

Transcending Boundaries in Global Change Leadership

Day Coordinator		Morning	Afternoon	Evening	
Ilze N/ Jeanne	Sunday July 8	<p>Arrival in Bloemfontein (<i>incl. 7 July</i>), settling in, lunch as required.</p> <p>1830 Joint informal dinner:</p> <ul style="list-style-type: none"> ▪ Opening and welcome: <u>Dineo Gaofhiwe-Ingram</u>, <u>Rudi Buys</u> ▪ Overview of the programme, <u>Prof Aldo Stroebel</u> ▪ Introduction of SRC and GLS Student Crew ▪ Introductory remarks by <u>Prof Teboho Moja</u> (NYU) <p>SOETDORING GAZELLIE & DINING HALL</p>			<ol style="list-style-type: none"> 1. Shuttle service from Bloemfontein airport (signs present). 2. Summit Coordination Centre (SCC) is operational in foyer of Soetdoring residence until 13 July) (genl. information distributed per arrival, copies of health insurance collected). GLS Crew facilitates, and chaperone walks to town and on campus as required. 3. Informal welcome, review of the programme. 4. Introduction of GLS Narrative Artist who will paint mural as programme progresses.
Aldo	Monday July 9	<p>0700-0745 Breakfast</p> <p>0800 Formal welcome at UFS, lecture and video presentation: Introduction to UFS successes and challenges, UFS Vice-Chancellor <u>Prof. Jonathan Jansen</u> ECON.MGT AUDITORIUM (Alg 2)</p> <p>0930 Break</p> <p>1000 Lecture on Higher Education and Leadership for Change in South Africa (a historical overview and critical perspective on current status), <u>Dr Lis Lange</u>, response by Fulbright <u>Prof Daryl Smith</u> ECON.MGT AUDITORIUM (Alg 2)</p> <p>1200 Exploring the campus and sport facilities: a guided tour by GLS Student Crew in 5 groups. Facilitator <u>Cornelia Faasen</u></p>	<p>1300-1400 Lunch</p> <p>1400-1600 RESEARCH TEAM: Research framework, modalities of feedback, expectations, <u>Prof Bev Bell</u>, <u>Prof Dave Bell</u>, <u>Prof Melanie Walker</u>, <u>Dr Sonja Loots</u>, <u>Dr Melody Mentz</u>, <u>Rudi Buys</u> SRC ROOM, THAKANENG BRIDGE</p> <p>1400-1600 SUMMIT PARTICIPANTS: Introductions, storytelling and Summit-in-group teambuilding, facilitators <u>Pura Mgolombane</u>, <u>Yeki Mosomothane</u> EDU AUDITORIUM, EDU 12,13,15, GENMIN A,B,C,D,F</p> <p>1600-1800 STUDENTS free time</p> <p>1630-1730 MENTORS AND STAFF work session, including Summit expectations, <u>Prof Jonathan Jansen</u>, and introduction of co-curricular programme</p>	<p>2000-2045 Dinner</p> <p>1800-2000 Launch of documentary on Transformational Leadership (Prof Jonathan Jansen), facilitated by <u>Prof Pumla Gobodo-Madikizela</u> ECON.MGT AUDITORIUM (Alg 2)</p>	<p>Morning programme</p> <ol style="list-style-type: none"> 1. Formal welcome by Prof. Jonathan Jansen – contextualisation of the Summit programme, reiterating its main objectives and modalities. Introduction of UFS challenges and progress. 2. Lecture on Higher Education in South Africa – a historical overview of significant policies and events in SA history on education, with a specific focus on higher education. Transitions and challenges in the post-apartheid era. UFS in the SA Higher Education context, current challenges, progress and plans for UFS. Setting the tone for self-critical reflection and exchange by all international participants. 3. Exploring the campus: a guided tour by UFS student representatives, for international groups (staff and students). Walking around campus, getting a sense of the geography of the campus and impression of the diversity of faculties, institutes, management, student accommodation, sport facilities. 5 groups take different routes. <p>Afternoon programme</p> <ol style="list-style-type: none"> 4. <u>Separate meeting for research team</u> on methodology, scope and implementation. 5. Getting to know each other sessions (international student groups and staff groups) – in small groups, facilitated by F1 graduates of previous years and UFS staff. A number of exercises aimed at making more personal contact with other international participants are envisioned. 6. Prof Jansen provides an overview of his personal expectations for the staff/mentors. Co-curricular HE context and focus of the GLS Mentors is introduced, as part of a preparatory session on mediation and learning facilitation. Assignment overview and modalities. <p>Evening programme</p> <ol style="list-style-type: none"> 7. Launch of Transformation Leadership documentary.

			focus for mentors and assignment overview, <u>Rudi Buys FGG 202</u>		
Sonja	Tuesday July 10	<p>0700-0800 Breakfast</p> <p>0830 Introduction of Summit Learning Cohorts, Facilitator <u>Dr Carolina Suransky</u>, with <u>Rudi Buys</u>, <u>Prof Daryl Smith</u>, <u>Prof Rozetta Willmore-Schaeffer</u>, <u>Prof Jerry Streets</u></p> <ul style="list-style-type: none"> ▪ Transformational Leadership ▪ Citizenship ▪ Race ▪ Education ▪ Globalization ▪ Gender ▪ Change Agents ▪ Social Justice ▪ Reconciliation <p>EDUCATION AUDITORIUM</p> <p>1000 Break</p> <p>1030-1230 Initial Cohort theme reflection, designing modalities of theme-specific assignments for each cohort, group mentor facilitation, <u>Cohort Mentors</u> EDU AUDITORIUM, EDU 12,13,15, GENMIN A,B,C,D,E</p> <p>1245 Group Photo, LIBRARY STEPS</p>	<p>1300-1400 Lunch (Education Quad)</p> <p>1400-1500 Lecture: evolution of HE, social justice and inclusivity in Europe, <u>Dr Carolina Suransky</u> EDUCATION AUDITORIUM</p> <p>1500-1530 Break</p> <p>1530-1700 UFS Case-study: introduction on symbols of power, justice and transformation in post-conflict contexts with narrative and critical reflections in cohorts. <u>Prof André Keet</u> EDUCATION AUDITORIUM</p>	<p>1800-1900 Dinner</p> <p>1930 Roundtables with Campus Student Leaders, sharing experiences of student leadership in a complex society and institution, by SRC, Residence Committees, Heads of Student Associations, facilitated by <u>Yeki Mosomothane (optional for staff)</u> SOETDORING GAZELLIE</p>	<p>Morning programme</p> <ol style="list-style-type: none"> 1. Allocation of 9 of working groups (cohorts) consisting of diverse country/ university representatives, together with F1 Class of 2012 selections (70). Visiting staff and UFS mentors also allocated per group. Each programme theme is introduced by an expert from either UFS or visiting staff. Mentors and students remain in their allocated working groups until the end of the programme, and also complete group and individual assignments. Video development as final assignment will also be expected. 2. Each group of Cohort Mentors provides a critical reflection on their specific sub-theme, and a discussion session is provided on the main experiences from different personal/ country/ regional perspectives. Short inputs/ contextualization by Fulbright Scholars. <p>Afternoon</p> <ol style="list-style-type: none"> 3. International Comparative Lecture: Europe 4. UFS Case study reflecting on change in symbols as transversal markers of transformation in campus/student community, including protest symbols, leading comparative in-cohort reflection and providing context for the roundtable discussions by student leaders that evening. <p>Evening</p> <ol style="list-style-type: none"> 5. Invitation to local student leaders.
Dineo	Wednesday July 11	<p>0700-0800 Breakfast</p> <p>08:15 ALL Depart from SOETDORING</p> <p>0830-1230 Guided and interactive tour of Bloemfontein's main historic sites (busses), concluding back at campus</p>	<p>1300-1400 Lunch</p> <p>1415-1515 Presentations and discussions of UFS community involvement and student citizenship programmes by UFS staff and students, <u>Billyboy Ramahle</u> EDUCATION AUDITORIUM</p> <p>1515-1600 Break</p>	<p>1830-1930 Dinner</p> <p>Vryfees Arts Festival/ free evening</p>	<p>Morning programme</p> <ol style="list-style-type: none"> 1. Guided tour of Bloemfontein – by bus and walking around with a guide. Getting a sense of the town, its diverse communities, the changes that have taken place, the contrasts between different neighborhoods and townships. Insight into the history of Bloemfontein. Incl. visits to ANC Waaihoek Centenary Church, First Boer Republic Presidency and Raadsaal, Maphikela House, etc. Getting an idea of new developments in Bloemfontein. Three groups with different routes, guided by <u>Prof Gustav Visser</u>, <u>Dr Chitja Twala</u>, and <u>Jako Olivier</u>. <p>Afternoon programme</p> <ol style="list-style-type: none"> 2. Presentation of UFS community involvement by UFS staff and students – building on experiences in the morning programme: special attention to UFS initiatives in the greater Bloemfontein community as well as student-specific

			<p>1600-1730 International panel discussion on higher education, citizenship and community work, <u>Prof Jerry Streets, Prof Rozetta Willmore-Schaeffer</u> EDUCATION AUDITORIUM</p>		<p>citizenship engagement. What kind of dialogue takes place between the community (politics, civic engagement, business, sport) and the UFS and what are some of its successes and challenges? What is the role of students in community engagement?</p> <p>3. International panel discussion on citizenship, community work – social responsibility programmes etc. – Prior to the Summit, a number of participating universities will be asked to prepare a short presentation (5 minutes) on the way they engage with communities, their main objectives and activities, challenges and results. International experts, presentations and then a dialogue with a panel followed by dialogue with other Summit participants in the audience.</p> <p>Evening programme</p> <p>4. Open evening/ attend Festival.</p>
Sonja	<p>Thursday July 12</p>	<p>0700-0800 Breakfast</p> <p>0830-0930 Lecture (1) on the Truth and Reconciliation Commission, <u>Prof. Pumla Gobodo-Madikizela</u> PREP ROOM, EUNICE SCHOOL</p> <p>0930 Break</p> <p>1000-1100 Lecture (2) on the Truth and Reconciliation Commission, <u>Prof. Pumla Gobodo-Madikizela</u> PREP ROOM, EUNICE SCHOOL</p> <p>1100 Break</p> <p>1130-1300 Lecture and discussions by the International Institute for Studies in Race, Reconciliation and Social Justice, <u>Prof André Keet</u> PREP ROOM, EUNICE SCHOOL</p>	<p>1315-1415 Lunch</p> <p>1500-1630 Conversation/ performance, <u>Pieter-Dirk Uys</u>, facilitator <u>Prof Aldo Stroebe</u> <u>Critical response: Prof Daryl Smith</u> ECON.MGT AUDITORIUM (Alg 2)</p> <p>1630-1730 RESEARCH TEAM separate meeting SRC ROOM, THAKANENG BRIDGE</p>	<p>1830-1915 Dinner</p> <p>Free evening</p>	<p>Morning programme</p> <ol style="list-style-type: none"> Lecture on the Truth and Reconciliation Commission, Prof. Pumla Gobodo-Madikizela. Lecture by staff of the International Institute for Studies in Race, Reconciliation and Social Justice – public lecture by Prof. André Keet and colleagues on topic related to current research and activities by the Institute, and an international perspective of human rights. <p>Afternoon programme</p> <ol style="list-style-type: none"> Screening of South African and international movies/ or theatre piece on issues of Race, Reconciliation and Social Justice followed by informal dialogue with UFS staff and student representatives. <p>Evening programme</p> <ol style="list-style-type: none"> Student programme to discover student social life, relaxing time, and discovering local experiences. Mentors free time.
Pura	<p>Friday July 13</p>	<p>0700-0745 Breakfast</p> <p>0800 Students check out of residence (leave extra luggage at central point). 0800 Staff checks out and store luggage at hotels</p> <p>0830 Students collected at residence, staff collected at hotel <u>ALL to procure own travel refreshments</u></p> <p>0845 Leave for Phuthadichaba/ Clarens</p>		<p>1800 Dinner</p> <p>2030 Staff returns to Clarens</p>	

		<p>1330 Arrival, explore Clarens, discussion with Mayor of Dihlabeng (<i>staff check into accommodation in Clarens</i>)</p> <p>1530 Travel through Golden Gate National Park, arrival at Qwaqwa Campus (students check into residence on Qwaqwa Campus)</p> <p>1700 Welcome by SRC and campus walkabout with Qwaqwa GLS Crew</p>			
Teboho	Saturday July 14	<p>0730-0830 Breakfast (<u>staff and students</u>)</p> <p>0715 Staff collected in Clarens</p> <p>0900-1130 Welcome at Qwaqwa Campus – introductory talk on context, <u>Dr Elias Malete, Campus Principal</u></p> <p>1000 Guided tour of campus</p> <p>1130 Break into sport teams and prepare “international traditional game” fields</p> <p>1130-1300 Mentors roundtable exploring student engagement in complex communities and post-conflict contexts, <u>Teboho Manchu, Rudi Buys</u></p>	<p>1300-1400 Lunch</p> <p>1430-1630 Intra-/intersarsity traditional sport games, and cultural performances, dance, and choir interactions with community members</p>	<p>1830-1930 Dinner</p> <p>Dinner and cultural evening with entertainment</p>	<p>Morning programme</p> <ol style="list-style-type: none"> Qwaqwa Campus – formal welcome, introductory talk by Qwaqwa Staff, a guided tour of the campus in small groups, facilitated by Qwaqwa students and a dialogue with Qwaqwa staff and students. Shared lunch on campus. <p>Afternoon programme</p> <ol style="list-style-type: none"> Intercampus sport games focusing on traditional sports, with invitation and programme amendment to allow for international traditional games to be included. Host partners to prepare one traditional game to be included in the Games programme. <p>Evening programme</p> <ol style="list-style-type: none"> Dinner.
Yeki	Sunday July 15	<p>0730-0830 Breakfast</p> <p>Groups work on assignments, video presentations, etc.</p> <p>1030 Depart for Clarens and Tour of Golden Gate National Park and Basotho Cultural Village</p>	<p>1300 Lunch on your own in <u>Clarens</u></p> <p>1400 Depart for Bloemfontein</p> <p>1830 Arrival, check into new residences</p>	<p>1900-1930 Dinner</p> <p>1930 Cohort theme review dialogues (<i>Own arrangements per cohort</i>)</p> <p>RESIDENCE GAZELLIES</p>	<p>Afternoon programme</p> <ol style="list-style-type: none"> Basotho Cultural Village as comparative case studies.
Yeki/ Melody	Monday July 16	<p>0730-0830 Breakfast</p> <p>0800-1030 <u>Students</u>: Assignment work</p> <p>0800-1030 <u>Staff/mentors</u>:</p> <ul style="list-style-type: none"> Individual meetings with counterparts/ relevant offices <p>Hosted by departments/divisions or</p> <ul style="list-style-type: none"> Student Affairs, co-curricular case studies, <u>René Pelsler, Rudi Buys</u> <p>SRC COUNCIL ROOM, THAKANENG BRIDGE</p>	<p>1230-1315 Lunch (Eunice School)</p> <p>1315-1515 Difficult Dialogues session in 9 cohort groups. Introduction by <u>Prof Daryl Smith, Monroe France, Anne Phibbs</u></p> <p>ASSEMBLY HALL, EUNICE SCHOOL</p> <p>1515-1545 Break</p>	<p>1815-2000 SOETDORING DINING HALL</p> <p>Informal dinner hosted by <u>Prof Jonathan Jansen</u>, personal farewell. Presentation and discussion of the <i>No Student Hungry Campaign</i>, <u>Mrs</u></p>	<p><i>SCC moves to Wekkie Saayman Building (Marketing)</i></p> <p>Morning programme</p> <ol style="list-style-type: none"> Classes audit in terms of themes as well as commenting on experience. Mentors/staff continue discussion on co-curricular student engagement based on key case-studies. Lecture: Evolution of HE, social justice, equity and leadership for change in the USA. <p>Afternoon/ Evening programme</p> <ol style="list-style-type: none"> Small groups, or cohorts, visit with residences for open discussions/ reflections. Facilitators to be identified, discussions led by House Committees.

		<p>1030 Meet at Roosmaryn Gate</p> <p>1100 Lecture: Evolution of HE, social justice, equity and leadership for change in the USA, Prof Daryl Smith ASSEMBLY HALL, EUNICE SCHOOL</p>	<p>1545 Lecture: Evolution of HE, social justice, equity and leadership for change in Japan, Dr Shaun Malarney ASSEMBLY HALL, EUNICE SCHOOL</p>	<p><u>Grace Jansen and Dr Carin Bester.</u> <u>Host:</u> Dineo Gaofhiwe-Ingram</p> <p>2130 Students attend Residence House meetings, <u>Dr WP Wahl, Yeki Mosomothane (students only)</u></p>	<p>5. Students join house meetings to explore residences experience as case study for themed reflections.</p> <p>6. Lecture: Evolution of HE, social justice, equity and leadership for change in Japan.</p> <p>Evening Programme</p> <p>7. Students and staff are invited as observers to residence house committees.</p>
Pura	<p>Tuesday July 17</p>	<p>0630-0730 Breakfast</p> <p>0745 Busses depart from <u>Protection Services</u></p> <p>0830-1030 Three cohorts each; visit three different secondary schools in and around Bloemfontein. Chaperoned by <u>Dr Choice Makhetha, Dr Peet Venter, and Billyboy Ramahlele</u></p> <p><u>Return to Campus</u></p> <p>1100-1230 Cohort theme reviews and narrative critical reflections based on school visits as case studies, facilitated by <u>Marjorie and Larry Schlenoff (Teach with Africa), response by Prof Bill Worger (UCLA)</u> CENTENARY COMPLEX</p>	<p>1230-1330 Lunch</p> <p>1330 Rethinking Higher Education in relation to global change leadership: Critical curriculum and co-curricular perspectives <u>Prof Melanie Walker (facilitator), Prof Loyiso Jita, Prof Hasina Ebrahim, Marjorie Schlenoff, Larry Schlenoff (Teach with Africa), Prof Mary Conley (College of the Holy Cross)</u> CENTENARY COMPLEX</p> <p>1530 Break</p> <p>1600 Separate University group meetings based on need CENTENARY COMPLEX</p>	<p>1830-1930 Dinner</p> <p>Students work on assignments as needed to finalise</p> <p>2000-2200 Optional; open invitation to Sér rehearsals</p>	<p>Morning programme</p> <p>1. School visits: Summit participants visit three secondary schools. Include critical discussions with learners and teachers.</p> <p>2. Cohort reflections with comparative case studies of partners.</p> <p>Afternoon programme</p> <p>3. Presentations by staff of the Faculty of Education, facilitated by <u>Prof Melanie Walker: Prof Loyiso Jita, Prof Hasina Ebrahim,</u> and participation by <u>Marjorie Schlenoff, Larry Schlenoff (Teach with Africa and LEAP), Prof Mary Conley (College of the Holy Cross).</u></p> <p>4. Panel discussion and reflections from the cohorts, incl. access and curriculum. Prior to the Summit, a number of participating universities will be asked to prepare a short presentation (5 minutes) on their policies, practices and experiences with these issues.</p>
Aldo/Lacea	<p>MANDELA DAY</p> <p>Wednesday July 18</p>	<p>0730-0830 Breakfast</p> <p>0930-1200 Session 1 <u>Archbishop Emeritus Desmond Tutu, Prof Mark Solms</u> and (Transformation in Action) <u>Facilitator:</u> Prof Pumla Gobodo-Madikizela CENTENARY COMPLEX</p>	<p>1300-1400 Lunch (Centenary Complex)</p> <p>1200-1300 No Student Hungry Fundraiser RED SQUARE, MAIN BUILDING</p> <p>1400-1600 Session 2 <u>Yasmin Sooka and Dr Leon Wessels</u> <u>Facilitator:</u> Prof André Keet</p>	<p>1915-2000 Dinner following the function at Soetdoring</p> <p>1730-1900 Address by <u>Pregs Govender</u> (Civil Engagement), <u>Facilitator:</u> Mr John Samuel CENTENARY</p>	<p>Morning Programme</p> <p>A two day international ‘In Conversation With...’ event with academics from UFS, participating universities and other South African universities, as well as prominent national and international leaders. Each session to be hosted/facilitated by a UFS or visiting staff member.</p> <p>Afternoon programme</p> <p>1. Coin contributions to the <i>No Student Hungry Campaign</i>, laid on Red Square.</p> <p>2. ‘In Conversation With...’ continues.</p> <p>Evening programme</p> <p>3. Address and critical interaction.</p> <p>GREEN ROOM: CHAIRPERSON’S ROOM, CENTENARY COMPLEX and Institute, DF</p>

			CENTENARY COMPLEX	COMPLEX	Malherbe House (17 – 19 July).
Cornelia	Thursday July 19	<p>0700-0800 Breakfast</p> <p>0900-1115 Session 3 Rev. <u>Mpho Tutu, Dr Tim Murithi</u> (Living Transformation) <u>Facilitator: Dr Lis Lange</u> CENTENARY COMPLEX</p>	<p>1130-1230 Lunch for students only</p> <p>1200-1400 STAFF: Dean Student Affairs Lunch hosted for Mentors/staff with roundtable discussion on potential future co-curricular and research collaborations CR SWART AUDITORIUM</p> <p>1300-1415 STUDENTS: Introduction to student associations and open floor discussions with student association membership, facilitated by <u>Yeki Mosomothane</u> SENATE HALL</p> <p>1430-1600 Ambassadors' roundtables with country groups US: CR SWART AUDITORIUM Netherlands and Belgium: SENATE HALL Japan: ROOM 16, MAIN BUILDING</p>	<p>Dinner at function</p> <p>1830 Farewell celebration, hosted by <u>Dr Choice Makhetha</u> Guest Speaker on Change and Transformation in Africa <u>Programme Director: Dr Marcus Ingram</u> CENTENARY COMPLEX</p>	<p>Morning programme</p> <ol style="list-style-type: none"> 1. 'In Conversation With...' continues. <p>Afternoon programme</p> <ol style="list-style-type: none"> 2. Student discussion with diverse students associations and leaders to comment on and provide feedback on campus experience. 3. Mentors/staff conclude co-curricular discussion and explore further collaborations. 4. Ambassadors' roundtable. <p>Evening programme</p> <ol style="list-style-type: none"> 5. Dinner/ farewell celebration for Summit participants and invited guests. Selected feedback sessions from groups. Presentation of certificates.
René	Friday July 20	<p>0700-0800 Breakfast</p> <p>0800-1000 RESEARCH TEAM final coordination meeting SRC ROOM, THAKANENG BRIDGE</p>	<p>0800-1300 Final dialogues, finalization of assignments, and GLS artist unveil mural RESIDENCE GAZELLIES</p>	<p>0900-1100 Teach with Africa Seminar (<i>optional</i>) <u>Marjorie Schlenoff, Larry Schlenoff</u>, hosted by Prof Sechaba Mahlomaholo FACULTY OF EDUCATION, WINKIE DIREKO BUILDING</p>	<p>Morning programme</p> <ol style="list-style-type: none"> 1. Meetings of small international groups, final evaluation of the global Summit. <p>Check out of residences and departures (<u>residence cards collected by GLS Crew</u>)</p>

Themes for Global Leadership Summit

It is in fact a part of the function of education to help us escape, not from our own time, for we are bound by that, but from the intellectual and emotional limitations of our time - T.S. Eliot

Development can be seen...as a process of expanding the real freedoms that people enjoy - Amartya Sen

1. Transformational Leadership

Transformational leaders are able to envisage and create new possibilities. They understand that real and radical changes require new mindsets and new ways of working together in order to realize structural transformation that goes beyond the superficial. Often, they are guided by a desire to stand up for justice and fairness. The test of their leadership is measured by their ability to learn, transcend fear, and to show courage and bare their moral stature. Transformational leadership refers to the continuous opening up of spaces and opportunities for individuals and institutions to rethink the existing dominant assumptions and behaviors. Transformational leadership often also involves changing power relations which may be resisted by those who previously held power. Transformational leaders are therefore challenged to deal with conflicts and are able to see them as productive sources for change. Some argue that one of the distinctive characteristics of such a leader is the ability to make counter intuitive decisions.

Starting points for dialogue:

- Give some examples of counterintuitive leadership.
- How can transformation of the self and selfless leadership be balanced?
- What are the main leadership challenges in times of social and political transformation in your own country, and globally?
- How can we form/ cultivate the next generation of transformational leaders?
- In what manner can authority be questioned when issues of principle are at stake?

2. Citizenship

'Citizenship' is a contested notion with a multiplicity of meanings. Legally, citizenship denotes a link between an individual and a state which involves both rights and responsibilities on both sides. A citizen is part of a particular social, political and national community. Citizenship therefore almost always has an element of exclusion, meaning that some people who are not citizens lack certain rights. Refugees, 'displaced persons' and so called 'illegal immigrants' experience major difficulties in their lives because they lack citizenship rights. Some argue that citizenship is a cultural notion and that 'good citizenship' means different things in different societies and cultures. National states are challenged to deal with political, gender, social, cultural, linguistic and economic differences within their citizenry. Some citizens are privileged, while others are disadvantaged. Many states have laws and regulations to accommodate minority rights within their state. New trends suggest that the notion of citizenship beyond the modern state may be a more productive interpretive scheme. They suggest that citizens in the 21st Century need to develop an ability to look beyond the local and also act in the interest of the global.

Starting points for dialogue:

- Identify different forms of citizenship.
- What does it mean to be a responsible citizen?
- How should refugees, 'displaced persons', and so called 'illegal immigrants' be treated?
- What does it mean to be a global citizen/citizen of the world?
- How can the elements of exclusion and inclusion be balanced when minority rights are at stake?

3. Race

The term racism is commonly used negatively and is usually associated with race-based prejudice, violence, dislike and oppression. Our global legacy of colonialism has resulted in people across the world still categorizing others in terms of race. Although discriminatory laws have been legally removed in most countries, it seems as if racism still thrives. Rather than focussing only on discrimination on the basis of 'race' by itself, the theory of *intersectionality* holds that the classical conceptualizations of oppression within society, such as racism, sexism, homophobia, and religion-based bigotry, do not act independently of one another; instead, these forms of oppression interrelate, thus creating a system of oppression that reflects the 'intersection' of multiple forms of discrimination. In practice this means for instance, that it is more difficult to be a black woman than a black man in a world of white male privilege. Race consciousness can also be used in emancipatory struggles. In the United States, 'Black Pride' became closely associated with the Civil Rights Movement. In South Africa, Steve Biko promoted the development of black consciousness as a solution to the existential struggles which shape existence, both as a human and as an African. In order to redress social injustices created by racism, many institutions adopt policies of affirmative action which take factors including race, color, religion, gender, sexual orientation or national origin into consideration in order to benefit an underrepresented group, for instance in areas of employment and education.

Starting points for Dialogue:

- Is race a social construct?
- Is xenophobic violence a form of racism or a result of racism?
- Do affirmative action policies devalue the accomplishments of people who are chosen based on the social group to which they belong rather than their qualifications? Does it undermine the achievements of minorities, and encourages individuals to identify themselves as disadvantaged?
- What is meant by white privilege?
- Distinguish between non-racism and anti-racism.

4. Education

Education is recognized worldwide as a powerful tool in changing the lives of people for the better. The right to education occupies a central place in international human rights law and is of key importance for the exercise of all other human rights. As Secretary General of the United Nations, Koffi Annan stated: 'there is no tool for development more effective than the education of girls and the empowerment of women'. According to him, there is no other policy that is as likely to raise economic productivity, lower infant and maternal mortality, or improve nutrition and promote health, including the prevention of HIV/AIDS. In spite of all the commitments made by governments for providing education for all, especially basic education, there are 774 million illiterate adults and children worldwide today - approximately 20% of the world's population. The majority are women and the rural poor from sub-Saharan Africa, Asia, and Latin America where growing populations, war and internal conflict, continuing gender disparities, and inadequate funding for basic education contribute to low literacy rates. Education is not neutral and is influenced by different, often conflicting worldviews and ideologies. It is not just about what is taught, but also about how it is taught. The famous Brazilian educator Paulo Freire coined the concept of 'banking education', referring to a metaphor of students as empty containers which educators must deposit knowledge into, which the students patiently receive, memorize, and repeat as passive objects. This type of education reinforces a lack of critical thinking and knowledge ownership in students, which in turn reinforces oppression.

Starting points for dialogue:

- Give some examples of instances where education is/was used to oppress people.
- How can education help to change the structural and personal conditions that perpetuate chronic poverty and other forms of marginalization.

- What can be done for the many (young) people across the world who have their high school diploma or a degree in higher education, but cannot find a paid position in the formal economy structure. Cultural and religious values in education
- How can engaging in critical thinking be transformative?

5. Globalization

Globalization refers to the increasingly complex global relationships of culture, people, and economic activity. Globalization is a constitutive feature of the modern world. Many conceive of globalization as linked to the growth of social *interconnectedness* across existing geographical and political boundaries. It is generally characterized by four major features: (1) trade, (2) capital and investment movements (3) migration and movement of people and (4) dissemination of knowledge and technology. Some argue that nation state-based liberal democracies are poorly equipped to deal with the side effects of globalization such as climate change, water and air pollution or the increasing economic inequalities in the world. Critics argue that globalization develops primarily according to corporate interests. They advocate policies that better address the moral claims of poor and working classes as well as environmental concerns. They argue in favor of strengthening and further democratization of supranational authorities such as the United Nations to come up with transnational/global solutions. Opponents in developed countries are disproportionately middle-class and college-educated. This contrasted sharply with the situation in developing countries, where the anti-globalization movement was more successful in enlisting a broader group, including millions of workers and farmers. "Anti-globalization" activities include attempts to demonstrate sovereignty, practice democratic decision-making and critiquing free market deregulation.

Starting points for dialogue:

- What are some of the positive aspects of globalisation?
- Are transnational companies more powerful than governments?
- What role does the media play in globalisation?
- What are the implications of globalisation for the Global South?
- How should universities be involved in preparing students to become global citizens.

6. Gender

Gender conventionally refers to a cultural and social construct that denotes the socialization process in which males and females are pressured to become masculine and feminine in particular ways. What that exactly means for their daily lives depends on the dominant social, and norms and values in a particular society. Social identity theorists argue that an important component of the self-concept is derived from memberships in social groups and categories. The groups to which one belongs often defines who you are and how you should behave in the social sphere. Across the world, communities create social expectations that define the behaviors that are "appropriate" for men and women and also determine women's and men's different access to rights, resources, power in society and behaviors. Although these expectations may vary in different societies, they typically favor men, thus creating an imbalance in power and gender inequalities. Gender, and particularly the role of women is widely recognized as vitally important to international development issues. This often means a focus on gender-equality, ensuring participation, but also includes a critical look at the different roles and expectation of the genders within communities. Generally in liberal democracies, people agree that minority communities should have a right to preserve their own culture. But critics argue that many minority and even majority cultures are deeply sexist, and that they perpetuate women's subordination. They also condition women into taking a low view of themselves and accepting their subordinate status, with the result that their well-being is damaged and they lack a sense of self-respect and self-esteem. In her well-known essay 'Is Multiculturalism Bad for Women?' Susan Moller Okin argued that liberal societies should ensure that respect for cultures does not become a shield for sexism, and that leaders of minority cultures, almost always male, should not be allowed to be their sole spokesperson.

Starting points for dialogue:

- Discuss the complex normative interplay between sex, gender, knowledge, power and sexuality.
- What are the meanings associated with the notion of 'gender'?
- What do you think of the idea that (minority) group rights could become a shield for sexism and the perpetuation of discrimination of women?
- What do you consider to be typically masculine and feminine behaviour and do you think these behaviours are natural or socially constructed?
- Please discuss the following statement: 'Gender equality is an illusion, men and women are biologically different and this determines their roles in the family, community and broader society'.

7. Change agents

A change agent develops a vision of what could or should be in the future and uses this vision to develop new ideas and take action. A change agent is often passionate about envisaged changes and is able to inspire that passion in others. Advocating for change involves great responsibility, since it entails the ability to influence people to change not only in their thinking but also their behavior. One needs to be clear on the need for change (usually for the greater good) as well as the nature and process of change (e.g. as a gradual process or an urgent outcome) that one aspires to. Being a change agent requires skills such as critical thinking and the ability to network effectively. There is a growing interest in the role of social media in affecting change. After analyzing more than three million tweets, gigabytes of YouTube content and thousands of blog posts, a recent study concluded that the Arab Spring was truly fueled by social media which became a critical part of the toolkit to build extensive networks and organize political action.

Starting points for dialogue:

- Is there a difference between being a change agent and being an activist?
- What role can the social media play in affecting change?
- How would you define the concepts of "student activism" and "leaders for change"?
- Can violence be justified in a process of change?

8. Social Justice

Difference and diversity are hallmarks of human society. It is the increase in mobility of human beings and economic, educational, political and cultural globalization that supported the visibility of complexities. Most societies are characterised by relations of domination between different groups, be it cultural, religious, class, etc. While a political settlement is an important first step to creating a society that is just and fair, issues of social justice comes to the fore when we ask how constitutional principles can be implemented in such a way that power and resources are fairly distributed. The concept of 'social justice' relates to addressing inequality in society and the way in which societal burdens are unequally distributed resulting in practices of exclusion and inclusion. The social, moral, psychological and material dimensions of 'social justice' are to be converted into strategies that can lead to the elimination of everyday structural violence and conflict. In the context of massive material inequalities and dominant neo-liberal capitalism, socially marginalized groups often go unrecognized. For example: People living with HIV/AIDS, LGBTI communities and differently-abled people. How to balance the interest of people different from oneself in such a way that the most vulnerable groups in society are best protected from morally and structurally anchored violence in everyday interpersonal and group relations.

Starting points for dialogue:

- How can economic development and sustainable livelihoods be balanced in societies characterized by major socio-economic inequalities? Identify some of the structural conditions that marginalize people on the grounds that they are different
- Compare different forms of social justice such as distributive, restorative, cultural, epistemic and political.
- How can difference be distinguished from diversity?

- Is homosexuality a “Western” construct?
- Is tolerance enough when it comes to people living with HIV/AIDS, LGBTI communities and differently-abled people.

9. Reconciliation

The United Nations proclaimed 2009 as the *International Year of Reconciliation*. Reconciliation processes in countries such as Ireland, South Africa and Rwanda have received much media coverage, but official truth and reconciliation processes have been introduced in more than 22 countries worldwide: from the Unity and Reconciliation Commission in Fiji to the Greensboro Truth and Reconciliation Commission in the United States. However, reconciliation has come to mean different things to different people: a political concept to facilitate the process of nation building; a religious concept as witnessed in the Truth and Reconciliation Commission; a legal issue in instances of human rights violations. It is used as a synonym for forgiveness, peace building, conflict resolution and matters involving social justice. However, the main emphasis of reconciliation is as a process of relationship-building. The top-down approach involves truth commissions, legal processes and reform, national reparation programmes and public apologies, while the bottom-up approach focuses on community-level initiatives (cross-community relationship-building or individual healing work).

Starting points for dialogue:

- Should the acknowledgement of past wrongs be a key element of reconciliation?
- Do you agree that truth and justice are indispensable elements for the attainment of reconciliation?
- Can reconciliation be seen as a permanent social demand?
- What role does apology and forgiveness play in a process of reconciliation?
- Is reconciliation a process or a goal?
