



RESEARCHERS CHALLENGE

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THEME 4:

We are all in this together: The barriers and facilitators of global citizenship education to exercise collective intention in the fight against COVID-19

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Exercising global citizenship education amidst COVID-19

1 Introduction

Almost no country has been spared from COVID-19. In response to the COVID-19 wave, the implementation of containment measures such as social distancing and the closure of education facilities, to name a few, were implemented. Many higher education institutions (HEIs) were compelled to engage in emergency remote teaching, working-from-home arrangements for staff, finding alternative ways to support students and reallocation of budgets, to name a few of the measures taken. The collective management and responsiveness to COVID-19 by the university population may be ineffective and business continuity may be severely disrupted during the pandemic, but the education and training of students towards global citizens continues.

Africa plays an important role in the global village, yet our voices seem silent regarding global citizen debates within higher education spheres. Our task within this endeavour is to show a greater sense of 'southern' agency, rather than simply being mercurial to globalisation and 'northern' strategies. While the meaning and understanding of this construct within these spaces are patchy and contested, the shared intention of global citizenship education (GCED) is to facilitate the acquisition and assimilation of citizenship skills to engage in and with society in a respectful, considerate and solution-focused approach. To this end, GCED teaches cognitive, non-cognitive and behavioural skills that enable one to adopt an empathic stance. These skills should be applied and generalised to problems that present in society to move towards problem-solving. The COVID-19 global pandemic provided a platform for all of us to consider and act in consequential ways towards all forms of inequity, vulnerability and marginalisation, in other words, to demonstrate global citizenship.

Given the global scope of an event such as the COVID-19 pandemic, immediate questions are raised about how we steer our students towards an understanding of their positioning in the global village. We also reflect on how students can contribute to solutions in a meaningful way. Based on this premise, the following questions were articulated:

1. How does the higher education sector pursue quality education (sustainable development goal [SDG] 4) that is inclusive of GCED?
2. How do the reciprocal influences between stakeholders (e.g. the student and the institution) shape the conceptualisation and implementation of a GCED agenda?
3. How does the COVID-19 pandemic provide a platform for critical evaluation of the extent to which global citizenship education has been developed?

COVID-19 is a novel virus, and the consequences of the pandemic at different levels of experience, such as the impact on universities in Africa, are in the process of being documented and researched. Thus there is a need to consolidate what is known and how the discourse around the impact of the pandemic is unfolding. This study, therefore, aimed to explore and describe the barriers and facilitators of GCED in universities as it relates to the collective intention to manage COVID-19. A mixed methods study with a concurrent design was implemented in three phases starting with two rapid reviews in Phase 1, a survey in Phase 2 and a qualitative component in Phase 3. Participants were recruited from university populations, students and staff, in countries of the Southern African Development Community (SADC): Namibia, Zambia, Botswana, Mozambique, Zimbabwe, Malawi, and South Africa. Eight institutions were identified from these countries based on their participation in a **United Nations Educational, Scientific and Cultural Organization (UNESCO) initiative**. This study explored the barriers and facilitators of GCED in the context of the pandemic. Different sampling strategies were used in the second and third phases. The survey used simple random sampling and was administered online using the Google forms platform. The qualitative study entailed online interviews conducted with conveniently sampled participants. Data collection tools included questionnaires created in Google forms, and a link was provided to the participants. Interviews were conducted on digital platforms.

1.1 Background and rationale

Institutions of higher education worldwide are affected by the COVID-19 pandemic with resultant campus closures to enforce social distancing measures. As mentioned before, many institutions were compelled to engage in emergency remote teaching, working-from-home arrangements for staff, finding alternative ways to support students, and reallocation of budgets. The impact of the COVID-19 pandemic on the educational system is unclear and undocumented. The COVID-19 pandemic underscored the massive inequalities and increased vulnerabilities across different marginalised groups. This is felt across the education sectors as governments face different challenges with the closure of schools and universities. Bryce, Ring, Ashby and Wardman (2020) acknowledge that the education and training of students towards global citizenship should continue during the pandemic despite the inefficiency of established crisis management responses and disrupted business continuity strategies. The main mission of HEIs is not only to produce new knowledge but to preserve historical knowledge accumulated by civilisations, societies, communities and individuals (Torres, 2015). Innovation, that is, the ability to create knowledge through interdisciplinary, multidisciplinary or transdisciplinary efforts for the social good is the central element of HEIs. Thus HEIs contribute to the training and education of the labour force to participate as global citizens in competitive markets (Torres, 2015). The challenge is to continue the pursuit of these ideals during volatile, uncertain, complex and ambiguous times that are further exacerbated by the pandemic. The success of the contribution of the higher education sector to global citizenship through education during the pandemic is contingent on our ability to adopt a reflexive posture and to learn from our experiences in the moment. The pandemic provides a particular crisis experience during which we can assess how the sector contributes to collective intention to manage the pandemic with specific reference to global citizenship education. Therefore, this study aimed to explore and describe the barriers and facilitators of global citizenship education in universities as they relate to the collective intention to manage COVID-19.

1.2 Questions guiding the inquiry

1. What can we learn from online media and academic research to describe the impact of COVID-19 on the curriculum and stakeholders in universities?
2. Does the higher education environment facilitate global citizenship in staff and students?
3. What evidence is there of global citizenship (prosocial behaviour and attitudes) in the university community in response to the COVID-19 pandemic?
4. Which barriers and facilitators enhance and/or hinder the implementation of GCED during the collective intent of managing COVID-19 in universities?

1.3 Methods used to conduct the inquiry

A mixed methodological approach was used for the inquiry with a concurrent design. This means that quantitative and qualitative data were collected at the same time and the results were triangulated.

1.3.1 Research team

A thematic lead assisted by a team of co-leads guided the research process. Each co-lead had a research assistant who formed part of the team to capacitate and guide the volunteer researchers who were recruited through an online process. The research team was supported by peer reviewers who guided them through the process with consistent and valuable input. The team was supported by administrative staff from JET Education Services.

1.3.2 Data collection process

This study consisted of three phases: Phase 1 consisted of two rapid reviews, Rapid Review A and Rapid Review B. Phase 2 was a survey and Phase 3 was a qualitative interview component. Figure 1 provides a graphical representation of the research process, whilst Figure 2 provides information on the data collection methods used for the concurrent stages.

RESEARCH ROADMAP



Figure 1: Graphical representation of the research roadmap

DATA COLLECTION METHODS

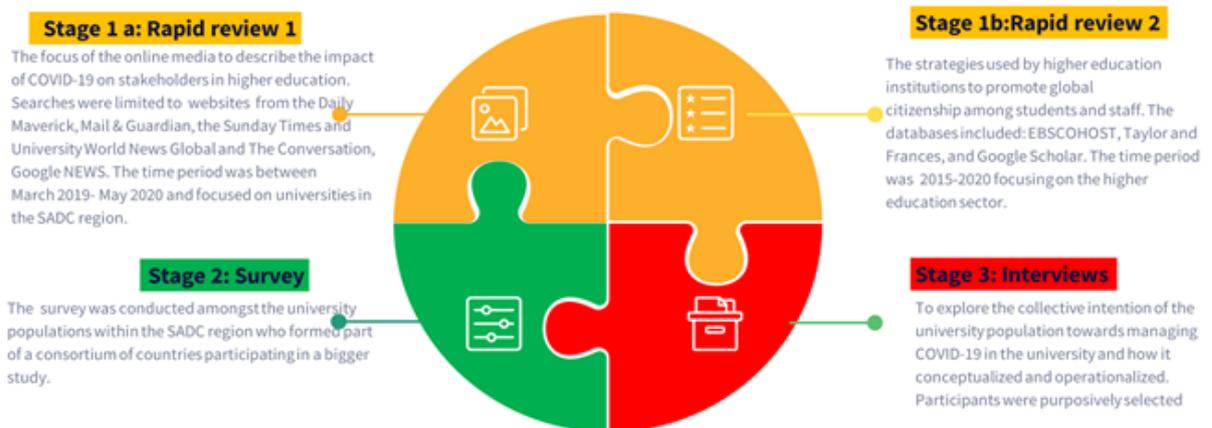


Figure 2: Data collection methods for Phase 1 to Phase 3

2 Findings

2.1 Phase 1: Rapid Reviews

2.1.1 Rapid review A: The impact of COVID-19 on the higher education sector: a view through the lens of the media

The data was extracted based on the intended objectives of the review. It was noted that most sources found referred specifically to HEIs in South Africa and the South African government. Two main aspects are presented: (a) Positive factors of higher education during COVID-19; (b) Negative Factors of higher education during COVID-19. While each of these have numerous messages, the five main points are presented for each.

2.1.1.1 Positive factors of higher education during COVID-19

- a. The emphasis of HEIs was to save lives amid the COVID-19 pandemic, and therefore universities adopted a **'no student left behind' approach**. This included the provision of data and devices and restructuring the 2020 academic year to filter into the beginning of 2021.
- b. Certain **support strategies were implemented** for students at HEIs, which included: mental health support through the lockdown; financial support, e.g. the National Student Financial Aid Scheme (NSFAS) and the Funza Lushaka bursary scheme in South Africa; the provision of technological devices and data at lower rates; and providing accommodation to postgraduate and international students on campuses as it was safer for them on campus. There was relaxation and amendment of university deadlines for administrative processes, e.g. deregistration deadlines were extended. Universities assisted with transportation for students who were financially strained and needed to go home due to the closure of residences.
- c. The **role played by universities in this pandemic spans formal and informal contributions**. Research and development staff at universities, in conjunction with tech start-ups and innovation hubs, responded quickly to alleviate the pressure of producing personal protective equipment (PPE) and sanitisers. Scientific applications such as modelling and forecasting the spread of the virus, developing a vaccine, and innovative methods for supplemental oxygen delivery were some examples of thought leadership in problem-solving around the health risks and course of the viral infection. These formal contributions through research and development informed large-scale response and management to the pandemic. At an informal level, staff and students engaged in volunteerism. For example, health science students and staff organised themselves into volunteering groups to assist medical staff at hospitals during the pandemic. Their activities included making face masks and screening people for the virus. Students also engaged in fund-raising efforts such as collecting donations for mothers who were locked down in a maternity ward.
- d. The **pandemic offers the African university a fresh start in establishing credibility**. The current pandemic has seen the South African government and scientists, researchers and clinicians working jointly to provide the public with robust scientific evidence guiding key decisions on national health and safety. The pandemic has created an opportunity for science and evidence to regain credibility as stakeholders whose operations and functions have high degrees of relevance and contextual sensitivity. The role of the university and scientific community in sustainable development is underscored through the stance that universities took to provide evidence-based information for management and intervention. Through this stance universities demonstrated respect for evidence, informed government decisions and engendered public trust. In addition, universities demonstrated flexibility and agility in the urgency and the speed with which digitisation and modernisation were embraced to ensure that the academic year could continue. Although there were varying levels of readiness and infrastructural provision to engage with increased use of digital platforms, the response, nevertheless, moves the sector closer to actualisation of the fourth industrial revolution.
- e. The pandemic has **created employment opportunities in higher education** as some institutions are employing additional teaching assistants and clinical trainers to assist with student learning.

2.1.1.2 Negative factors of higher education during COVID-19

- a. The South African government mandated universities to ensure that all students are supported, but state-funded initiatives were directed to students from low-income groups. This means that students from the **'missing middle' are not as readily able to access support** during the pandemic.
- b. The pandemic exposes how deeply entrenched **inequality and inaccessibility are**. HEIs in resource-constrained contexts experienced significant challenges in providing support for students and developing contingency measures. An overarching issue that has been highlighted during this pandemic is that the current traditional university is inflexible in its operational systems. There was a lack of vision and foresight for alternate modes of functioning. HEIs lacked clearly formulated crisis response plans and established multi-stakeholder task units to facilitate the response plan. There was also resistance to change.
- c. **Graduation ceremonies were cancelled, postponed or conducted virtually**. This is an important rite of passage in higher education for students. Many graduates were first-generation students, which increased the importance of graduation. Graduation is an opportunity for students to celebrate and give thanks for the support provided by families and communities during their studies. Students were therefore disgruntled by the loss of the opportunity to participate in this rite of passage in the traditional format.
- d. Residences in South African universities were closed within a 72-hour period due to the declaration of a national state of disaster, and some **students had to return to their adverse and resource-constrained family and community contexts**. This had implications for students who were required to learn remotely as their home environments were not conducive to learning. Many students live in overcrowded homes, and this means that they need to wait until night time to study when everyone else sleeps. They were also worried about receiving their NSFAS money, which related to food security.
- e. Although the slogan was to 'leave no student behind', it **did not accommodate the social circumstances of students or their academics**. It also did not account for students with disabilities, those with mental health challenges, and postgraduate and international students who could not return home. The biggest challenge for students has been to manage workload. The absence of peer learning during the pandemic is a challenge as it helps with staying focused and being engaged in learning. Not all universities have rolled out all the e-learning multi-modals, and this means that some students are left behind. If students don't know how to use and access online e-learning, then they will put in less effort.
- f. COVID-19 **created additional costs in education: these included but are not limited to** training and development of academic staff, assistance to them in converting content to a digital platform and learning management system; procurement of data and technological devices for staff as well as allowing staff to work from home, etc.

2.1.1.3 Summary

The traditional university continues to operate in crisis response mode to the COVID-19 pandemic. The lack of engagement in alternate ways of operating or functioning to promote access, modernisation and relevance significantly impacts on the ability of universities to respond to unanticipated challenges and contextual challenges that promote both citizenship and sustainable development. Crisis-era universities are dictated to by the prevailing socioeconomic and socio-political ideologies and landscapes. The opportunity to leapfrog into enhanced modes and levels of functioning in the face of phenomena like the pandemic is dependent on the extent to which the institutional culture promotes a culture of citizenry, social justice, innovation, excellence and quality assurance within flexible governance. The following factors were identified in the review:

- a. Recognition of the shift from a knowledge-based economy to an innovation economy is crucial, and the identification of what is required to keep pace with this shift.
- b. Development of contextually relevant foci so that research and knowledge can be applied in a local context.
- c. Rapid sharing of research is vital as it can save lives in a crisis by informing citizens through immediate public access to information.
- d. Development of vibrant, insightful, smart networks of decentralised partners keen to research, experiment and celebrate fast marginal improvements that, taken together, build national capacity for an economy that needs radical and complex skills.

- e. Increased digitisation and modernisation of modes of delivery that will increase participation in higher education and develop shared, open resources. Sharing of resources and strategies would be integral to instructors' success of teaching online.
- f. Striving for social justice and facilitation of diversity and inclusivity.
- g. There is a need to break down the barriers that exist between education and the real world in the era of the fourth industrial revolution. A key requirement to thriving in a fast-paced society is lifelong learning and the ability to acquire new skills quickly.
- h. Redefinition of workplace and policies for flexible work arrangements that are less dependent on face-to-face time.
- i. Calls for a re-engineering of the curriculum and a large-scale investment in online education are made with urgency.
- j. Recognition of the complexities involved in online or remote teaching and learning including, but not limited to, the provision of access to online learning material, student support, receiving and marking assignments and student assessment, connectivity, and access to devices, especially for students in resource-constrained environments.
- k. Reduction of inequalities and consideration of the contextual realities of students. In this sense, providing strictly online teaching and learning may not be an option for students in resource-constrained contexts. This requires creative thinking in providing options to accommodate ALL students.
- l. Recognition of a digital divide and the need for a more inclusive approach considering vulnerable students, especially those with disabilities and mental health challenges.
- m. A focus on the student and not on academic assessments.
- n. Development of guidelines for different and alternative modes of teaching and learning that specify the requirements for achieving learning outcomes, quality assurance and accreditation.
- o. Critical reflection is needed on the role of students, parents, educationists, mass media and government in the education process in order to build a more equitable higher education sector.
- p. Development of crisis response plans and establishment of multi-stakeholder task units to facilitate the implementation of the plan.
- q. Development of a framework approach of effective co-ordination, integration and decision-making that is centrally located, but can act fast in response to crises. Typically, such a framework could converge in an executive centre (decision-making) or nerve centre, which should preferably be convened by the vice-chancellor and include expertise in areas of scenario planning, project management, science (in this particular case, it would be virologists and/or epidemiologists), communication and institutional culture.
- r. Recognition that the institution will have to operate differently post-COVID-19 than before the pandemic ('new normal'). The executive centre could become the source of scenario planning on how universities will have to reimagine themselves after this pandemic.
- s. Collaboration of HEIs should be valued over competitiveness. Universities should demonstrate collegiality and citizenship by working together to solve problems.

2.1.2 Rapid review B: Strategies to promote global citizenship amongst students and staff in African higher education institutions

This review aimed to determine the strategies that are used by HEIs in Africa to promote global citizenship among students and staff. A total of eight articles were included in the review, and three strategies were identified (Table 1).

Table 1: Strategies and Interventions used by higher education institutions to promote global citizenship among students and staff

Article (year)	Strategy	Strategy (grouped)
Aktas et al. (2017)	Credit-bearing programmes (global citizenship programmes)	Institutional-focused strategies
Clifford & Montgomery (2017)	Internationalising the curriculum for all students	
McGrath et al. (2019)	Internationalisation of higher education	
Popescu (2015)	Institutional strategic planning	
Akudolu et al. (2017)	Virtual learning	Student-focused strategies
Herman & Kombe (2019)	Social networks	
Herman & Kombe (2019)	International student experience	
Walker & Loots (2016)	Undergraduate Leadership Programme	Theory-based approach
Owusu-Agyeman & Fourie-Malherbe (2019)	Students as partners	

2.1.2.1 Institutional Programmes

Four studies focused on institutional strategies to promote global citizenship. These included curriculum programmes, internationalising higher education and institutional strategic planning.

Aktas et al. (2017) examined how universities formalise global citizenship in their curricula by analysing programme mission statements, goals, and curriculum materials. Focusing on degree and certificate-granting global citizenship programmes, the project examined the different ways of conceptualising ‘global citizenship’ and discussed their implications for social justice and equity at both the theoretical and programmatic levels. The programmes dedicated to GCED were located within various faculties with one fourth located in a department specifically dedicated to GCED, indicating growth in this field of education. From the data collected, four common characteristics emerged across the various global citizenship programmes, including requirements for international travel, language proficiency, engagement/service learning, and curriculum content area(s).

Two studies focused on internationalising higher education. Clifford and Montgomery (2017) reported on a research project that investigated academic educators' understanding of transformative learning in the context of an internationalised curriculum. They analysed the online contributions of participants in a fully online four-week course that was run for five years called ‘Internationalising the curriculum for all students’. Participants included tertiary education staff from across the world, in academic support and senior management positions. During the course, participants explored different theoretical approaches to internationalising the curriculum and analysed the approaches of their institutions and disciplines in the light of these different theoretical stances. Participants were also asked to contribute to a ‘How to do it’ list offering practical examples from across the disciplines for discussion. Clifford and Montgomery (2017) highlighted that coloniality continues to pervade many countries and education systems, and institutional inertia and investments in the status quo fuel resistance to change. There remains a lack of indigenous, minority and diaspora voices in western-generated discussions of internationalisation of the curriculum and the need for them to become integral to discussion of future tertiary education policies and curricula. There is a need for acceptance of a very diverse path towards an internationalised curriculum.

McGrath, Thondhlana and Garwe (2019) explored the accounts of academic staff and leaders in regard to the internationalisation of higher education (IHE) in Zimbabwean universities. Three questions were addressed in this study. Firstly, how do Zimbabwean universities understand – and strategise about – internationalisation of higher education? Secondly, how do discourses of internationalisation interplay with national agendas and discourses in Zimbabwe? Thirdly, what does this tell us about the wider processes of the internationalisation of higher education in the South? According to McGrath et al. (2019), new literature brings about an understanding that institutional, national and regional IHE strategies are not simply reactive to globalisation and northern strategies but show a greater sense of southern agency. The findings of this study revealed different understandings and a number of strategies related to the internationalisation of higher education. These included the recruitment of international students and staff, international institutional agreements, international engagement, internationalising the curriculum and lastly, internationalisation was seen in terms of the structures and strategies that facilitated operationalisation.

Popescu (2015) evaluated institutional responses to the impact of globalisation with respect to responsibilities that range from being local to global in nature. Furthermore, this study explored higher education in the context of globalisation with a particular focus on academic motives for globalisation. The institutional culture and strategic planning were explored at Cape Peninsula University of Technology (CPUT) in South Africa. He suggests that HEIs get involved in global initiatives for various reasons that often reflect the culture and values of the schools/units and their management. The initiative reported at CPUT seems to reflect a neo-liberalist approach to global citizenship as the entire thrust of the institution seems to be one where the focus is on globalising the learning experiences of students so that they can fit into a global economic market place. Popescu argues that globalisation is taken specifically to be 'the activities undertaken to fulfil the goal of increasing the global dimension of the institution'. However, global dimensions are generally written about in terms of active engagement in the development of scientific research infrastructure through participation in research project competitions and developing defined key scientific research directions through co-operation with international higher education and research institutions.

2.1.2.2 Student-focused programmes

Three strategies were identified to promote global citizenship among students. These included the undergraduate leadership programme, social networks and virtual learning.

Walker and Loots (2016) evaluated the 'Undergraduate Leadership Programme', which focused on diversity, citizenship and leadership. This intervention was implemented in a South African university in 2010. First-year students were selected to visit universities in the USA, Europe and Japan to experience models of integration across lines of culture, colour and language. The central pedagogical plank of the programme was for groups between six and 12 students, comprising mixed races, genders and study fields, to be exposed to different cultures, lifestyles and beliefs away from the familiarity of home (Walker & Loots, 2016). The programme intended to foster leadership development, building layers of new thinking and engagement among students from different backgrounds. Walker and Loots aimed to generate a better understanding of students' subjectivities and experiences of the programme. In-depth interviews were conducted with students two years after the programme was initiated. The findings of this study revealed that the programme was successful in that it used the unfamiliar (being abroad) to make the familiar (South Africa) strange. It built students' confidence and awareness to act for change. It used public discussions as a forum allowing students to share values, understanding and value people who are different from themselves, and it encouraged students to make a difference. Walker and Loots further concluded that the Undergraduate Leadership Programme supported the importance of universities as spaces for the formation of individual citizenship capabilities and functioning, and democratic citizenship values.

Herman and Kombe (2019) explored the notion of 'social networks'. This study aimed to explore the role that social networks play in the transitional experiences of international African doctoral students in South Africa. The findings revealed that international students did not form substantial networks with 'black' South Africans. Herman and Kombe further reported that South African students do not benefit from the rich experiences offered by their international doctoral fellows. This raises some concerns as doctoral studies should not only be about getting the degree, but it is important that students develop intercultural skills, become global citizens and develop strong international networks.

Herman and Kombe (2019) highlighted the role that South African HEIs played over the past few years, particularly during the post-apartheid era. South African institutions have seen a steady increase of regional students, particularly at a postgraduate level. According to Herman and Kombe, 'Forty-seven percent of all doctoral students enrolled at the university in 2013 were international students (732 students out of 1533), 82% of whom were from the SADC region and the rest of Africa' (2019:511). It is clear from Herman and Kombe's study that South African institutions have an important role to play in integrating international students within the institutional culture and for South African students to be orientated to internationalisation and its importance in bringing together diversity within campus life.

Akudolu, Ugochukwu and Olibie (2017) assessed the extent to which undergraduate students in a university in Nigeria are being prepared for global citizenship through virtual learning. The study was specifically designed to ascertain the virtual learning competencies possessed by university students in Nigeria relative to gender, and the extent to which male and female students engaged in virtual learning. The findings revealed that students possess virtual learning competencies such as posting comments, questions and answers in online discussion boards, using online readings and links to the text-based course material, opening and reading documents in hypertext markup

language (HTML) or portable document formats (PDFs), logging in to learning platforms, blogs and databases and using Internet chats. However, this study revealed that only a few students actually engaged in virtual learning applications, and that there were no significant differences between male and female students' engagement as their levels of virtual learning engagement were both poor. Thus, students are not yet being adequately prepared for global citizenship. Taking a look at the virtual learning competencies the students possessed, the researchers identified that these competencies were not the core competencies needed for virtual learning. Ironically, students lacked the ability to turn in or submit an assignment online, network with others involved in online education, obtain access to websites that require subscriptions and use e-portfolios to share learning experiences and gain feedback. Furthermore, students' low engagement with virtual learning limited their engagement in opportunities to acquire global citizenship and develop as global citizens.

2.1.2.3 Theory-based approach

Owusu-Agyeman and Fourie-Malherbe (2019) attempted to provide answers to this central question: What factors influence the development of students' interest and participation in civic activities in HEIs? In providing answers to this question, the article contributes in four ways to the ongoing discourse in terms of finding complementary approaches to promoting students' interest and participation in civic activities, especially in HEIs. First, the social cognitive and transformative learning theories that explain the promotion of civic engagement among students were reviewed. Second, the important aspects that support the development of students' civic interest and participation were investigated. Third, the prominence of student associations and groups in enhancing students' civic knowledge and skills was discussed. Finally, how students' partnerships could complement the existing formal civic curriculum and pedagogy used by HEIs to enhance students' interest in civic activities was examined.

The results reveal that HEIs could develop a campus climate that enhances students' interest and participation in civic activities by acknowledging students as partners and emphasising social responsibility and cultural diversity experiences. The results further highlight that students are more inclined to develop their civic knowledge and skills through personal and collective agency. In addition, it was found that a strong institutional civic culture has the potential to enhance the development of students' civic knowledge and skills through common norms and group ideals. The ability of students to enter into partnerships could foster a sense of social responsibility as well as engagement with peers from diverse cultural groupings.

The results show that the university environment remains an appropriate space for augmenting students' civic knowledge and skills, diversity experiences and social responsibility. The qualitative responses emphasised the importance of a supportive university civic environment in that it has the potential to foster interaction during civic activities, engagement with communities and special activities that deepen their understanding of volunteerism and civic engagement. Experiences of cultural diversity are at the core in the promotion of civic activities among students in HEI settings, especially in developing countries and multicultural environments.

2.1.2.4 Summary

The rapid review revealed the following core aspects:

- There is no consensus on the meaning and understanding of global citizenship in the higher education sector.
- Global citizenship can be understood in various ways that are often determined by the discipline in question.
- Numerous factors influence the higher education sector, such as government, policy, globalisation, basic education and social change.
- The university is an appropriate space for GCED and plays an important role in preparing students to be global citizens in a global economy.
- Both curricular and co-curricular spaces can be harnessed to facilitate GCED.
- Theoretical underpinnings or conceptualisations are helpful.
- Infrastructural requirements for optimal implementation and participation must be clear.
- Prerequisite skills must be clarified for optimal engagement.
- The importance of active facilitation was underscored.
- Experiences abroad were intuitively experienced as more facilitative whilst experiences at home were underutilised in GCED.

- GCED in SADC regions is largely based on 'global north' strategies, and thus a greater need for south to south agency needs to be present in our curricula.
- There are institutional and personal factors operant in the development of global citizenship. In order to facilitate global citizenship, students must take up personal responsibility and increase engagement. Institutions must stimulate personal engagement.

2.2 Phase 2: The survey

An online survey was conducted to test the model of global citizenship proposed by Reysen, Larey and Katzarska-Miller (2012) in a sample of students and staff from identified HEIs in the SADC region. A total of 242 participants from seven countries completed the survey. The percentage of participants from each country is presented in Figure 3 below. The majority of participants were from South Africa (68.2%) followed by Botswana (17.8%). Participants consisted of students (68.2%), academics and researchers (22.9%) and management or professional staff (8.9%).

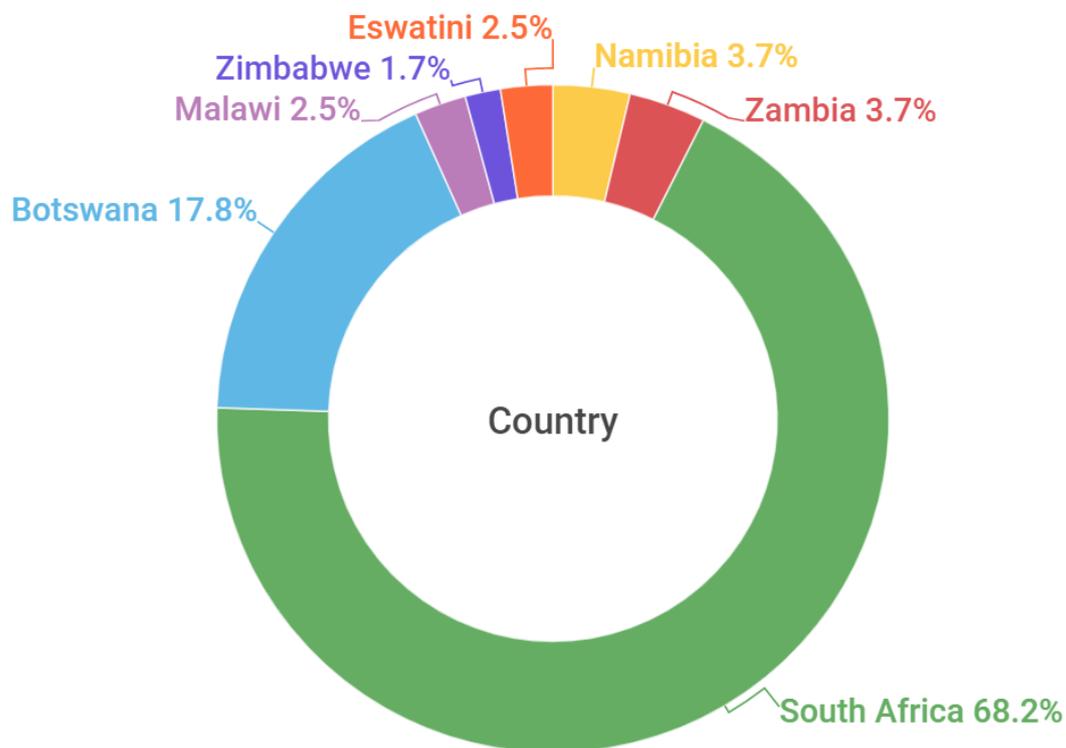


Figure 3: Participant country (n = 242)

Participant information is displayed in Figure 4 as an infographic.

Participant information

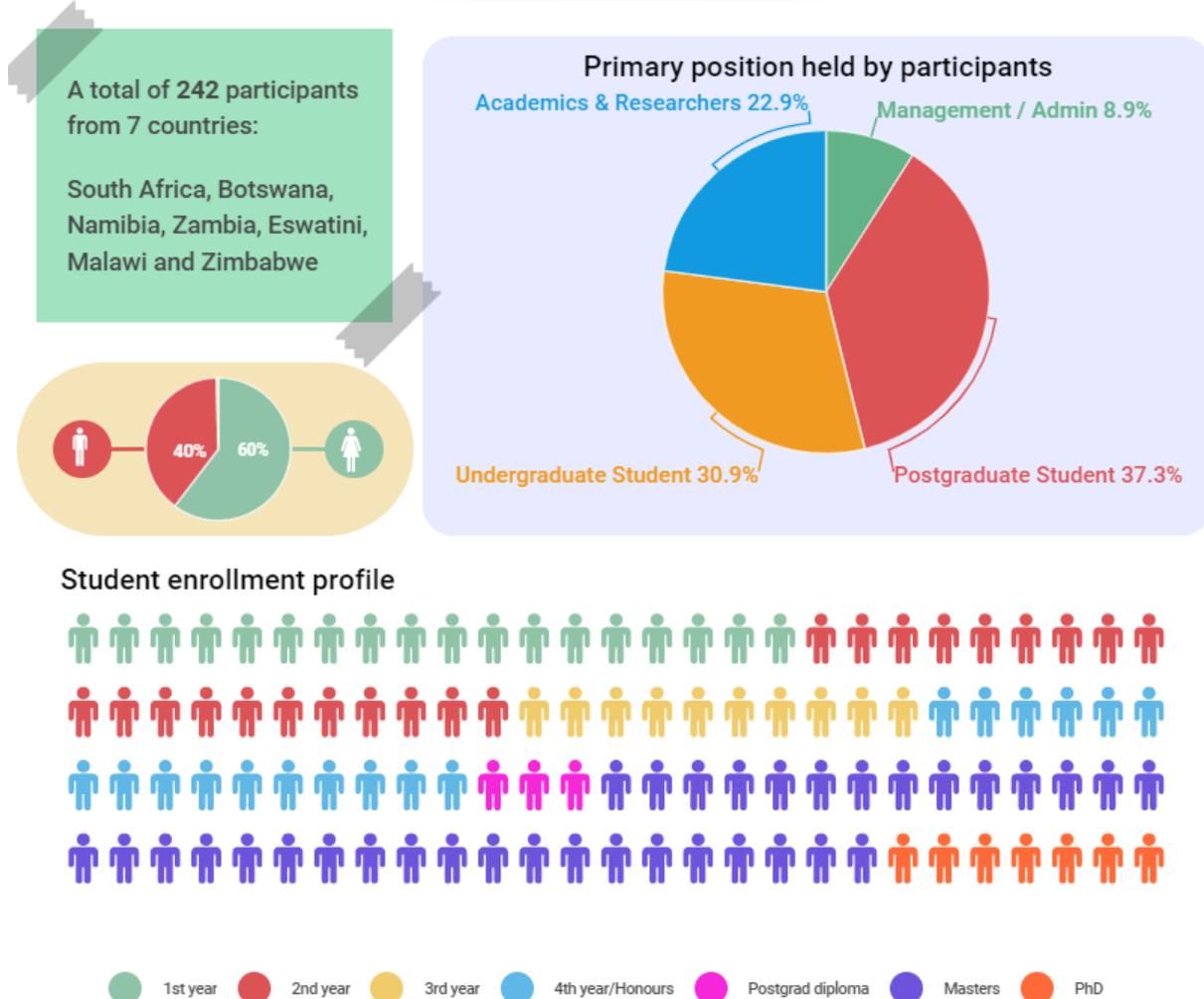


Figure 4: Participant information infographic (n = 242)

The sample represented the population of staff and students in higher education from the participating countries in the SADC region. It becomes evident from the graphic depictions above that students comprised two-thirds (2/3) of the sample and staff approximately a third (1/3). Students from different year levels were represented and reflected the undergraduate-postgraduate ratio of the population. Countries were not represented evenly, and therefore post hoc stratification of the sample and group comparisons were not possible.

2.2.1 Model for developing global citizenship

Reysen et al. (2012) proposed that the identity of a global citizen can develop if two preconditions are present: (i) a normative environment and (ii) global awareness. These constitute antecedents for global citizenship identification. The identity manifests in six domains as illustrated in Figure 5.

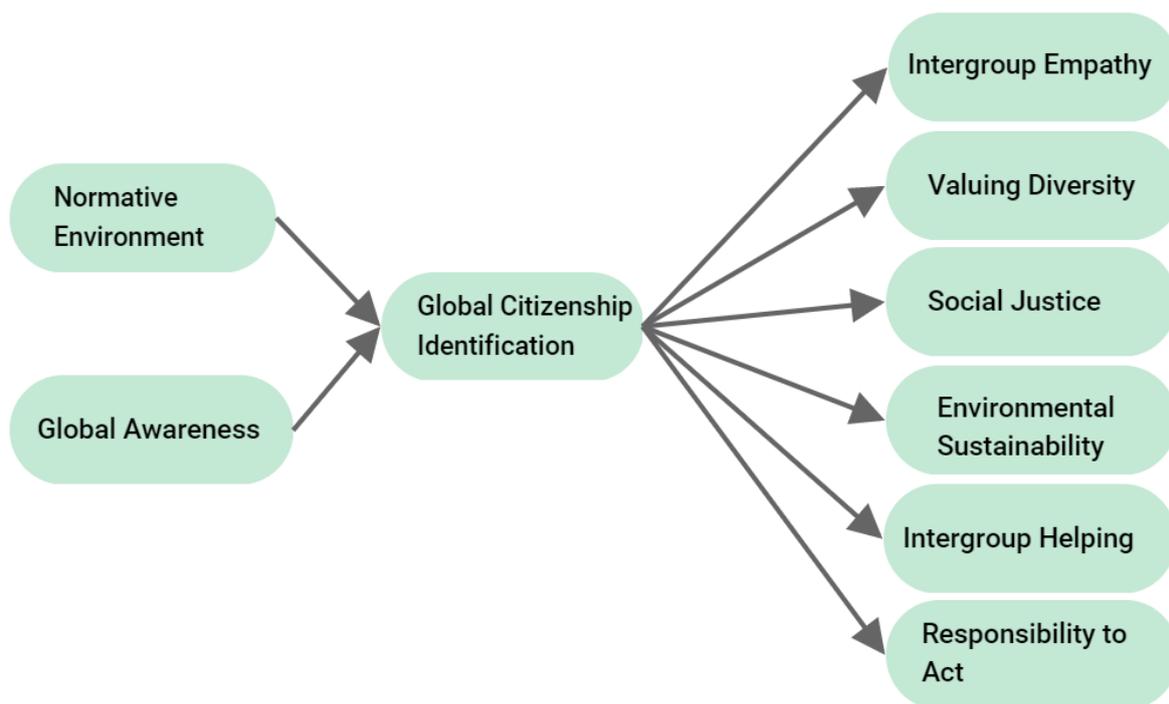


Figure 5: Model of global citizenship identity

For the present study, the variables in the model and study were measured using the Global Citizen Scale (Reysen et al., 2012). The Global Citizen scale was found to be reliable for the present study with reliability coefficients reported in Table 2. The Social Justice subscale showed the lowest reliability, with a Cronbach's alpha of 0.57 that is likely ascribed to the covariance between the variables. The variables used in this study were expected to covary since they reflected prosocial behaviours and values as underlying aspects of global citizenship. The results demonstrated an appropriate amount of variation among the pre-existing conditions (antecedents), normative environment and global awareness as well as the outcome variables of global citizenship.

Table 2: Cronbach alpha reliability coefficients for the Global Citizen scale (n = 212)

<u>Subscale</u>	<u>Cronbach's α</u>	<u>No. items</u>
Total Global Citizen scale	.92	22
Normative environment	.90	4
Global awareness	.78	4
Global citizenship identification	.90	2
Intergroup empathy	.75	2
Valuing diversity	.83	2
Social justice	.57	2
Environmental sustainability	.71	2
Intergroup helping	.80	2
Responsibility to act	.66	2

Preconditions and Identification for Global Citizenship

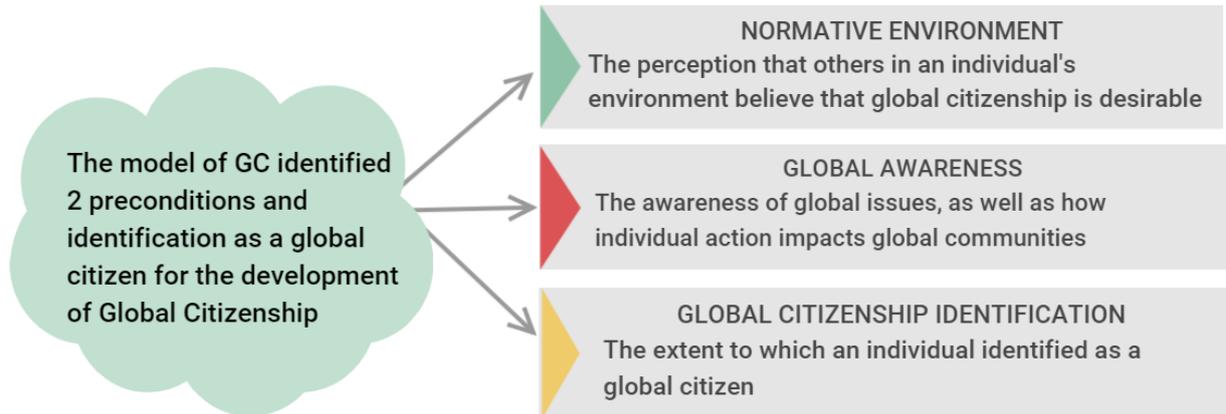


Figure 6: Preconditions for global citizenship and global citizenship identification

Figure 7 demonstrates the extent to which the participants in the present study:

- felt that others in their environment subscribed to a global citizenship philosophy;
- identified with the importance of global awareness;
- identified as a global citizen.

For the purposes of this analysis, the sample was divided into four groups, namely, undergraduate students, postgraduate students, academics and researchers, and management and administration.

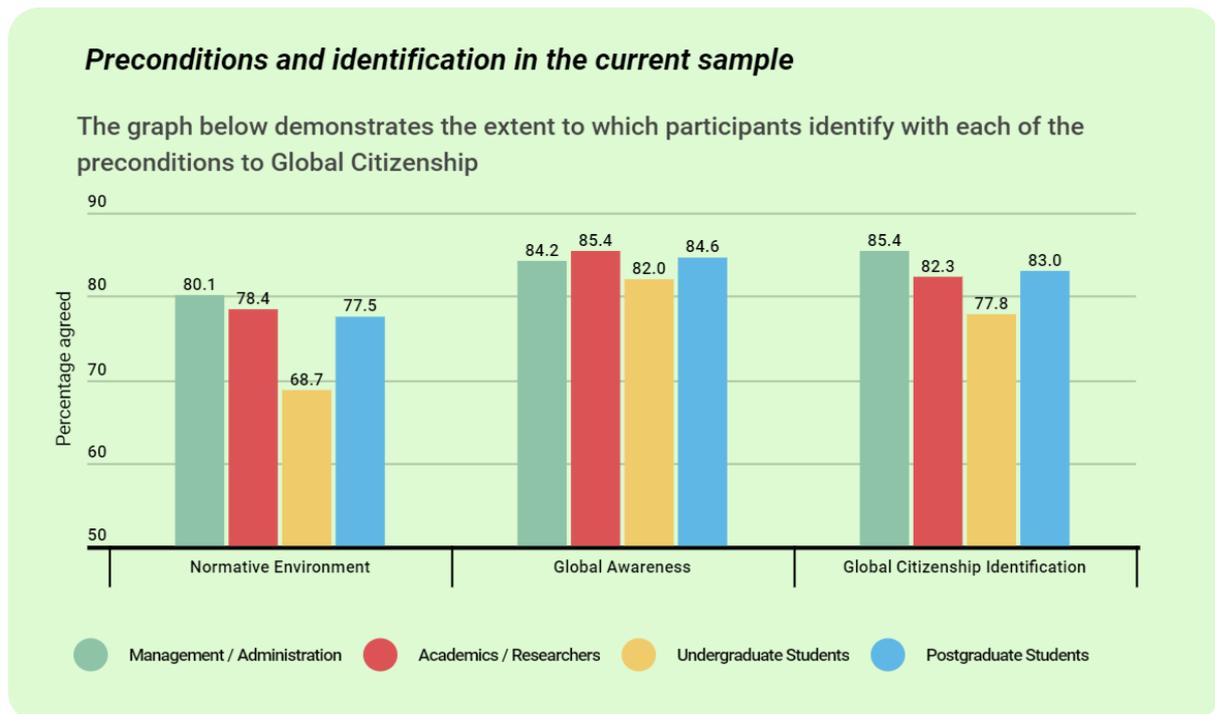


Figure 7: Participant identification with the preconditions for global citizenship (n = 242)

From the above, it appears that the sample had a high level of identification on the three variables. As expected, undergraduate students reported the lowest level of identification on all three variables and staff groups consistently demonstrated the highest levels of identification.

2.2.1.1 Manifestations of global citizenship

Global citizenship manifests as six behaviours and beliefs. These are depicted in Figure 8. Each aspect has been categorised according to the responses by each participant as being 'low', 'medium', or 'high'. Nominal comparisons between position groups are provided for each manifestation.



Figure 8: Manifestation of global citizenship behaviours for the sample (n = 242)

As expected, the sample demonstrated high levels of identification with the six outcome domains. Students, in particular undergraduates, were the only groups to demonstrate any low levels of identification. The findings were intuitive and demonstrated that identification with the outcome domains increased with longer exposure to the higher education environment.

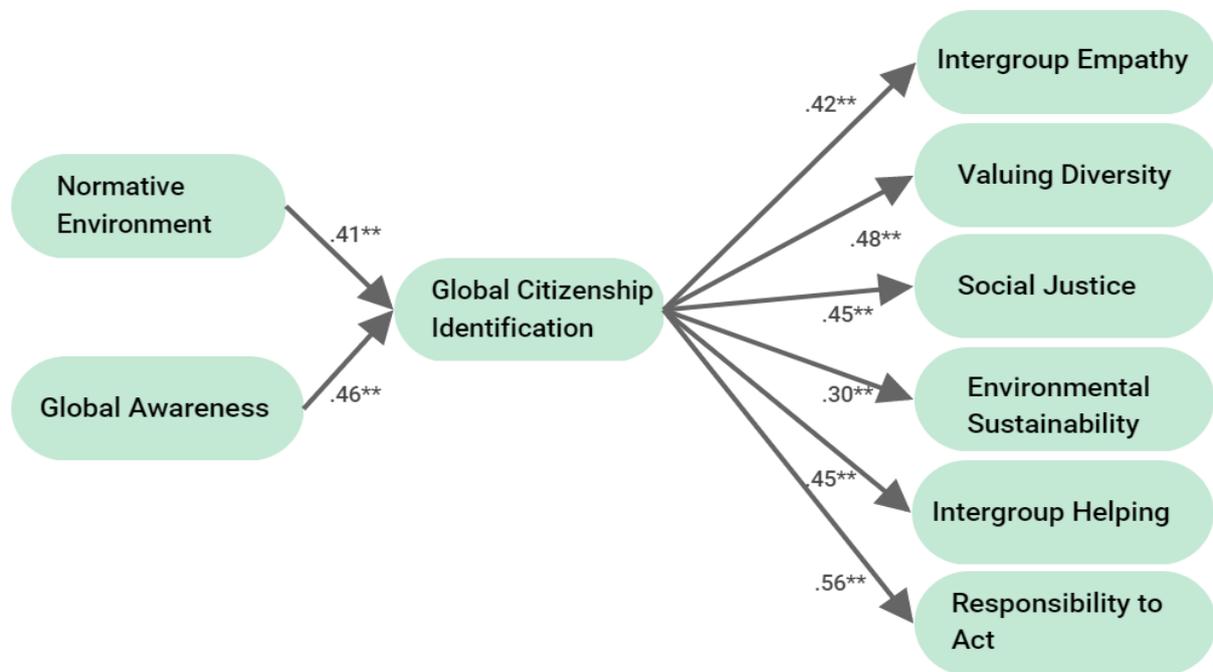
2.2.1.2 Proposed model of global citizenship in this sample

Structural equation modelling was used to test the model of global citizenship proposed by Reysen et al. (2012). Results of this study supported the model showing goodness of fit ($\chi^2 = 34.5, p < .05$; RMSEA = .09, CI(.06, .13); CFI = .97; SRMR = .05).

The results demonstrated that

- the precursors to global citizenship, Normative Environment ($\beta = .41, p < .01$), and Global Awareness ($\beta = .46, p < .01$) significantly predicted Global Citizenship Identification ($R^2 = .57$).
- In turn, Global Citizenship Identification significantly predicted the outcome domains:
 - Intergroup Empathy ($\beta = .42, p < .01$)
 - Valuing Diversity ($\beta = .48, p < .01$)
 - Social Justice ($\beta = .45, p < .01$)
 - Environmental Sustainability ($\beta = .30, p < .01$)
 - Intergroup Helping ($\beta = .45, p < .01$)
 - Responsibility to Act ($\beta = .56, p < .01$)

Figure 9 represents the beta values for each predictor in the theoretical model as found in this sample.



Note: ** = $p < 0.01$; Standardised Beta values shown in image

Figure 9: Theoretical model of global citizenship ($n = 242$)

The results of this study also supported the model's indirect effect of global citizenship preconditions on the six manifestations via Global Citizenship Identification. This adds further support to the model as proposed by Reysen et al. (2012). The indirect effects for Normative Environment and Global Awareness on the six outcomes are shown in Table 3.

Table 3: Indirect effects of global citizenship preconditions on outcomes via citizenship identification (n = 212)

Variable	Normative Environment			Global Awareness		
	Indirect (r)	CI _{upper}	CI _{lower}	Indirect (r)	CI _{upper}	CI _{lower}
Intergroup Empathy	.06**	.039	.086	.09**	.061	.129
Valuing Diversity	.06**	.039	.081	.09**	.061	.120
Social Justice	.06**	.040	.085	.09**	.062	.127
Environmental sustainability	.04**	.019	.055	.06**	.030	.082
Intergroup Helping	.06**	.040	.084	.09**	.061	.125
Responsibility to Act	.08**	.053	.102	.12**	.083	.152

Note: ** = $p < 0.01$

2.2.1.3 Total global citizenship scores

Total scores on the Global Citizenship Scale for each position group are presented in Figure 10. The highest Global Citizenship scores were reported amongst staff, e.g. management/administration staff (M = 134.81, SD = 18.67) followed by academics/researchers (M = 133.04, SD = 15.63). Postgraduate students (M = 133.61, SD = 15.0) reported similar scores to academics and researchers. Undergraduate students reported the lowest scores on total Global Citizenship (M = 128.41, SD = 18.13). These scores were not tested for statistical differences.

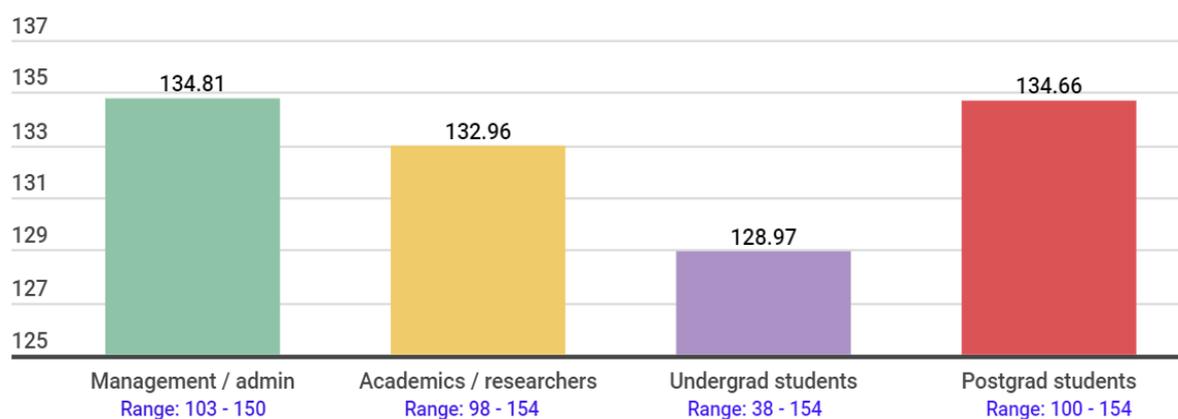


Figure 10: Total scores on global citizenship per group (position at university)

2.2.2 Global citizenship and COVID-19

Participants were asked a series of questions related to global citizenship and the COVID-19 pandemic. Figure 11 presents the main findings from these reports below as an infographic.

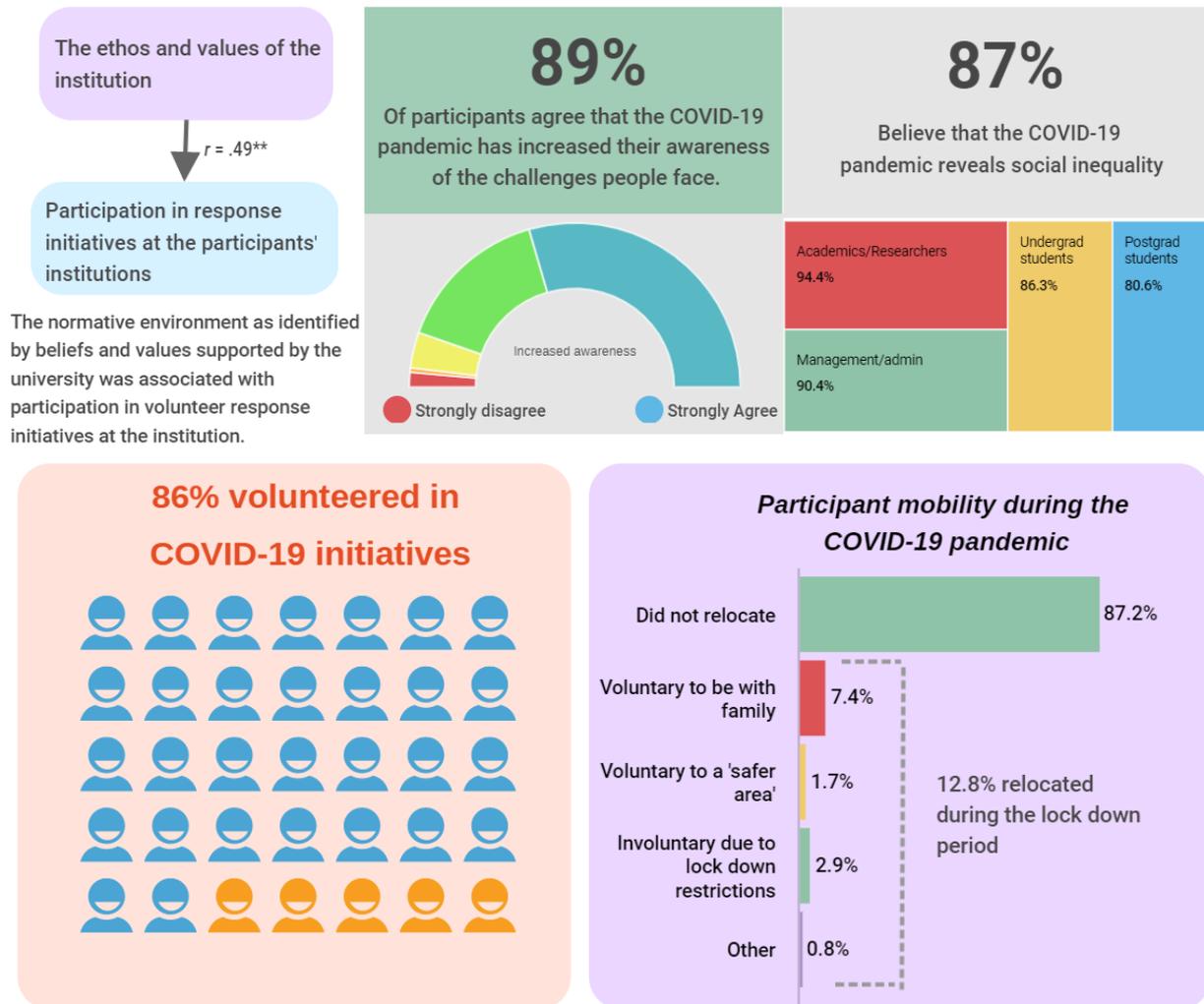


Figure 11: Infographic showing participant responses relating to global citizenship during COVID-19

The results demonstrate that the higher education environment contributed to preconditions for global citizenship, which in turn contributes towards positive beliefs and actions. The results also demonstrate that the participants in this study are developing global citizenship. Of these participants, 86% reported that they volunteered in COVID-19 initiatives. Results suggest that the higher education environment can facilitate global citizenship values and behaviours that, in turn, are effective in facilitating civic engagement and prosocial values among staff and students.

2.2.3 Survey limitations

The results of this survey should be interpreted with the following limitations in mind:

- Significant challenges were experienced in the survey going live at institutions in countries outside of South Africa. The delays impacted negatively on response rates.
- Making meaningful comparisons between countries was not possible because of low representation from countries outside of South Africa.
- The sample size is smaller than initially expected due to the rapid nature of this survey and brief data collection period.

2.2.4 Summary

- The higher education environment shows evidence of the preconditions for developing a global citizenship identity.

- Participants reported that curricular and co-curricular activities, institutional culture, values and ethos promote prosocial behaviour and intergroup empathy.
- GCED appears to be embedded and not necessarily explicit or co-ordinated.
- Staff and students in the higher education environment demonstrate identification with global citizenship.
- Staff and students in the higher education environment demonstrate intergroup empathy.
- Staff and students in the higher education environment value diversity and social justice.
- The pandemic underscored inequalities and engendered empathy towards vulnerable groups.
- Participants acted empathically towards others during the pandemic, which shows evidence of intergroup helping.
- There was identification with environmental sustainability.
- The value of models for developing global citizenship was underscored.
- Models can assist institutions in providing an explicit theoretical framework for GCED.

2.3 Phase 3: The interview

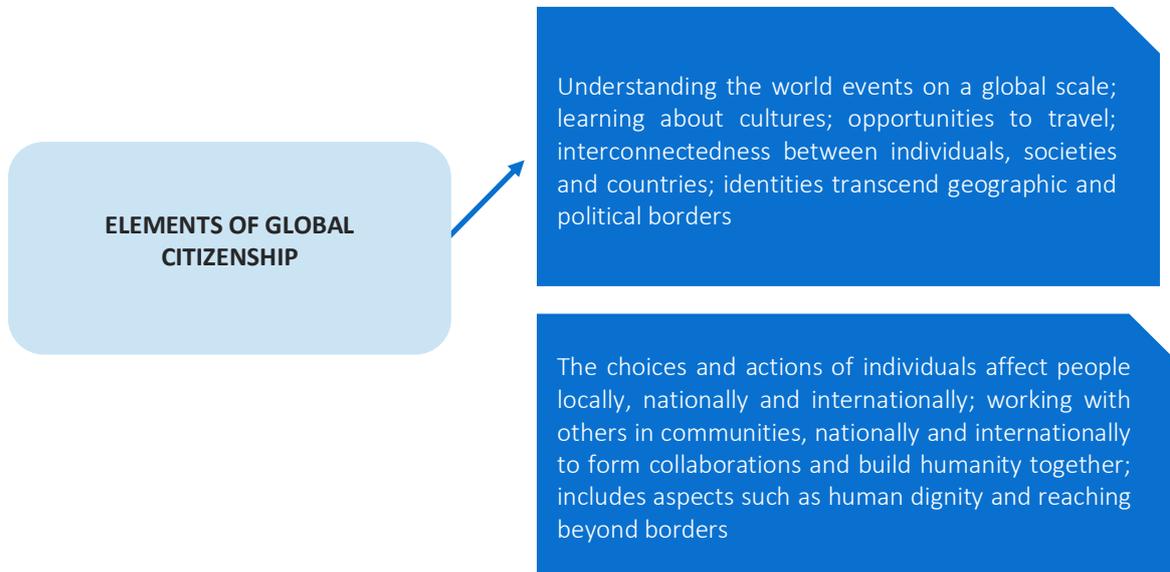
A qualitative exploratory study was conducted in Malawi and South Africa. Nine participants participated in the study including seven students from a university in Malawi, one student from a South African university and a staff member from a South African university. The data was collected through WhatsApp text conversations and Zoom recorded audio calls once permission had been granted by the participants. The data was analysed thematically.

Table 4: Demographic outcomes

Variables		Participants
Gender	Male	7
	Female	2
Age		19, 25, 25, 29, 31, 31, 32, 44, 49
Staff		1
Students		8
Year level	UG	4
	PG	4
Funded	Grant	1
	Self-funded	7
Relationship status	Single	6
	Married	3
Dependants		6
Relocation due to Covid-19	No	7
	Yes	2
Housing	Formal	8
	Township	1
	Backyard Dwelling	2

Suburb	Urban	2
	Rural	7

2.3.1 Results





Everyone is responsible to take care of society, especially the needy.

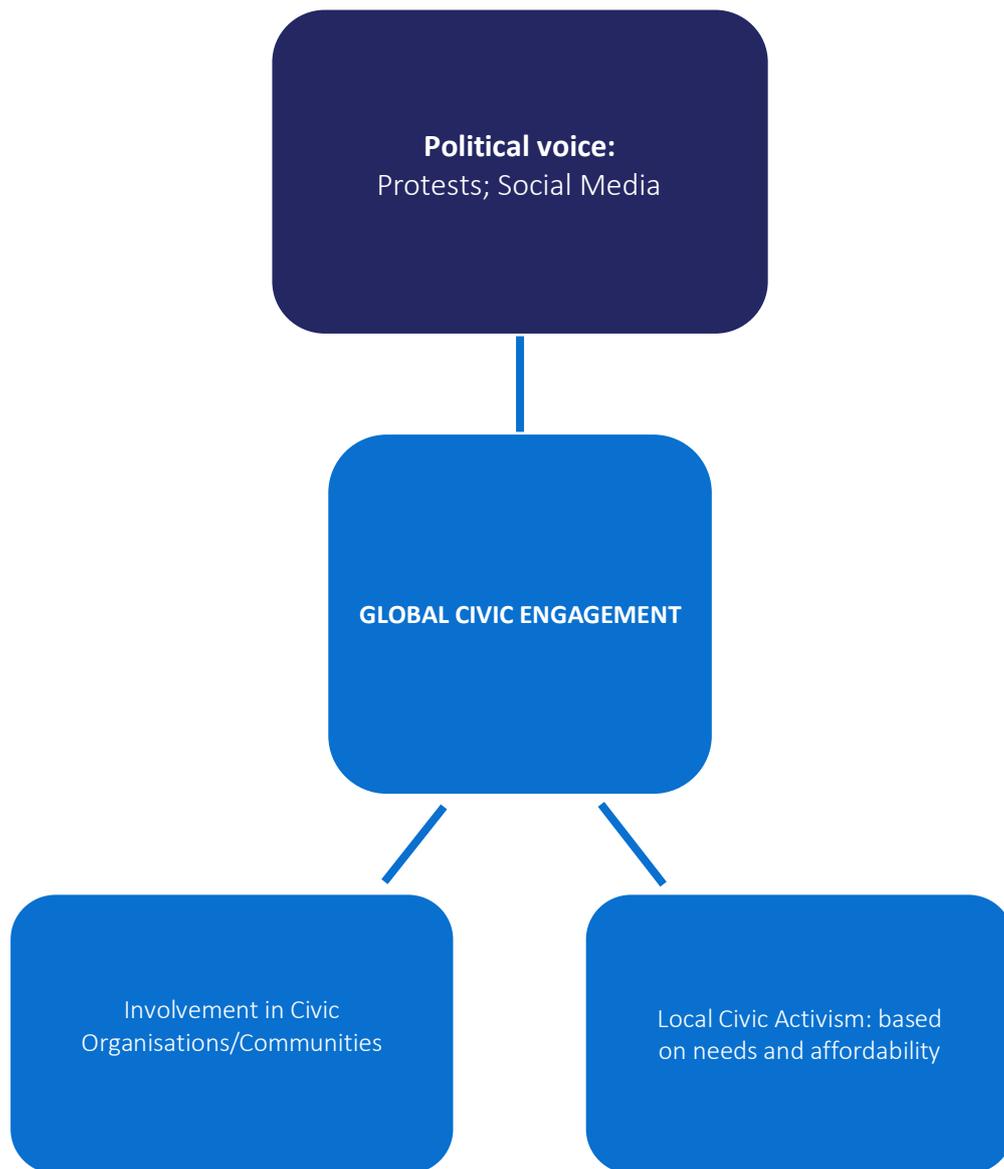
Countries should not use force against each other given the inequalities that already exist in the world.

There are so many inequalities in the world.

We should be concerned about the rights of others but rights should extend to all citizens.

Addressing needs of people should not be based on different groups.

Leaders should take more responsibility even though everyone has a responsibility to help and make decisions that affect our communities and society.



University experiences create opportunities for global citizenship. The experiences include involvement in:

- Leadership programmes;
- Meeting people with different backgrounds and cultures;
- Teamwork, which is essential if you are to fit into a global space;
- Subject content – on a global level, such as climate change, food security, international relations;
- Writing journal articles, international collaborations and doing international presentations.

2.3.1.1 Barriers and Enablers

BARRIERS:

- The curriculum should be more inclusive of humanitarian principles rather than only preparing students for employment.
- The curriculum remains very theoretical and lacks relevant information.
- Practical experience in terms of online education is needed on how and what to do in times of crises and global disasters such as COVID-19.
- The lack of Internet access despite universities providing the students with data and devices.
- The lack of and network coverage specifically in rural and deep areas, which leads to frustration and increased stress levels, especially during the examination period. This is beyond the students' control.
- Certain HEIs have not opened yet (like TVET Colleges) as they do not have the material and human resources to accommodate online learning and teaching.
- There is a lack of education exchange programmes, student internships and internal education expos as opportunities to engage with international students in general.

ENABLERS:

- Internet access and/stipend is useful;
- Inclusion and access to local and international classmates via social media only;
- Regular updates on prevention measures against COVID-19.

3 Discussion and way forward

The data generated across the three phases demonstrates that the COVID-19 pandemic provided an important context to assess the role of higher education in providing GCED and the response to the challenges related to the pandemic. The current crises cut across health, livelihood, politics and rhetoric. In the process, the inequalities in society lay bare the economic, educational, digital, and socio-political divides. The triangulated data identifies several factors that could either facilitate or hinder the provision of GCED and the subsequent development of global citizenship in the higher education sector.

The results indicate that the quality of education is enhanced (SDG 4) if there is **clarity and intentionality about the purpose of education**. From the rapid reviews, it became evident that there was variation amongst HEIs in the SADC region in terms of the focus or emphasis placed on GCED that could be categorised in three ways: strategic plans, mainstream curriculum and co-curricular strategies. Some HEIs have incorporated GCED (or variations thereof) in strategic documents such as Institutional Operational Plans. This is a high-level commitment that provides a clear focus to citizenship education with accompanying enabling strategies. One benefit of this approach is that strategic plans usually have monitoring of progress towards these goals. This approach captures the intention, but does not necessarily constitute clarity or intentionality of operations or implementations.

In some instances, there were dedicated offices or departments that addressed global citizenship via internationalisation of the curriculum. These dedicated spaces demonstrated an explicit intention to pursue SDGs and provided the opportunity to leapfrog the engagement in the pedagogy of GCED and internationalisation. This, in turn, resulted in more focused and co-ordinated efforts to shape the quality of education that included GCED. In other instances, aspects of GCED were incorporated into programmes or curricula. This approach made GCE explicit and linked it to assessment which underscored the value thereof. In both, these instances GCED was more formally adopted into the core academic curriculum. Such mainstream curricular approaches or strategies allowed

for the determination of exposure and involvement to take place at an institutional level (and by extension departmental) with quality assurance. In a manner of speaking, the canon of good education at post-school level is then thought to include GCED. Waghid (2005) cautions that there should not be a default to dominant communication styles and pedagogies. He advocates for an appreciation of the reality that various educational methods will silence some while affording others the advantage of contributing more eloquently, based on their relative positions of privilege.

Co-curricular approaches located GCED in experiential, no-credit bearing activities. This approach was limited in its reach and was often dependent on pre-existing attitudes and values, resources and champions who could drive the agenda. Enrichment and cultural exchange programmes or initiatives were prime examples thereof. These initiatives were based on the assumption that immersion and exposure to foreign spaces and cultures would provide sufficient impetus for global citizenship identification. The value of such programmes were often more apparent for students who visited SADC countries from abroad and SADC fellows who travelled abroad. The rich possibilities for engagement with African international students were often limited by a confluence of factors (such as a lack of differentiation, stereotyping, and xenophobia) that provides different opportunities for participation. Similarly, the conceptualisation of foreign as 'overseas' promotes engagement with non-African international students while it undermines engagement with African internal students. In essence, co-curricular activities encourage and promote GCED, but it is offered alongside the curriculum.

Torres (2015) asserts that HEIs contribute to the training and education of the labour force to participate as global citizens in competitive markets. Thus GCED must be clearly understood as an integral aim of education at post-school level. Quality can only be enhanced and ensured if there is clarity about the purpose of said education. It is this clarity of purpose that articulates into tangible strategies to give flesh to GCED. In essence, clarity of purpose provides the basis for promoting active participation and the processes that are set in motion to facilitate high-quality participation. This is consistent with the recommendation from Waghid (2005) that action (i.e. quality participation) is an educational virtue in citizenship education. In the sub-Saharan context where the participation in higher education is already below recommended levels, the quality of the participation for those who have the privilege of participating in higher education becomes even more important. Thus clarity of purpose and intentionality of actions (implementation) are identified as facilitators of GCED.

Alignment of strategy and actions: From the reviews and interviews, it became apparent that more desirable outcomes were achieved where there was a high level of alignment between strategic positions and implementation strategies. The overarching idea is that alignment promotes coherence, optimal use of resources and critical thinking about the allocation of resources. Alignment also requires that careful attention is given to the different members of the university community and ensures that all members are able to participate effectively. Such engagement fosters reciprocal influences between stakeholder groups in the sector and members of HEIs that, in turn, shapes the conceptualisation and implementation of a GCED agenda.

An important finding is that the pandemic has exposed **how deeply entrenched inequality and inaccessibility** are. In the SADC region there is **great variation in HEIs between countries and within countries**. Resources of all kinds are not equally distributed resulting in different abilities to respond to the educational mandate, GCED and crises. For example, substantial differences between institutions in information and communications technology (ICT) capabilities impacted on the extent to which institutions embraced digitisation, modernisation and online platforms to continue the academic year during the COVID-19 pandemic. While some HEIs were able to move swiftly, others were significantly hamstrung by their lack of resources and capacity. Higher education in the SADC region is characterised by marked differences. Waghid and Davids (2018) underscores that at the heart of GCED is the need to provide spaces where *all* members of the university community are able to participate effectively. Thus a GCED agenda must both look beyond institutional boundaries and beyond the boundaries of groups within the institution to find solutions for inclusivity and the promotion of equality.

Digital and distance learning: The reviews suggest that digitisation offers a solution to the crisis created by the pandemic. Distance and digital learning became an overnight reality but was not a sufficient solution. The use of digitisation and modernisation should not be embraced as an inevitability of the fourth industrial revolution but should be engaged with critically as it has the potential to exclude marginalised groups that are vulnerable in terms of ICT capacity, access to appropriate ICT equipment, as well as connectivity. Thus sustainable solutions must include an increased range of communicative modes that will foster unhindered communicative freedom.

A range of practical strategies and interventions were identified that assisted with the continuation of the academic programme during the COVID-19 pandemic. These strategies and interventions included, but were not limited to, the revision of the academic year and the curriculum, and assistance with access to devices and data. These strategies attempted to ensure business continuity and to respond to the needs of vulnerable groups. What emerged through the pandemic was the extent of vulnerability and systemic marginalisation experienced by different groups. These factors were exacerbated by the pandemic, but had already been operant (and impacted upon participation in education) under 'normal' conditions in the respective HEIs. This underscores the importance of continued engagement with members of the university community and stakeholder groups to develop realistic estimates and impressions of the circumstances of all members. In other words, this is an iterative process of assessment and intervention with the ultimate aim of promoting inclusivity, reducing disadvantage and vulnerabilities, and developing a vibrant culture of citizenship at the individual, organisational and institutional level. The findings from the reviews and interviews underscore that these strategies are commendable and aligned with global citizenry, but that they are not sufficient to address the extent of inequality. Thus the implication is that problem-solving should be timely, responsive to the stated needs, and sustainable. Moreover, problem-solving and crisis responses must endeavour to reduce inequalities and improve inclusivity and participation for all members of the institution. Problem-solving during crisis responses must also be followed up with reflection on how lessons learnt can be incorporated into sustainable improvement of the general operations of the university mandate to provide quality education inclusive of GCED.

The theoretical conceptualisation of global citizenship was identified as a potential facilitator of GCED. The findings underscore that global citizenship can be understood in various ways that are often determined by the discipline in question. The aim is not to arrive at a singular theory, but to accept that a range of theoretical approaches and formulations can strengthen GCED. Three core features emerge across the various models: (i) institutional culture must support and show evidence of global and active citizenry, (ii) identification with the values of global citizenship, and (iii) demonstrable actions in response to global citizenship. These three factors are defined and operationalised differently, but all point to the core elements in the development of global citizenship that involve the individual (self-awareness) and his or her environment (global awareness), and responses to the social context and reality (global competence). In the survey, the model of Global Citizenship proposed by Reysen et al. (2012) was tested empirically. The data generated by the sample supported the model. The sample in this survey identified strongly with the antecedents postulated in the theory that, in turn, significantly predicted the extent to which participants identified with global citizenship. The results further indicate that Global Citizenship Identification significantly predicted intergroup empathy, valuing of diversity, social justice, environmental sustainability, intergroup helping, and the responsibility to act as outcome domains of global citizenship. An indirect effect was also supported in the model in this study, whereby the antecedents of global citizenship had an indirect effect on the outcomes via global citizenship identification. Thus staff and students were able to demonstrate global citizenship as formulated and measured by the Global Citizenship scale. These theoretical models can inform teaching, research and intervention. An important finding is that models were not always used explicitly, but early findings from interviews and the rapid reviews suggest that there is generally an implicit model of global citizenship and GCED operant. Thus the critical engagement with theory must continue and the more explicit use of theory must be promoted as a facilitator of GCED.

Global citizenship: The staff and students reported moderate to high levels of global citizenship as measured by the Global Citizenship scale. The results suggest that the higher education environment was facilitative of the development or refinement of global citizenship. The sample reported engaging in volunteerism, which illustrates the responsibility to act in response to intergroup empathy and social justice. This intergroup helping was linked to the perception that the pandemic showed the inequalities within society and engendered empathy towards vulnerable groups. It appears that students and staff were able to demonstrate global citizenship in reported attitudes, espoused values and demonstrable actions. An important finding is that the nature of civic engagement or involvement was influenced by resources and needs. Many global citizenship measures and discourses assume the ability to donate funds, travel abroad and engage with international organisations and philanthropy. In the SADC region, global awareness emerged very clearly and expression to that awareness was at a local and global level. Access to resources did not limit participants from becoming involved. Thus it is important to recognise that the COVID-19 pandemic provided a sense of universality in which local civic involvement fed into global management of the disease, health, economic sustainability, and the reduction of inequality in various forms and at various levels. Local civic involvement thus became an important facilitator of developing global citizenship and active democratic citizenship. This links to another important finding that the content of university courses should

integrate humanitarian principles to ensure that higher education curricula are not only content and assessment driven.

The results indicate that HEIs must recognise the shift from a knowledge-based economy to an innovation economy. The inability to recognise this shift and the implications it holds for operations was identified as a barrier to GCED and inclusivity. In particular, it is crucial to have accurate assessments of current functioning in order to identify what is required to keep pace with this shift whilst ensuring inclusivity and increased participation. The extent to which institutions were able to make this shift was impacted by three core factors: First, institutions that were able to develop contextually relevant foci for research and knowledge were able to position themselves as engaged universities. Second, institutions that were able to develop vibrant, insightful, smart networks of decentralised partners were able to leverage resources (human, financial and knowledge) to promote innovation in research and development, learning and teaching, and community engagement. The resultant improvements (albeit marginal) can be taken together to build national capacity for an economy that needs skills that are radical and complex while promoting global citizenship. Third, institutions that are able to develop excellent dissemination strategies characterised by timely and rapid sharing of research findings made a valuable contribution to managing the pandemic. The dissemination of research from the natural and health sciences were vital for saving lives in a crisis. However, research on more social and economic aspects of the pandemic has not been communicated with the same urgency. It is important that all voices in research be prioritised and findings clearly communicated to develop and inform a holistic response to management of the crisis.

The findings underscore the importance of critical reflection on the role of students, parents, educationists, mass media and government in the education process in order to build a more equitable higher education sector. Part of recognising that HEIs will have to operate differently post-COVID-19 than before the pandemic ('new normal') relates to more than just PPE and containment measures and business continuity. It calls for a radical reform of the sector in which larger stakeholder engagement and participation is actively pursued in order to develop more inclusive processes and practices in higher education.

At a practical level, the availability of crisis response plans and multi-stakeholder task units was identified as a key factor that could significantly facilitate responsiveness. Such responsiveness would include ensuring that the aim and purpose of education is achieved. In other words, the citizenship and transformation agenda must form part of the mandate and remit of such plans and task units. The results make an important distinction between emergency crisis response and the ongoing commitment to quality education characterised by reflexivity, inclusivity, and citizenry. Curriculum and research become vehicles for the pursuit of these agendas. The extent to which HEIs were able to do adapt their curricula and research to support quality education affected their responsiveness to the crises. The quality of that responsiveness is also important to reflect upon. Going forward, HEIs would benefit from planning for both crisis responsiveness and the quality of the responsiveness.

4 Conclusion

The COVID-19 pandemic affected the functioning of HEIs dramatically. To ensure business continuity, a range of strategies were employed. The implementation of containment measures and social distancing limited access to university campuses and required students and staff to work and learn from home regardless of their circumstances. The pandemic exposed inequalities that exponentially increased the vulnerability of various groups. Strategies assisted in addressing some of the challenges, but were not sufficient to achieve total inclusivity and equity. The findings demonstrate that the higher education environment was facilitative of the development of global citizenship. GCED took on many forms including formal and informal avenues of instruction. The participants were able to reflect that they identified as global citizens and reportedly engaged in demonstrable actions that reflected global citizenship – intergroup empathy and helping as well as civic responsibility. The model of citizenship proposed by Reysen et al. (2012) was empirically supported. In general, models and theories were found to have the potential to inform GCED. Most factors that were identified could function as both facilitators and barriers to GCED. HEIs are encouraged to accept GCED as an iterative process characterised by reflexivity, intentionality and commitment to pursue quality education and participation. In essence, higher education environments can contribute – and have contributed – to global citizenship. The response to the pandemic demonstrated that students, staff and institutions were able to engage in a manner that was reflective of global citizenship.

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Appendix: Research team

Role	Name	Surname
Thematic Lead	Jose	Frantz
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	Deepika	Joon
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	Lukundo Musonda	Sichimata
	Sungeni	Karonga
	Thandekile	Simelane
	Thembumenzi	Ntshalintshali
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