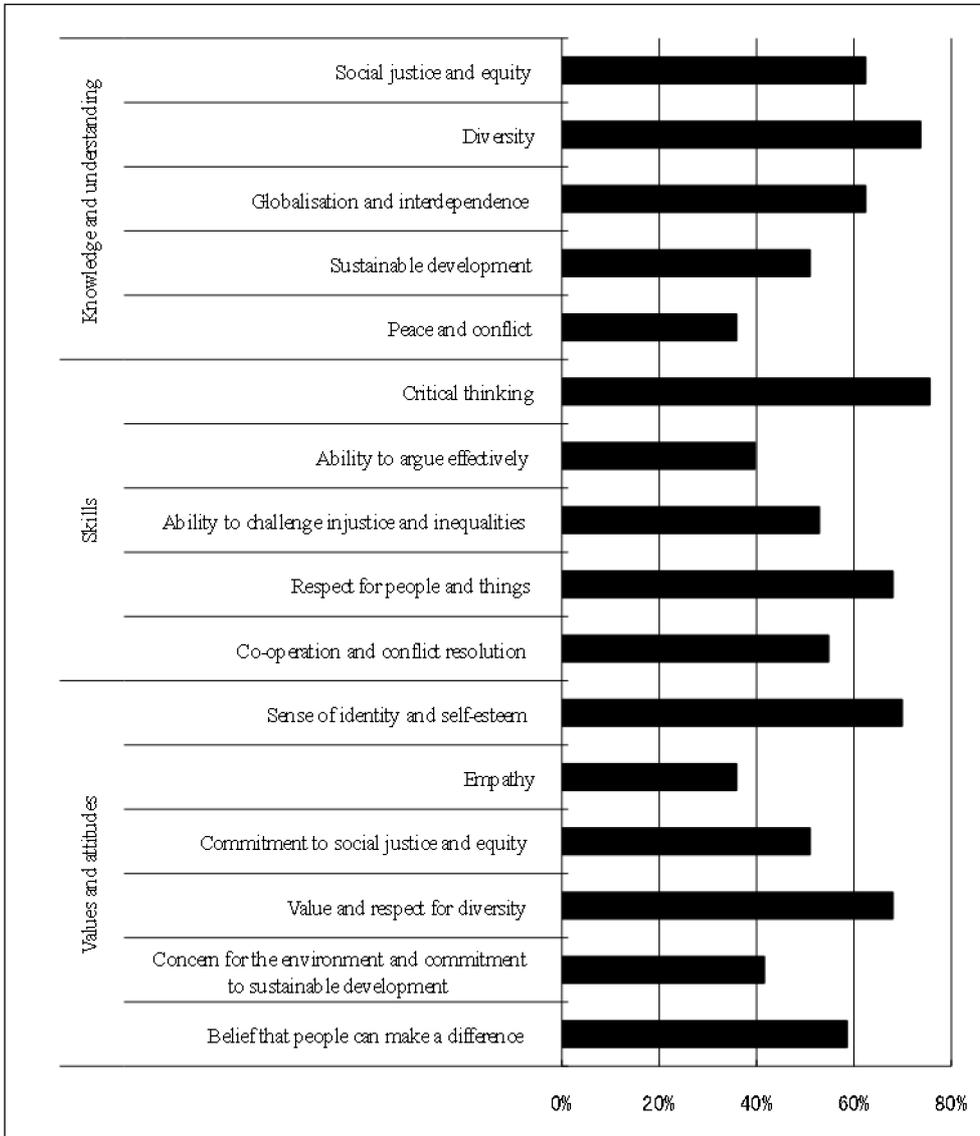
The absence of the purpose of developing global citizenship, both in the personal purposes of students studying abroad and in the Chinese students' perception of the purposes of university overseas recruitment, could have a negative impact on the effect of studying abroad on the development of global citizenship.

Unlike the explicit purpose of promoting citizenship education in the project carried out by Davies *et al* (2005a), Chinese students seemed not to consider developing global citizenship specifically as one of their purposes for studying abroad. Experiencing different cultures, however, did exist in their purposes for studying abroad. Nevertheless, the comprehensive development of elements of global citizenship could be limited without a clear purpose.

The unclear status of global citizenship in Chinese students' perception of the purpose of university overseas recruitment could reflect that, at least from the perspective of Chinese students, developing global citizenship is not yet explicitly pronounced by the government and the university in terms of overseas recruitment. Indeed, although broadening the cultural diversity of the university community is referred to as a purpose of overseas recruitment (Humfrey, 1999), developing global citizenship is not apparently mentioned in governmental policies for overseas student recruitment such as PMI or PMI2. Nor is it in any university public documents in relation to international students. This could also limit the effect of studying abroad on the development of global citizenship.

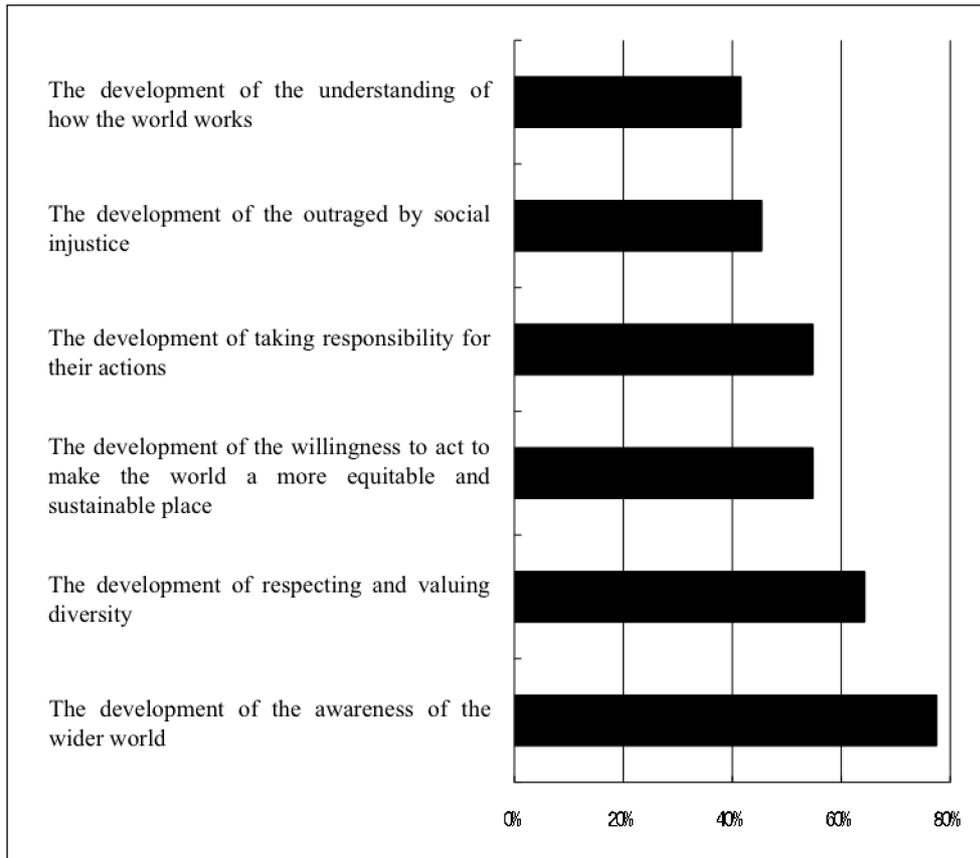
5. KEY FINDINGS: THE EFFECT OF STUDYING ABROAD ON THE DEVELOPMENT OF GLOBAL CITIZENSHIP

Figure 3: The degree of agreement (includes agree and strongly agree) of the development of elements of Oxfam’s responsible global citizenship



In terms of the elements of global citizenship defined by Oxfam, as Figure 3 shows, the degrees of development were varied. Some elements of global citizenship seemed to be developed explicitly via studying abroad while some were not. Similarly, there were considerable variations in the degrees of development of Oxfam’s conditions of being a typical global citizen (Figure 4).

Figure 4: The agreement of the development of conditions of a typical global citizen defined by Oxfam



Before the discussion of development of specific elements and conditions, one point needs to be clarified here. It is that these elements and conditions might not be developed in Chinese students' consciousness. In other words, Chinese students might not consider clearly that these specific elements and conditions are part of global citizenship, and that they would become global citizens because of such development. It is not argued in this study that elements and conditions of global citizenship were consciously developed.

5.1 The skill of critical thinking

As shown in Figure 3, among all the elements of global citizenship, the development of the skill of critical thinking was most common. It is argued that this development was achieved mostly through academic study in the year of studying abroad, since there might be greater concern and practice about the skill of critical thinking in UK universities than in the Chinese universities where Chinese students took their undergraduate courses. When asked to compare the concern about the skill of critical thinking in Chinese universities and in the UK university, Representative 3

explained that 'critical thinking is emphasised more heavily in the UK university and students are more usually encouraged to think critically'.

Two points, however, need to be noted. Firstly, although Chinese students had developed the skill of critical thinking in the UK university, and innovative thinking is indeed listed as one of the commitments of the university to students' careers and skills, the skill of critical thinking is not emphasised and encouraged explicitly as one of the skills of being a global citizen in the university. Secondly, the skill of critical thinking, which the students developed in the university, might not be completely consistent with critical thinking as emphasised by Oxfam. This study is not an investigation into the meaning of elements of global citizenship as defined by Oxfam. Oxfam's perspective of and students' perception of the meaning of critical thinking (and other elements of global citizenship) are worthy of study in future research.

5.2 Diversity

Diversity is another element that was clearly shown to be developed in the year of studying abroad (Figure 3). Chinese students seemed to develop knowledge and understanding of diversity as well as to value and respect diversity more consciously as a result of studying abroad. This finding is similar to the findings in both Davies *et al's* (2005a) and Molz's (2005) projects. Like international exchanges and round-the-world travel, studying abroad could also be considered as an opportunity for people to encounter differences, to learn about other customs and cultural diversity and to build attitudes of appreciation, value and respect for diversity.

Chinese students, who came from cultural and social backgrounds that are distinct from those in British society, seemed to encounter the differences of the two cultures and societies frequently in daily life, and gain a more profound understanding of diversity. For example, Representative 4 expressed the difference between British culture and Chinese culture in daily life, and the development of understanding of diversity, in that:

At the beginning of this year, I felt sad when my tutor or my English friends pointed out my mistakes straightforwardly face to face. Gradually, I realise that this might be British style, which is different from the Chinese style that someone usually points out another's mistake euphemistically. Now I understand and respect it since the world is diverse and we cannot force everyone to have a same style.

Besides the contribution of British culture and society, the Chinese students also mentioned the contribution of students from many countries and their different cultures in the development of diversity. The university, where students from different countries study, did provide an atmosphere for Chinese students to experience diverse and varied cultures.

5.3 Awareness of the world and sense of identity and self-esteem

Development of awareness of the world and of a sense of identity and self-esteem in the year of studying abroad was also confirmed by Chinese students (Figure 3 and Figure 4). It could be argued that there is a positive relationship between awareness of the world and the sense of identity and self-esteem.

Living on a diverse campus and in a foreign country made it possible for Chinese students to be aware of the world more widely, focusing not only on issues directly related to themselves, but also on those happening in other parts of the world. Representative 1 commented about the development of identity and self-esteem that:

By realising the world is inclusive and diverse, I am proud of being Chinese, like my friends that are proud of their nations, and of being a unique individual to live in and contribute to the world.

Such wider awareness of the world might improve Chinese students' sense of the importance of an individual's worth, and accelerate Chinese students into having an open-minded attitude towards the world.

5.4 The three least developed elements

As shown in Figure 3, three elements of global citizenship, the knowledge and understanding of peace and conflict, the skill of arguing effectively, and the value and attitude of empathy, were least developed in Chinese students' perception. The reasons for the absence of development of these can be classified into two aspects.

Firstly, it could be that elements such as the skill of arguing effectively and the value and attitude of empathy, had been developed well before studying abroad, so that explicit development of them was not found when comparing before and after studying abroad. It should be noted that the absence of development of these elements does not mean that the skill and the value or attitude were not experienced in the year of studying abroad.

Secondly, lack of opportunity for wider experience in the year of studying abroad might result in the absence of development of elements like the knowledge and understanding of peace and conflict. Representative 4 explained: 'I live in the university. I seldom encounter conflict in daily life here. Besides, I cannot find knowledge and understanding related to peace and conflict in my study'.

5.5 Factors that contributed to the development of global citizenship via studying abroad

Alongside the discussion of key elements that were found to be developed explicitly or to be less developed, and the analysis about the understanding, identity and status of global citizenship in Section 4, it is now possible to summarise and discuss the factors that contributed to the development of global citizenship via studying abroad. There are three factors, namely: the receiving society (British society in this

study); the specific circumstances (particularly the university) that students study and live in; and students' attitudes towards global citizenship.

Firstly, in this study British society plays an important role in the development of global citizenship via studying abroad, especially in those elements that are more familiar or advanced in the UK than in China. For example, because British society is more diverse than Chinese society, Chinese students have more chances to experience different cultures and develop their knowledge and understanding of diversity.

On the other hand, in ideas that are emphasised similarly in British and in Chinese society, for example the value and attitude of empathy, British society seems to contribute less, and accordingly the effect of studying abroad on the development of these elements is less.

Secondly, the influence of the circumstances, particularly the university, in which students lived and studied, should not be ignored. This could provide opportunities for students to develop some elements of global citizenship directly, for example, the skill of critical thinking, and the knowledge and understanding of diversity. On the contrary, because students lived and studied in a campus university, which is a particular community distinct from those outside, they might have relatively fewer chances to experience and develop some elements of global citizenship, such as the ability to challenge injustice and inequalities, commitment to social justice and equity, and participation in the local and national community. In addition, as mentioned earlier, the lack of explicit support for developing global citizenship in the university might also limit Chinese students in developing a comprehensive sense of global citizenship.

Finally, the students' attitudes towards global citizenship need to be taken into account since this fundamentally impacts on the effectiveness of the development of global citizenship via studying abroad. It is difficult to disentangle their understandings of global citizenship from the impact of being overseas students on their development of global citizenship. In this study, Chinese students have a particular understanding of global citizenship and do not commonly accept the identity of 'global citizen'. Moreover, developing global citizenship is not perceived as one of the Chinese students' purposes for studying abroad. These attitudes might lead to a lack of motivation in developing a sense of global citizenship and in becoming global citizens consciously and actively via studying abroad. As a result, the effect of studying abroad on the development of global citizenship is limited.

6. CONCLUSION: LIMITATIONS AND IMPLICATIONS

This small-scale study has explored the effect of studying abroad on developing global citizenship, with the detailed background of Chinese students' attitudes toward global citizenship. While previous experience of global citizenship might have

an influence, Chinese students tend to understand global citizenship particularly as an awareness of mind and do not commonly consider themselves as global citizens, the identity of which, for those who accept it, is vague and has a national affiliation. Also, they generally do not regard developing global citizenship as one of the purposes of studying abroad or of university overseas recruitment.

Depending on Chinese students' attitudes towards global citizenship, together with two other contributing factors, the receiving society (the UK society) and the specific circumstances (the university), some elements of global citizenship seem to be explicitly developed via studying abroad while some are not. This has implications if global citizenship is considered to be developed via studying abroad.

The limitations of this study should also be noted. Besides the small sample, there are two more limitations. First, the interactional context involved was limited. The respondents were drawn from very similar backgrounds, for example most of them were female and had no work experience before studying abroad. Some factors that contribute to the effect of studying abroad on the development of global citizenship might have been ignored. Second, because of the tight time constraints, this study only focused on Chinese overseas students' perceptions in one UK university. It would be more integrated if overseas students from diverse countries were included.

Taking the themes emerging from this study further, a series of questions need to be studied further in order to provide a more comprehensive picture of the relationship between developing global citizenship and studying abroad. What are the perceptions of other types of Chinese students, such as undergraduates in the UK, or in other universities, on this topic? How is studying abroad considered in Chinese official documents? What is the effect of development of global citizenship in the year abroad on Chinese students when they go back to China? Also, it could be worth exploring the perceptions of overseas students from other countries as a comparison with this study.

More broadly, there are other questions, for example: how could developing global citizenship be included in the aims of UK higher education, how to educate university students for global citizenship, and how to organise and utilise studying abroad to develop global citizenship, which need to be discussed creatively by educators.

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