

**Evaluating
the University of Cape Town's
Global Citizenship Programme**

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A dissertation submitted in partial fulfilment of the requirements for the award of
the Degree of Master of Philosophy in Programme Evaluation



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COMPULSORY DECLARATION:

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List of acronyms

CHED	Centre for Higher Education Development
CILT	Centre for Innovation in Learning and Teaching
DHET	Department of Higher Education and Training
EBE	Engineering and the Built Environment
GC Programme	Global Citizenship Programme: Leading for Social Justice
GSB	Graduate School of Business
HE	Higher Education
ICTS	Information and Communication Technologies
LMS	Learning Management System
MOOCs	Massive Open Online Courses
NGO	Non-Governmental Organisation
UCT	University of Cape Town
UK	United Kingdom
USA	United States of America
VCSF	Vice Chancellor’s Strategic Fund

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Executive summary

Global citizenship programmes are proliferating around the globe, particularly in the higher education environment. The increase in such programmes has resulted from the need to produce socially-responsible graduates equipped to handle the increasingly global, complex and diverse future. Many global citizenship service learning programmes utilise the engaged and critical pedagogy of Paulo Freire. This pedagogy facilitates students in engaging critically with a variety of perspectives and encourages them to think independently.

The University of Cape Town's (UCT's) Global Citizenship Programme: Leading for Social Justice was implemented through the Centre for Higher Education Development at the university from 2010 onwards. This programme utilises Freire's critical pedagogy and provides UCT students with a guided, reflective opportunity to think about themselves in the context of the world and about global issues within their local context. An iterative cycle of learning, action and reflection underpins the each of the programme's three modules. Modules can be taken individually or in any order while a student is registered at UCT. The UCT Global Citizenship Programme is the evaluand for this evaluation.

The evaluation process consisted of four parts, namely: theory, design, service utilisation and short-term outcome evaluations. As the programme had not been evaluated previously, the programme stakeholders were interested in working with the evaluator to articulate the programme theory, assessing it for plausibility and determining what design and pedagogy is used in other global citizenship programmes. Service utilisation was also of interest to the stakeholders and a process evaluation focusing on whether the programme is targeting and reaching its intended recipients was also undertaken. In addition, the evaluator explored possible short-term outcomes achieved by the GC2 module, to shed light on whether the programme is producing proximal outcomes with its current approach and pedagogy.

This evaluation provided an articulated theoretical grounding for the GC Programme. The theory and design evaluation produced an articulated programme theory, from the perspective of the programme stakeholders, which was modified through consultation with the social science literature. The programme was found to be comparable to the majority of other such programmes in terms of its overarching design and pedagogy. The blended-learning approach in the GC Programme was found to be a unique feature compared with other global citizenship programmes.

The process evaluation of the service utilisation found that the programme reaches a small proportion of its envisioned target population, despite two of the three modules having reached

their maximum class size (~100 students). This is due to the current broad definition of the target population used, which effectively includes all UCT students. Females and students from the Commerce and Humanities faculties are over-represented in the programme when compared to the general UCT student population. A word cloud analysis for the short-term outcome evaluation indicated that it is possible that the programme participants may be achieving the outcomes for GC2.

Due to the fact that there is limited evaluation research in the area of global citizenship programmes, this study makes a contribution to this research and evaluation area. The recommendations suggested in this study provide workable improvements that the GC Programme staff could make to this largely sound and popular programme. By taking, in particular, the recommended steps to measure outcomes, the GC Programme could provide a much stronger case for the impact of this well-conceived programme on UCT's students.

Introduction

The evaluand for this evaluation is the University of Cape Town's (UCT) Global Citizenship Programme: Leading for Social Justice.

Programme Description¹

The Global Citizenship Programme.

The Centre for Higher Education Development (CHED) has recognised that many graduating UCT students lack an understanding of global and citizenship topics that go beyond their degree courses. This realisation prompted discussions with the UCT University Social Responsiveness Committee and the Senate Academic Planning Committee about possible ideas for a UCT student global citizenship programme in 2009. These discussions resulted in the submission of a proposal² for programme funding to the GC Programme to the Vice Chancellor's Strategic Fund (VCSF). In 2009 the Vice Chancellor, Dr Max Price, supported the implementation of what is now known as UCT's Global Citizenship Programme: Leading for Social Justice (GC Programme) through CHED. The executive saw the programme as a mechanism to respond to one of the university's revised strategic objectives, namely "to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice" (University of Cape Town (UCT), 2015a, *Our mission*).

The GC Programme was piloted in 2010. At the end of this first year positive feedback was obtained from students, through the end-of-module student opinion data forms, and other stakeholders. The pilot programme was "judged to be successful" and "to have made an important beginning" in teaching UCT students about global citizenship (McMillan, Small, Tame, van Heerden, & von Kotze, 2010, p. 9) and thus received another year of VCSF funding for 2011. The programme is currently offered to students free of charge. Since April 2012 the DG Murray Trust³ has funded this co-curricular programme, with additional income being provided by university course fees brought in through an associated 18-credit course, Social Infrastructures, which started in 2013⁴.

¹ Much of the information contained in this section of the dissertation (programme description) was obtained through an informal interview with the programme coordinator of UCT's GC Programme. As such it is referenced as follows (J. McMillan, personal communication, February 23, 2015).

² By Janice McMillan, the then-Deputy Vice Chancellor Jo Beall and CHED

³ The DG Murray Trust is a private foundation which supports initiatives that aim to bring about dynamic and fundamental impact on the lives of people in South Africa: <http://dgmt.co.za/>

⁴ While this credit-bearing course, Social Infrastructures, which is run in the faculty of Engineering and the Built Environment (EBE), is part of the larger suite of GC activities run through CHED, it is not included in this evaluation which is focused on the set of three co-curricular GC Programme modules.

The GC Programme is a broad-based learning programme that aims to expose UCT students to global debates and social justice issues. As a result of this exposure, the programme aims to produce graduates who are engaged citizens (Global Citizenship Programme (GC Programme), 2013b; McMillan, 2013b). Engaged citizenship as an outcome is expected to be achieved through the following programme objectives:

- To expose students to a broad foundational knowledge on issues relating to global citizenship and social justice that go beyond the immediate requirements of their professional degree or major discipline;
- To develop students' capacity for leadership in contemporary global-political and social justice issues through improving their active listening, critical thinking and logical argument skills; and
- To promote students' awareness of themselves as future citizens of the world with a motivation to work for social justice through involvement in community service/volunteering

(McMillan et al., 2010, p. 2-3).

Although the programme has clear objectives and aims, as in many programmes, the causal logic is unclear. As the evaluand has no explicitly articulated programme theory, one purpose of this evaluation is to generate this.

Target population.

The GC Programme provides UCT students with a guided and reflective opportunity to think about themselves in the context of the world and about global issues within their local context. While registered UCT students at any stage of their studies can enrol in the programme, it is largely aimed at senior undergraduates (2nd and 3rd year) as well as postgraduates in the early phase of their degree (4th year). To date, approximately 200 students per year have passed through the various modules of this programme.

Advertising and recruitment.

In the 2010 pilot, targeted recruitment was initially tried but abandoned as it was proving to be too slow (McMillan et al., 2010). Recruitment then shifted to a poster campaign, social media messaging, word of mouth and the utilizing of mailing lists advertising the GC Programme modules; this is still the current strategy. Interested students would then apply to the programme via paper application

forms (2010-2013) or an online application process (2014-present). To date, all interested students have been able to be accommodated.

Staff and the organisation.

The GC programme convener focuses on exploring opportunities to embed the work of the GC Programme into the institution, for example, through associated credit-bearing courses. The convener is supported by a programme coordinator, who plans, organises and arranges the logistics around each module and acts as the main facilitator. Additionally, several past students serve as programme tutors. These tutors are selected by a head-hunting process and, more recently, via open applications.

The GC Programme is run via a blended learning approach with various module activities taking place on the campus as well as online via Vula, UCT's Learning Management System (LMS), which are moderated by programme tutors. Vula forums are a core platform for students to engage with one another, debate various ideas and answer questions both before and between sessions in GC1 and GC2. The moderation performed by the tutors involves summarising ongoing debates and discussions, engaging on the module forums with the students and encouraging them to engage with each other.

Under the course coordinator's guidance, the tutors facilitate classroom and community service sessions and activities (Global Citizenship Programme (GC Programme), 2012). The tutors also meet for regular mentoring and feedback sessions with the course coordinator (GC Programme, 2012). A programme of tutor training was introduced in 2011 (Global Citizenship Programme (GC Programme), 2011), comprising a four-week training course undertaken prior to the start of the programme and involving six sessions totalling 20 contact hours, which includes group management, online facilitation and planning of activities (GC Programme, 2011). Two written, reflective compositions are submitted by the tutors (GC Programme, 2011). This training course is a UCT-recognised short course that is reflected on academic transcripts. The tutor training workflow described in the programme documents is depicted in Figure 1 below. Tutor training has in recent years become more informal as fewer new tutors are recruited. The training course is, therefore, not currently being implemented.

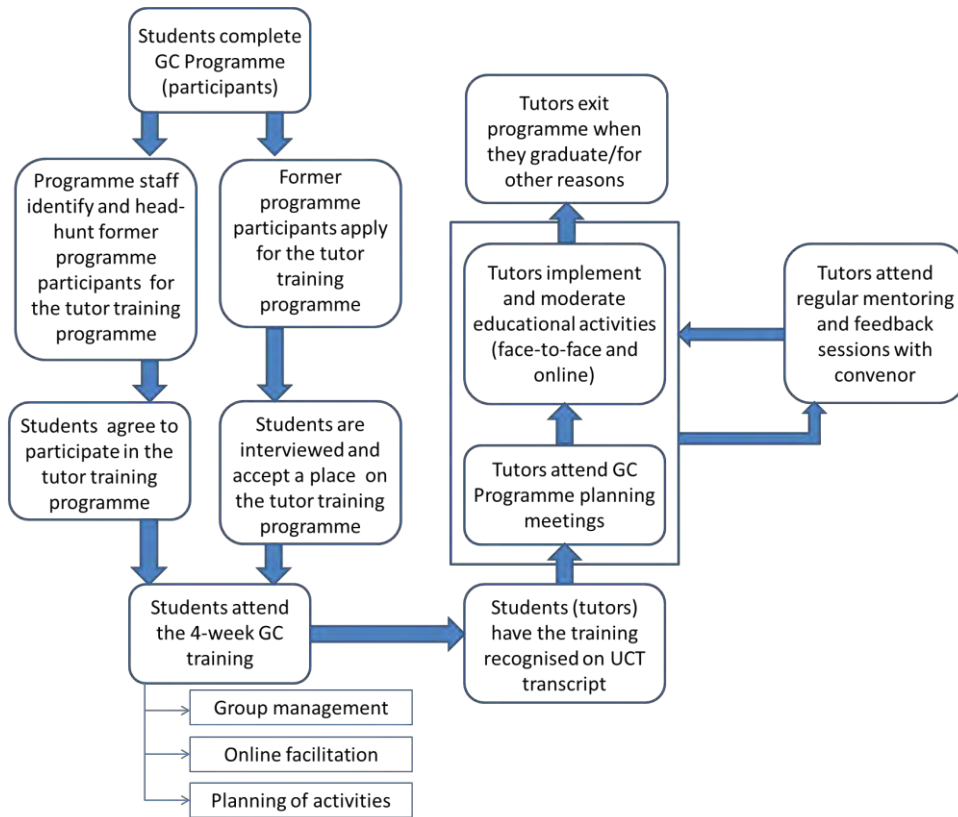


Figure 1. Service utilisation diagram depicting the sequence of steps related to tutor training. This figure shows the process from becoming eligible to be a tutor (after completing a GC module; top left) until leaving the programme (top right).

The organisational schematic for the GC Programme is shown in Figure 2 below. The tutor recruitment and training service utilisation processes shown in diagram (Figure 1) fits into the GC Programme’s overall administration and resources processes (top middle panel), along with student recruitment for the programme and the running of the GC modules.

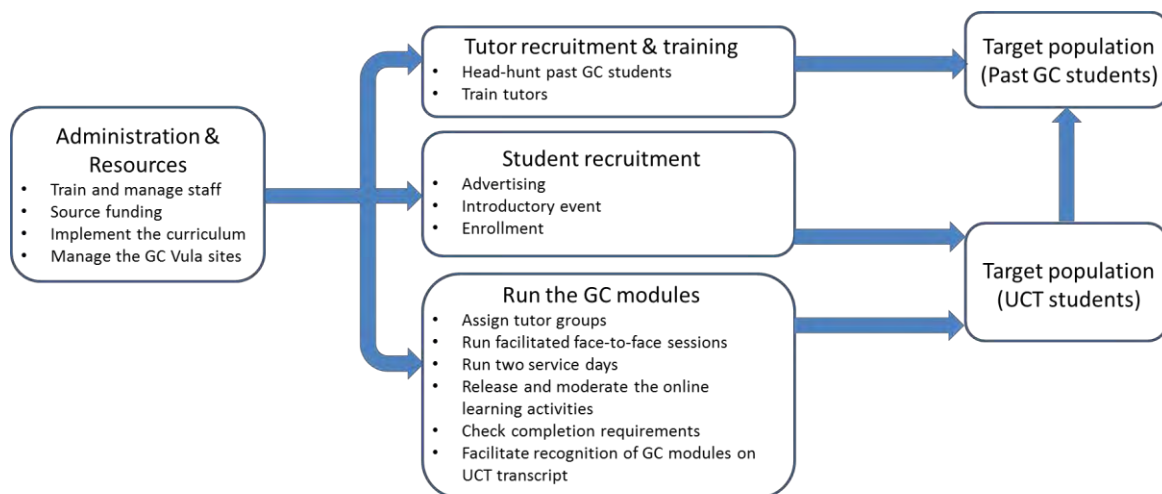


Figure 2. Organisational schematic for the GC Programme.

The programme's design.

The programme uses an adult education approach, based on the engaged and critical pedagogy of Paulo Freire (Freire, 1972), in teaching about the concept of citizenship, broadly defined by a sense of belonging. This approach involves putting the student at the centre of the learning process, based on the assumption that they want to learn and will take responsibility for that learning. For the GC Programme the assumption is that the students who sign up for the programme want to make a difference to the lives of others locally in their community and at a global level (von Kotze & Small, 2013). Therefore, it is the job of the programme staff to facilitate the process of learning in such a way that it responds to the needs of those enrolled in the programme, providing them with the tools to take action as engaged global citizens (von Kotze & Small, 2013). This process revolves around activities that help the students develop their skills in critical debate, reflection and voluntary community service, which are the core elements of this programme (GC Programme, 2013b). Each facet of the GC programme requires the students to reflect and think critically on their engagement with the world around them (GC Programme, 2013b; McMillan, 2013b). This enables students to start to imagine what a socially just world would be like, to believe that change is achievable through people working together and to take a leadership role in this process (von Kotze & Small, 2013).

The GC Programme's curriculum focuses on providing participants with knowledge, supported by skills and values relating to social justice, to enhance their global perspective. The emphasis on social justice as a key element underlying the idea of citizenship is driven by the South African context of large inequalities across society (McMillan, 2013b). During the programme various tasks promote student learning about a concept (e.g. gender equality), involving action related to that learning (e.g. a campaign centred around equal rights for women) and followed by reflection on a variety of viewpoints and activities (e.g. thinking critically about different views on the importance of gender equality and their relation to the students' own views).

This approach of learning, action and reflection is iterative and aims to allow students to understand the connections between themselves, the communities in which they live and work and the broader global context in which they exist. These three domains are represented in the three spheres in Figure 3. This figure indicates that the programme facilitates students in understanding what they as individuals can do (self), how organisations in which they find themselves can provide constraints and opportunities (organisation) as well as how this relates to their community and beyond (context) (Global Citizenship Programme (GC Programme), 2010). All three of these domains overlap to develop the students as global citizens. Each separate GC module emphasises a specific domain, which is indicated in the description of each module presented later.

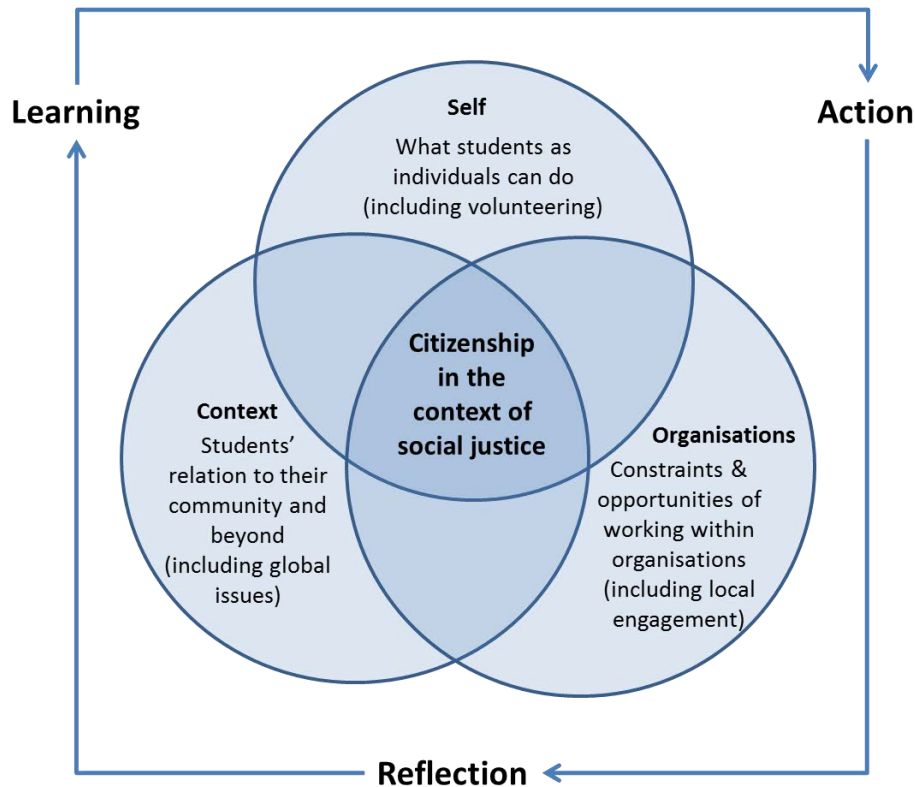


Figure 3. The GC Programme's approach to engaging students with the concept of citizenship in the context of social justice. (Modified from McMillan, 2013b, p. 46). The GC Programme facilitates students' understanding and insight at and between the levels of the self, the organisation as well as the community and beyond, framed by social justice.

The current GC Programme.

Currently, the GC Programme is implemented through CHED at UCT and consists of three modules:

- GC1: Global debates, local voices
- GC2: Service, citizenship and social justice
- GC3: Voluntary community service

If a student is interested in only one particular module, it is possible to take these modules individually. Modules can also be taken in combination in any order during the time that a student is registered at UCT. The modules are voluntary and, while not credit bearing, are formally recognised as UCT short courses on academic transcripts when the module completion requirements have been met. Students receive a certificate on completion of a module. Each component module of the programme is described in turn below.

GC1: Global Debates, Local Voices.

This module is a workshop series that is run in the first semester and aims to challenge students to critically engage with the connection between the global environment and their local context and consider their responsibilities in an unequal and socially unjust society (McMillan, 2013a). On average, approximately 120 students have applied to attend this module each year. There are no pre-requisites. In the GC1, global issues are the element of global citizenship that is focussed on (see Figure 3, p. 13; GC Programme, 2010).

GC1 is run using a blended learning approach, with various module activities taking place face-to-face on campus as well as online via UCT's LMS, Vula. The programme tutors act as moderators, reviewing online comments and discussions as well as facilitating these conversations. The four themes in GC1 have changed over time. In 2010 the themes were Climate Change, War and Peace, Debating Development and Africa in the Globalised World (McMillan et al., 2010). These changed to Questioning Education, Africa in a Digital World, Sustainability and Poverty and Inequality in 2012 (GC Programme, 2012). The themes implemented for the last few years, including in 2015, were: Education, Wealth and Inequality, War and Peace and Hunger. These themes are in alignment with the four strategic initiatives at UCT: Schools Improvement, Poverty and Inequality, Safety and Violence and African Climate and Development initiatives (Global Citizenship Programme (GC Programme), 2014, 2015a). Two facilitated face-to-face sessions take place per theme; therefore each theme is presented over two weeks. A subject expert guides students through the topic and encourages critical debate. These workshops are overseen by the course co-ordinator and tutors.

The first session for each theme is in the form of an interactive lecture and discussion session, which is followed in the second week by a learning event during which there is student discussion, an 'artefact' (e.g. poster, policy statement) is produced and student presentations are given (GC Programme, 2010). In addition to the face-to-face workshops, there are also between six and seven online learning activities on Vula per theme. These activities include:

- identifying personal experience and existing knowledge and reflecting on it;
- examining and analysing immediate surroundings and personal actions;
- reading and responding to guided questions;
- watching brief films and animations;
- listening to podcasts; and
- analysing visual materials such as pictures and posters.

(McMillan et al., 2010)

The GC1 workshop series was also made more flexible by allowing students to “drop-in/drop-out” by attending a theme at any time during their studies at UCT (GC Programme, 2012). However, in 2013 the flexible approach was discontinued as it was difficult to manage in terms of determining what activities students had completed and this resulted in confusion for the students over what they still had to finish to complete the module successfully. The original requirement that all four themes in GC2 had to be completed sequentially was again put into operation (Global Citizenship Programme (GC Programme), 2013a).

In order to receive a completion certificate, students need to attend and participate in at least six of the eight face-to-face sessions, which must include at least one session per theme, view the online resources on Vula and complete two of the assigned online tasks and activities per theme.

GC2: Service, Citizenship and Social Justice Service Learning Course.

Held in the second semester, this module focuses on service learning and critical reflection on voluntary service. Local engagement is the focus of GC2 (see Figure 3, p. 13; GC Programme, 2010), emphasising engagement with community-based organisations and reflection on power dynamics in local and global interactions (McMillan, 2013a). On average, approximately 75 students have applied to attend this module each year. For GC2, up until the end of 2014, there were no pre-requisites but what has been applied to the 2015 module is a requirement for students to source their own community-based organisation to volunteer at.

Like GC1, GC2 is run using a blended learning approach. Volunteering and site visit components take place off-campus with a variety of organisations. This service learning module consists of 10 hours of community-based service (spread over two Saturdays) as well as 14 hours (seven 2-hour classes) of face-to-face facilitated learning and reflection. This is supplemented with student online activity in the form of blogs and critical reflection papers. Up until 2015 the key community based organisation partner is Mothers’ Unite⁵ (GC Programme, 2012; GC Programme, 2013a; GC Programme, 2014). The course co-ordinator and tutors guide the students through the module. The seven themes in the module are:

⁵ Mothers’ Unite is a non-profit organization that focuses on the well-being of children:
<http://www.mothersunite.org.za/>

- self and service,
- service in contexts of inequality,
- paradigms of service,
- development and service,
- understanding organisations (added in 2011)
- service and citizenship (added in 2012) and
- sustaining insights

(Global Citizenship Programme (GC Programme), 2015b; McMillan, 2013b).

Face-to-face sessions focus on one of the above topics and include skills-based activities around debate, co-operation and active listening. Preparation activities are available on Vula before each session.

Students need to attend 80% of the sessions, participate in both service Saturdays and complete the required online activities (four blogs, post questions and answers about practice and two longer reflection pieces).

GC3: Voluntary Community Service.

This module of the programme, which was added in the second semester in 2012, can be completed throughout the year and consists of 60 hours of self-organised community service. The service can be completed at a community-based organisation, a recognised student-run organisation, a non-governmental organisation (NGO) or any faith-based group. On average, approximately 30 students have applied to undertake this module each year. As a pre-requisite, GC3 students need to source their own organisation to volunteer. Students write a reflective essay on their volunteering experience (Global Citizenship Programme (GC Programme), 2015c; GC Programme, 2013b; McMillan, 2013a). This is also a blended learning module, with the major part of the module consisting of volunteering, which takes place off-campus with the student's organisations of choice, supplemented by various module activities available online through Vula. Volunteering is the focus of GC3 (see Figure 3, p. 13; GC Programme, 2010).

In order to receive the completion certificate, students must compile a short report on the organisation they volunteered at, provide their record of service hours and write a critical reflection piece on key insights gained through the service experience (GC Programme, 2015c).

An example of a student participation workflow for the complete GC Programme for students who plan to take each module sequentially (from GC1 through to GC3) is depicted in Figure 4.

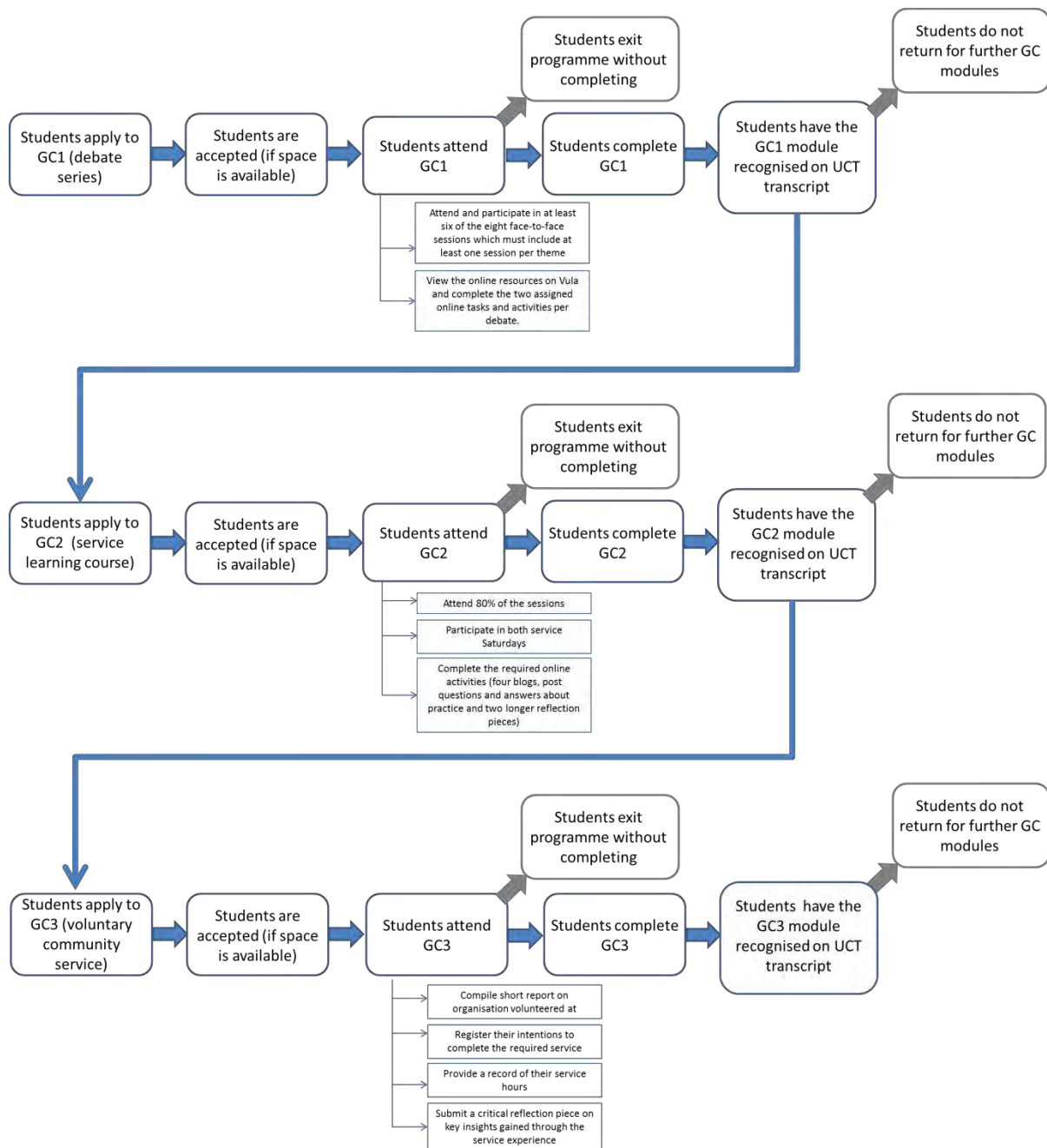


Figure 4. Service utilisation diagram depicting the sequence of steps related to student participation in each module of the GC Programme sequentially, from application (top left) until leaving the programme (bottom right). Grey boxes indicate points where students may exit the programme.

Skills development and assessment in the Global Citizenship modules.

Programmes that focus on active citizenship, like the GC Programme, are considered complex in their nature as well as in terms of their assessment (Association of American Colleges and Universities (AAC&U), 2010). With regard to assessment of skills acquired through the GC Programme modules, learning outcomes are structured around the programme values of engaged citizenship and social justice (GC Programme, 2010). The demonstrable abilities students need to have achieved by the end of the whole programme, which would involve students working through all the GC modules, are to:

- Critically engage with a selected number of contemporary global-political issues
- Evaluate different viewpoints and formulate one's own
- Understand how power works within and across local/global contexts whether this is through debates on key issues or community service activities
- Understand what it means to 'listen actively'
- Outline/explicate examples of 'engaged citizenship' and the actions required/that are evidence of such citizenship
- Understand what it means to act and think in ways that promote social justice
- Formulate a strategy/response to a global concern or issue
- Understand the relationship between the local and the global and one's identity in this as an engaged citizen i.e. answer the question 'who am I and what do I do?'

(GC Programme, 2010, p. 7-8)

Evidence of learning in the GC Programme is through processes and products demonstrating global and local issues engagement, practical critical reflection around community service as well as awareness of the link between service experience and bigger issues both locally and globally (GC Programme, 2010). The achievement of these outcomes are considered through the ability of the participating students to do certain activities, such as produce a poster, which show engagement with the programme offerings (GC Programme, 2010). The products showing evidence of learning for each module, as listed in the GC Programme's curriculum framework (GC Programme, 2010) are shown in Table 1.

Table 1

The GC Programme's Products Showing Evidence of Learning for Each Module (GC Programme, 2010, p. 8-9).

GC1	GC2	GC3
Presenting a campaign plan	A group/individual presentation critically reflecting on an appropriate topic	A reflective essay
Creating a poster or pamphlet	The nature of voluntary service at UCT	
Designing an educational event	The value of (short term) service to communities	
Performing a theatre/dance/performance art with a message, mounting a photographic display	The role of student voluntary organizations The role of personal reflection in learning	
Producing YouTube clip or other social media form	Engaging in contexts of inequality	
Advocacy or creative writing	The possibilities of sustaining community engagement/service after UCT	
Outlining an advisory to a government department		
Writing a 'letter to the editor' of a local newspaper highlighting an issue and proposing appropriate responses		

The success of the GC Programme modules is measured through the end-of-module student opinion forms. Approximately 35-40% of the students who completed each module fill out these forms. Overall, the GC Programme is well received by these students.

In conclusion, the above programme description has documented the UCT GC Programme. The literature review that follows in the next section provides the broader picture of global citizenship programmes run in different part of the world.

Global Citizenship Programmes: A Review of the Literature

An extensive review was conducted to identify research literature and published evaluations on global citizenship programmes. The survey in this section serves as a means to understand the broader context around global citizenship programmes and to allow for the GC Programme to be located within this context. As such, this review provides the information against which the GC Programme's programme theory can be examined and tested.

The review included peer-reviewed journal articles from 1990 to 2015. Keywords used in various combinations in the literature search, which was conducted online,⁶ were: [global citizen], [program*], [service learning], [social justice], [higher education], [global citizenship], [pedagogy], [co-curricular], [co curricular], [enrichment program*], [blended learning] and [evaluation]. The databases searched were Google Scholar, EBSCOHost and JStor. Reference lists of relevant papers involving global citizenship programmes at higher education (HE) institutions were also investigated to identify other relevant sources. Specific searches for more information on the programmes identified were conducted using the programme name and the name of the associated university as search terms. The results from the review indicate that evaluation literature on global citizenship programmes is largely restricted to studies conducted as a part of social science research into such programmes.

An overview of global citizenship.

The concept of global citizenship refers broadly to a sense of identity, solidarity and belonging as part of humanity (UNESCO, 2013). This concept incorporates an awareness of a variety of cultural and geographic contexts as well as a moral responsibility to the global community (Hanson, 2010; UNESCO, 2013). This sense of responsibility can manifest in a number of ways, including volunteering in under-resourced communities (Bamber & Hankin, 2011), engaging in dialogue with people and groups who hold different perspectives (Keen & Hall, 2009) and gaining knowledge about global and local issues by participating in learning events (Lee, Olszewski-Kubilius, Donahue, & Weimholt, 2008). The concept of global citizenship, therefore, has inward and outward dimensions that are reflected in an individual's personal characteristics and social interactions (Hanson, 2010).

Due to the broad nature of the concept of global citizenship, there is little consensus in the literature on a generic definition of a global citizen or global citizenship (Caruana, 2014; Jorgenson & Shultz, 2012; Morais & Ogden, 2011; Myers, 2006; Oxley & Morris, 2013; Schattle, 2008; Sperandio,

⁶ The purpose of the * (asterisk) symbol, also known as the wildcard operator, in combination with a keyword is to be a placeholder for variations in terms. For example, using [program*] would return results for both [program] and [programme].

Grudzinski-Hall, & Stewart-Gambino, 2010; UNESCO, 2014). Many articles reporting on this area of research either do not explicitly define the concept (Annette, 2002; Bamber & Hankin, 2011) or analyse ideas of what a global citizen should be (Myers, 2009). Where researchers offer definitions of global citizenship, these are varied and context-dependent. A few examples of such definitions are presented below (starting with the simpler definitions and leading up to more complicated descriptions):

- “the idea that human beings are citizens of the world” (Dower & Williams, 2002, p. 1)
- “knowledge and skills for social and environmental justice” (Andrzejewski & Alessio, 1999, p. 8)
- “awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act” (Reysen & Katzarska-Miller, 2013, p. 860).

In summary, global citizenship can be conceptual (centred on an idea) or practically-orientated (focusing on knowledge and skills acquisition). The scope of global citizenship reported in the literature, therefore, ranges from broad to narrow, while focusing on an area for action, for example, environmental justice.

More commonalities appear between definitions of a global citizen as such definitions largely refer to the knowledge, attitudes and values that such individuals are supposed to possess (Banks, 2008). These definitions include the following:

- Someone with a “sophisticated understanding of the increasingly interconnected but unequal world, still plagued by violent conflicts, economic deprivation, and brutal inequities at home and abroad” (Association of American Colleges and Universities (AAC&U), 2002, p. 1)
- “...someone who:
 - is aware of the wider world and has a sense of their own role as a world citizen
 - respects and values diversity
 - has an understanding of how the world works
 - is outraged by social injustice
 - participates in the community at a range of levels, from the local to the global
 - is willing to act to make the world a more equitable and sustainable place
 - takes responsibility for their actions”
 (Oxfam, 2008, p. 2)

- An individual with “a sense of belonging to the global community and common humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level” (UNESCO, 2013, p. 3).

Taking these definitions into account, a global citizen is someone who understands the interconnected nature of the today’s world, understands that they have an active role as a member of the global community and that they are part of this community. Such an individual also has the skills to take responsible action and participate in this connected global community.

Despite the broad commonalities of the definitions of global citizenship shown above, there is no consensus as to what should form part of a global citizenship programme, either in terms of content or structure (UNESCO, 2014). Grudzinski-Hall (2007, p. 12) captures the ambiguity around the content of global citizenship programmes:

“Global Citizenship is a term used with increasing frequency to denote a wide range of educational and philosophical aims. The very trendy-ness of the term makes it difficult to pin down exactly what any institution – or even program or discipline – really intends to impart to students. Colleges and universities vary in not only how they understand the term, but also how its many definitions should be embedded in their curriculum.”

While there is no clear best-practice approach in global citizenship programmes, the majority of universities aim to utilise global citizenship programmes in similar ways. These ways include to empower students to engage meaningfully and proactively, to enhance their global perspectives and to enable them to better serve their local communities and the global society in both their work and social capacities (Jorgenson & Shultz, 2012; UNESCO, 2013). For example, students who have participated in a global citizenship programme should be more socially responsible in businesses dealings, considering the implications of their decisions within a global context (Andrzejewski & Alessio, 1999) and better able to meaningfully engage with the communities in which the company they are employed by does its work (Schwab, 2008). By implementing such programmes, it is hoped that graduates leave their institution with the necessary skills, knowledge and values required in today’s diverse global work environment, as well as in their everyday lives (Jorgenson & Shultz, 2012; UNESCO, 2014).

The rise of global citizenship programmes.

The growing focus on a global perspective has come about as a result of the rise of globalisation, the increasing ease of world-wide interactions through international travel (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Lagos, n. d.) and the development of information and communication technologies (ICTs) (UNESCO, 2013). All of these factors have brought communities across the world metaphorically closer together, in terms of both social and business interactions. As a result, global issues have been recognised as having an increasingly significant impact on local issues and communities.

University graduates from around the world, however, lack certain knowledge relevant to the increasingly global, complex and diverse future (Petersen & Osman, 2013). Graduates entering the business world do not necessarily have this knowledge at an appropriate level (Annette, 2002). The need for such knowledge has seen education institutions, particularly in HE, incorporate internationalisation and the development of civic-minded, socially responsible graduates into their strategic goals, which has led to a proliferation of global citizenship programmes in their curricula to fill the perceived gap in students' global knowledge (Annette, 2002; Bourn, 2011; Bourn & Shiel, 2009; Brigham, 2011; Dugan & Komives 2007; Jorgenson & Shultz, 2012; Reade, Reckmeyer, Cabot, Jaehne, & Novak, 2013; UNESCO, 2013).

An increase in global citizenship programmes in the early to mid-2000's was noted by Schattle (2008), especially in the United States of America (USA) and the United Kingdom (UK). Annual online literature searches by Jorgenson and Shultz (2012) between the years of 2007 to 2011 found an increase in the number of global citizenship programmes in the USA, UK and Australian HE institutions as well as evidence of such programmes starting up at universities across the globe.

In order to present a broad overview of global citizenship programmes currently available at HE institutions around the globe for this study, a general Google search⁷ was conducted by the evaluator. The geographic region and the main characteristics of any global citizenship programmes run by HE institutions that appeared within the top 300 search results were recorded (see Appendix A, p. 85-91). Of the 58 programmes which appeared in these results, the majority (n = 37) were run at USA-based institutions, followed by institutions in both Canada and the UK (each have n = 5) and Australian institutions (n = 4) (Figure 5). While most were targeted at undergraduate students, there was an even mix of programmes that were either credit-bearing or non-credit bearing (co-

⁷ The search term used for the search on www.google.com was [global citizenship program*]. This phrase was used to keep the results broad, as using, for example, ["global citizenship" program*], would narrow the results to only programmes that used the exact phrase contained in the quotation marks.

curricular), or contained elements of both. The majority were at least partially classroom-based, with a period of study-abroad or service learning. A few programmes included all three types of approaches.

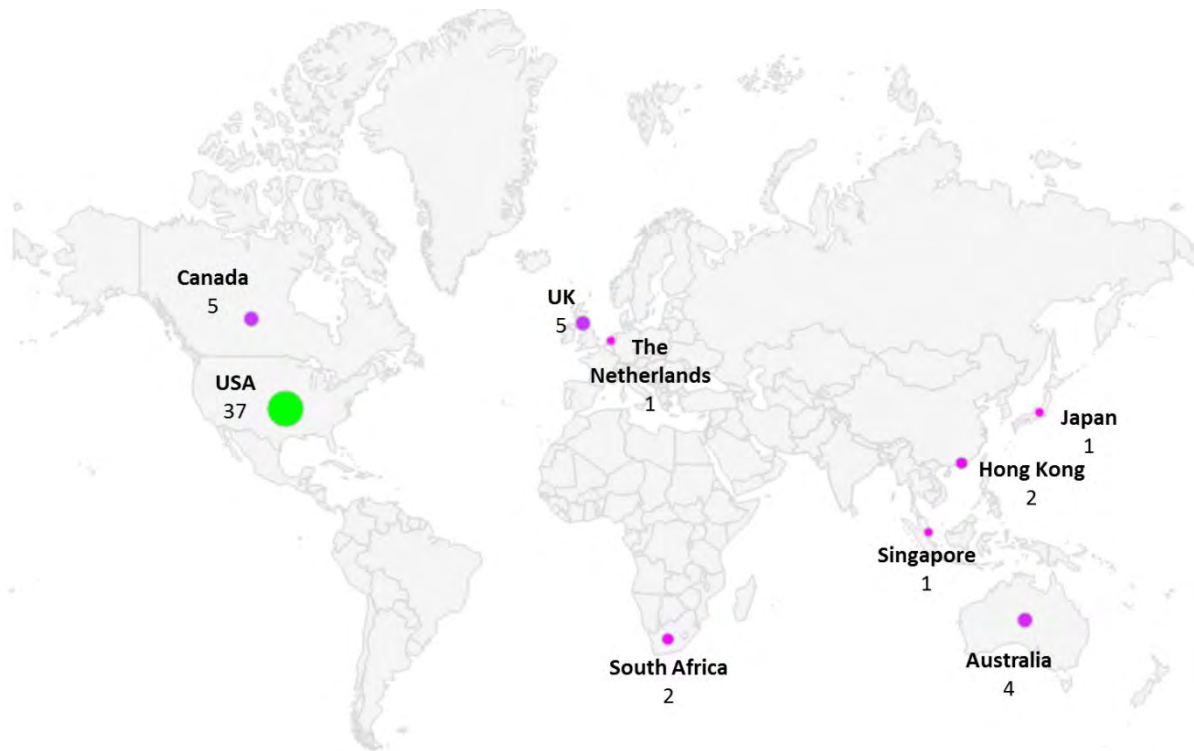


Figure 5. Map indicating the number and location of the fifty eight global citizenship programmes appearing in the top 300 Google search results. This map was created using Google Sheets.

Global citizenship programmes in South Africa.

The evaluator also conducted a focused online search to identify the global citizenship programmes at South African universities specifically. This search was conducted within each of the recognised South African universities' web sites as listed on the Department of Higher Education and Training (DHET) site (DHET, 2015a)⁸. The search was conducted either through the site search or, for sites that did not have search functionality, through Google using [site:www.website.com search term].⁹ The search terms used were [citizenship], [global citizen] and [social engagement]. Search results that related to programmes that included elements of global citizenship, as defined on page 21, were recorded. Of the twenty-three listed universities, five had such programmes (see Table 2); this

⁸ This search included the universities of technology.

⁹ For the searches on www.google.com, the www.website.com would be the university's domain as specified under "web address" in Table 2.

included the UCT programme being evaluated in this dissertation. Of these five, three of the programmes are extra-curricular, while two are largely curricular and have service learning and citizenship modules embedded in various degree programmes. There are eighteen institutions which have no such programmes (see Appendix B, p. 92).

Table 2

The Five South African Universities with Global Citizenship-like Programmes

University, province and web address	GC-like programme	About the programme
University of Cape Town Western Cape www.uct.ac.za	Global Citizenship Programme (GC) ¹⁰	*Programme being evaluated*
Stellenbosch University Western Cape www.sun.ac.za	Global Citizenship Short Course ¹¹	<ul style="list-style-type: none"> - Co-curricular 9-month short course run through the Postgraduate and International Office - Started in 2015 - Focuses on aspects of being a global citizen, community engagement and intercultural competence - Skills: Leadership; Critical thinking and public reasoning; Adaptability; Teamwork (in a diverse environment); Problem-solving; Networking
University of the Free State Free State www.ufs.ac.za	Community service learning and community service / volunteering ¹²	<ul style="list-style-type: none"> - Credit-bearing and co-curricular options - Outcome: develop social responsibility and awareness among students
University of Fort Hare Eastern Cape www.ufh.ac.za	Life Knowledge and Action ¹³	<ul style="list-style-type: none"> - Compulsory, credit-bearing first-year programme - Aims to produce well-rounded graduates who will be global citizens - Humanizing pedagogy, putting students at the centre - Outcomes: compassionate, socially-engaged, critical and responsible citizens - Strong local focus; limited volunteering
University of the Witwatersrand Gauteng www.wits.ac.za	Wits Peer Educator Programme ¹⁴	<ul style="list-style-type: none"> - Co-curricular peer education programme run through the Counselling and Careers Development Unit - Contributes to developing a global citizen as a confident leader, volunteering within the university community - Outcomes: Increased knowledge on various Social Justice issues; Interpersonal skills; Connecting and communicating with others; Events and project operational skills; Enhancing creativity and marketing ability; Group work skills; Self-confidence and leadership; Developing an ethos of volunteerism and citizenship

¹⁰ Centre for Innovation in Learning and Teaching (CILT) (2015)

¹¹ Stellenbosch University Postgraduate and International Office (2015)

¹² University of the Free State (2015)

¹³ University of Fort Hare (2014)

¹⁴ University of the Witwatersrand (2015)

While these five South Africa programmes are listed on their institutions' web sites together with some basic details about the programmes, further details are not publically available for any except the UCT GC Programme. To date no evaluations have been published on any of these five programmes.

Having established that global citizenship programmes are being implemented at institutions around the globe using varying definitions of the term "global citizenship", the next section of this literature review focuses on approaches to such programmes. This includes identifying common dimensions in these programmes, the most prevalent types of global citizenship programmes and their learning activities, outcomes and assessment.

Approaches to global citizenship programmes.

Three dimensions of global citizenship programmes, analogous to the domains of student learning identified in the GC Programme, were identified by Morais and Ogden (2011) in the literature they reviewed; these dimensions are summarised in Figure 6. They are social responsibility, global competence and global civic engagement (Morais & Ogden, 2011).

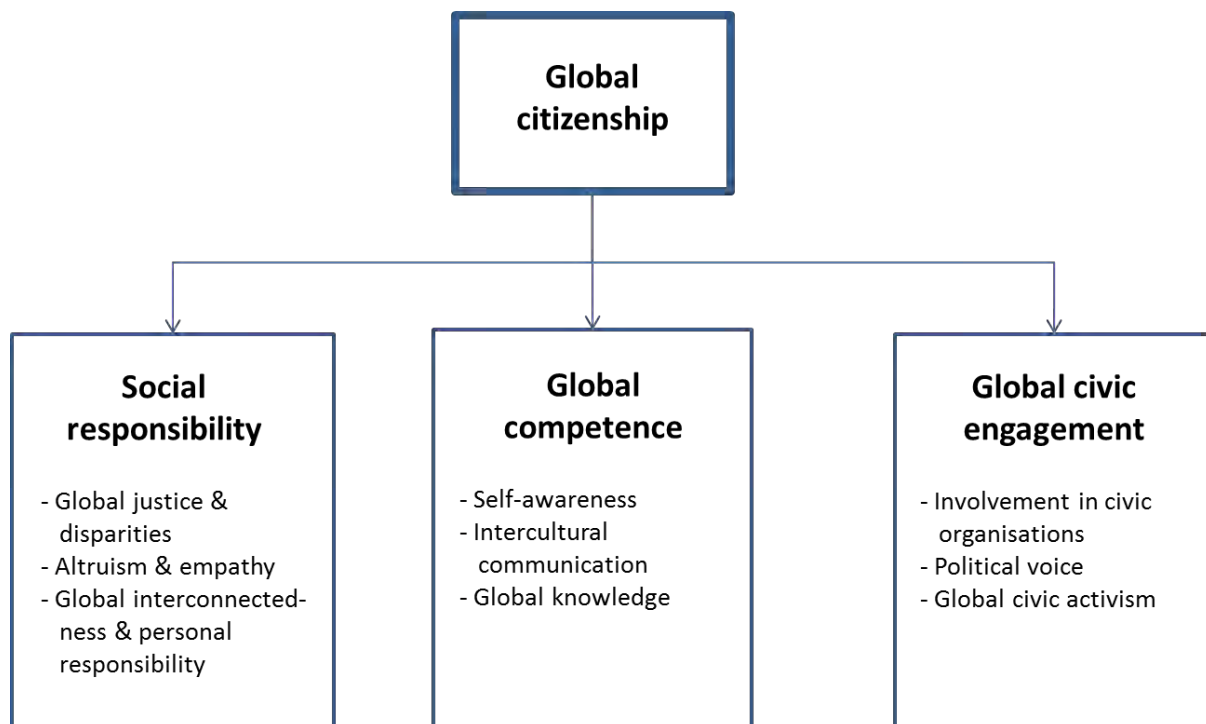


Figure 6. Global citizenship conceptual model indicating the three recurring global citizenship dimensions (Modified from Morais and Ogden, 2011, p. 447).

Social responsibility involves the level of interconnectedness and social concern an individual has with regard to others and their environment (Andrzejewski & Alessio, 1999), taking into account how their behaviour locally can have global consequences. Global competence, which can also be called intercultural competence, involves understanding other cultures and applying this knowledge to better interact with diverse groups of people in different contexts (Morais & Ogden, 2011). Recognising community issues at local and global levels and taking action to address these through, for example, volunteerism is global civic engagement in Morais and Ogden's (2011) model.

The literature reviewed in this evaluation also reflects these three dimensions, although not every programme contained all three (see Appendix C, p. 93). The global civic engagement dimension is often manifested in a more local way, such as volunteering with a local NGO, or the dimension is absent altogether. This is because this dimension requires the most sustained action on the part of the student and is difficult to assess (Elliott, 2009; Schoch, Garfield, & Jameson, 2014).

Three main types of global citizenship programmes, each involving aspects of the above dimensions, emerged from the literature reviewed here. These are classroom-based, study abroad and service learning programmes. It should be noted that the latter two types (i.e. study abroad and service learning) generally involve an embedded element of curricular or co-curricular classroom-based work. The three programme types will be briefly overviewed before global citizenship service learning programmes, the type most closely representing the GC Programme described in the programme description (pg. 9), are explored in-depth.

Classroom-based programmes.

The definition of a classroom-based global citizenship programme is one that consists of a series of taught components, such as lectures and classroom-based activities. Such programmes have no volunteering or travel component incorporated. The pedagogy in these programmes involves a traditional instructor-led learning approach and can include active participation sessions involving class discussion and reflection (Kingston, 2012). Such global citizenship programmes often have curricular, credit-bearing elements, such as specific listed university courses that should be taken in order to complete the programme (e.g. Duke University, 2015; University of British Columbia, 2015; Webster University, 2015). The outcomes of these programmes are generally not made explicit beyond the learning outcomes listed in the individual component courses outlines. Undergraduates are the main target population for these programmes, which often run for the duration of the undergraduate degree, with individual courses being recognised on the student's transcript. On completion of the programme requirements, students often receive a certificate of completion.

Study abroad programmes.

There has been an increase in study abroad programmes over the past fifteen years (Anderson et al., 2006; Open Doors, 2014). Study abroad programmes involve students enrolling at a university in another country, usually for a semester or more. As such, the main target population for study abroad programmes is undergraduate students. The purpose of these programmes is for students to gain international academic study experience and allow them to experience and possibly integrate into the local culture (Anderson et al., 2006; McCabe, 2001). Some of these programmes incorporate reflective tasks and intentionally structured activities, which have been found to improve the effectiveness of study abroad programmes (Pedersen, 2010). As a result of the study abroad experience, the outcomes often include life skills development, enhanced communication skills, increased cultural sensitivity and the ability to adapt (Anderson et al., 2006; Bakalis & Joiner, 2004). These are achieved through students' participating in the unfamiliar environment of the overseas university they are attending and interacting with local students in this context. Due to the international travel component, these programmes are often costly. When students complete the programme, they generally receive a certificate. If the programme is credit-bearing, it is recognised on their academic transcript.

Service learning programmes.

Service learning programmes have been active in the USA since the 1960s and in the UK since the 1970s (where they have been commonly called community-based programmes), with the link between service learning and citizenship education in HE institutions increasing during the 90s (Annette, 2002; Boland, 2014). The broad definition of a service learning programme is one with a pedagogy that is designed to actively involve students in learning and development through participation and collaboration with a community (Boland, 2014; Petersen & Osman, 2013). These programmes, therefore, enable students to fill a community need and engage better either locally or globally, or both (Brandell & Hinck, 1997). The aim is generally for students to increase their learning through reflecting on their experiences as part of the programme (Brandell & Hinck, 1997; Yontz & de la Peña McCook, 2003), deepening their understanding and encouraging further action by the students beyond the programme (Boland, 2014). Most service learning programmes have been implemented at the undergraduate level (Yontz & de la Peña McCook, 2003), with students receiving a certificate at the end of the programme.

As university management have become increasingly aware of what global citizenship programmes can offer their students, service learning has begun to take on a larger role in developing graduate attributes that enable the students to be active citizens in both their local context and globally

(Bamber & Hankin, 2011; Musil, 2003). While a blended-learning approach in many curricular courses is becoming increasingly prevalent in HE, with the integration of ICTs and the affordances of the internet (Garrison & Kanuka, 2004; Graham, 2006), this trend is not mirrored in the global citizenship service learning programmes reviewed here.

Service learning programmes have been reported to enhance student learning and understanding, development of cognitive skills, education around values and intercultural competence (Hanson, 2010; Kingston, 2012).

The pedagogy and design of service learning programmes.

The engaged and critical pedagogy of Paulo Freire underlies many applications of service learning practice (Peterson, 2009). Freire (1972) considers learning as something acquired through interactions with others which highlights the learners' perceptions of their reality and leads them to critically examine the power relationship in the world around them through reflection, which in turn inspires action. This approach moves learning beyond the traditional "lecturer teaches student" model to an active learning environment where knowledge is actively co-created (Brigham, 2011; Peterson, 2009). Such pedagogy aims to help students draw connections between their academic learning and real-world application, with a critical eye on the knowledge and perceptions that inform their judgement and their actions. This method of teaching and learning is student-centred and participatory, involving collaborative work, action and dialogue. In service learning programmes that are embedded in the curriculum, Yontz & de la Peña McCook (2003) consider evidence of reflection to be important. Research has shown that structuring the students' community service experience, where they can make clear links between what they are taught and what they are doing, increases the programme's effectiveness (Cone, 2003).

Pedagogy in global citizenship service learning programmes aims to create a safe space where students can engage critically with a variety of perspectives and begin to think independently to make informed decisions (Guo, 2014), a pedagogical approach that draws on Freire's theory. In order to enable the development of students into active citizens, engaging in volunteer community service is usually an integral aspect of these kinds of programmes. Many programmes are rooted in critical pedagogy and experiential learning, which combines education through involvement and practice with reflection to increase knowledge and to enable skills development (Petersen & Osman, 2013). Self-reflexivity, with students continuously learning through critically considering their actions, beliefs and thoughts (Guo, 2014), is a key component in experiential learning.

Combining service activities and course material in the programme design, linked together via critical reflection, enables the best outcomes to be achieved (Bringle & Hatcher, 1996). Yontz and de la Peña McCook (2003) note that for learning to occur reflection needs to be combined with action. Other such programmes involve transformative learning, which aims to empower students to think critically and act on their own beliefs and values (Mezirow, 1997), taking their learning further into practical application.

Global citizenship programmes can include teaching and learning around civic engagement and social justice issues, including both global and local context programmes (Sperandio et al., 2010), which are considered key in the South African context (McMillan, 2013b). These approaches highlight three linked components common to many global citizenship programmes: 1) knowledge and understanding of social issues, for example, social justice (Hanson, 2010; Kiely, 2005); 2) skills, for example, critical thinking (Kiely, 2005; Lee et al., 2008; Sperandio et al., 2010); and 3) values and attitudes relating to others, for example, respect for diversity and sense of identity (Hanson, 2010; Keen & Hall, 2009; Kiely, 2005).

Programme activities, outcomes and assessment.

Learning activities.

Specific learning activities, linked to the components mentioned above, are also used in programme approaches (Lee, et al., 2008). It is postulated that, by explicitly linking programme components with activities, the likely achievement of global citizenship outcomes is enhanced. Bringle and Hatcher (1996) state that best outcomes are achieved when service activities and course material are linked together via critical reflection. Learning activities with a reflective component allow for skills development in students (Annette, 2002) and it is the aim of the programmes for the students to take these skills forward and utilise them in their interaction with global and local issues as an engaged global citizen (Kingston, 2012).

From the review of the literature, the evaluator identified broad categories of the common activities undertaken in global citizenship programmes. Instructor-led learning, volunteering, active class participation and sharing, critical reflection, interacting with learning media and study abroad activities emerge as broad categories which serve to highlight the common activities such programmes possess. The activity categories are outlined in Table 3, with further detail on the activities taking place as a part of each programme given in Appendix D, p. 94. Of these, instructor-led learning and volunteering were the two groups of activities that were found to be common across most of the programmes reviewed. The occurrence of instructor-led learning is most likely

due to the prevalence of this set of activities in traditional teaching and learning environments and could reflect the need to provide students with foundational knowledge in order for them to further effectively engage with the programme.

Table 3

Activities Undertaken in the Global Citizenship Programmes Summarised in the Literature Review

		Activities					
		<i>Instructor-led learning</i>	<i>Volunteering</i>	<i>Active class participation and sharing</i>	<i>Critical reflection</i>	<i>Interacting with learning media</i>	<i>Study abroad</i>
Programmes	Global Health and Local Communities ¹⁵	✓	✓	✓	✓	✓	
	Bonner Scholar Program ¹⁶	✓	✓	✓		✓	
	Co-ordinated Arts Program Global Citizens stream ¹⁷	✓		✓	✓	✓	
	Lehigh Global Citizenship Program ¹⁸	✓	✓		✓		✓
	Salzburg Scholars Global Citizenship Program ¹⁹	✓	✓	✓			✓
	Stellenbosch Global Citizenship Short Course ²⁰	✓	✓	✓	✓		
	Nicaragua Service Learning Programme ²¹	✓	✓		✓		
	Notre Dame Global Education Project ²²	✓	✓	✓			
	Washington Study-Service Year ²³	✓	✓		✓		
	Webster Global Citizenship Program ²⁴	✓					

¹⁵ Hanson (2010)

¹⁶ Keen and Hall (2009)

¹⁷ University of British Columbia (2015)

¹⁸ Sperandio et al. (2010)

¹⁹ Reade et al. (2013)

²⁰ Stellenbosch University Postgraduate and International Office (2015)

²¹ Kiely (2005)

²² Bamber and Hankin (2011)

²³ Aberle-Grasse (2000)

²⁴ Kingston (2012)

The volunteering category is a key foundational set of activities in service learning programmes and so would be expected to be present in many of the programmes reviewed here. At least one set of either active class participation and sharing activities or critical reflection activities were found in all but one of the programmes reviewed. The programme that did not have either of these sets of activities was a classroom-based, curricular course.

Learning outcomes.

Programme outcome identification should form the basis of programme design, its pedagogy, how it is implemented and what is assessed (Huitt, 2013). Most of the global citizenship programmes reviewed here, however, do not explicitly link their specific activities to their intended outcomes (Hanson, 2010). This lack of linkage is not uncommon across programmes where the programme designers were not design specialists or evaluators. The lack of linkages, however, makes it unclear which individual outcomes can be causally linked to which specific activities; most global citizenship programmes consider the cluster of activities to produce the group of proposed outcomes.

Programmes reviewed in this thesis that indicated their activities and outcomes were analysed by the evaluator grouping outcomes into their major categories (see Table 4): 1) increasing knowledge and skills; 2) changing values and attitudes and 3) continued engagement and action.

Table 4

Global Citizenship Programmes included in the Literature Review and their Outcomes

		Outcomes		
		<i>Increasing knowledge & skills</i>	<i>Changing values & attitudes</i>	<i>Continued engagement & action</i>
Programmes	Bonner Scholar Program ²⁵		√	
	Global Health and Local Communities ²⁶	√		√
	Lehigh Global Citizenship Program ²⁷	√		√
	Nicaragua Service Learning Programme ²⁸	√		√
	Stellenbosch Global Citizenship Short Course ²⁹	√		√
	Washington Study-Service Year ³⁰	√	√	
	Notre Dame Global Education Project ³¹	√		
	Webster Global Citizenship Program ³²	√		

²⁵ Keen and Hall (2009)

²⁶ Hanson (2010)

²⁷ Sperandio et al. (2010)

²⁸ Kiely (2005)

²⁹ Stellenbosch University Postgraduate and International Office (2015)

³⁰ Aberle-Grasse (2000)

³¹ Bamber and Hankin (2011)

³² Kingston (2012)

This analysis revealed that programmes with an outcome related to continued engagement and action by the students have a critical reflection component (Hanson, 2010; Kiely, 2005; Lee et al., 2008; Sperandio et al., 2010; Stellenbosch University Postgraduate and International Office, 2015).

Those programmes that do not have a critical reflection component focus mainly on increasing skills, such as leadership skills, and knowledge, such as an increased understanding of global citizenship. Changing values and attitudes (e.g. increased responsibility and motivation) is a less commonly articulated outcome. Further details on each programme's outcomes, where available, are given in Appendix E, p. 95. More specific information from each programme, which is not available in the literature, would enable a further exploration of how such programmes' activities are supposed to lead to each of their specific outcomes. Having access to such information would support an in-depth theory evaluation of global citizenship programmes

Assessment.

Assessment gives an indication of the achievement of student learning outcomes (Brigham, 2011). In any programmes using a student-centred, active learning pedagogy, assessment is a challenge as learning may not be accurately measured by traditional assessment methods (Gibbs, 1995).

With global citizenship programmes, definitions of global citizenship as well as of how outcomes can be measured are closely related to assessment and selecting appropriate measures (Andrzejewski & Alessio, 1999; Colby, Ehrlich, Beaumont, & Stephens, 2003; Sperandio et al., 2010), as they create the scope for the programme and what learning students should be able to demonstrate by the end. It is, however, acknowledged as important to include an assessment plan when designing a programme to improve its effectiveness and allow progress towards goals to be reviewed (Colby et al., 2003).

What to assess in these programmes and how to do this pose a challenge for those who develop and implement them as few programmes link their activities to their outcomes (Hanson, 2010). Huitt (2013, p. 78) notes the need "to define explicitly the qualities and competencies of what it means to prepare for global citizenship", especially relating to holistic outcomes. Whatever the competencies and outcome achievements being assessed, the programme assessment method should be shaped by the purpose of the assessment (e.g. feedback to students; evaluating whether the programme is achieving its intended outcomes) and the audience that it is intended to inform (Colby et al., 2003).

Assessment of curricula of global citizenship programmes and the extent to which they have met the intended learning outcomes is often centred around traditional assessment methods such as tests or

examinations (Gibbs, 1995) or self-reported by the students in the end-of-course evaluation (Bringle & Hatcher, 2009). Both these methods of student and course assessment are standard practice in higher education courses and generally provide feedback to the students as well as to the programme itself. While end-of-programme evaluations are also used in some co-curricular programmes, this is not the norm. Several such programmes issue certificates of completion, or recognition on the student's transcript, based on attendance and submission requirements only (e.g. University College London, 2015). This approach does not provide feedback on the achievement of learning outcomes.

While there is a large body of literature on co-curricular programmes in the USA (Office of Institutional Research, 2014), relatively little research has been published on the measurement of the qualitative outcomes of co-curricular programs or the outcomes of student involvement (Elliott, 2009). Elliott (2009) postulates that one of the reasons for the lack of co-curricular assessment is the difficulty in measuring outcomes related to student development. Module learning outcomes are often not necessarily deemed suitable to act as the measure of success of these co-curricular activities (Schoch et al., 2014). Measuring student development in the areas of programme learning outcomes is, however, key to focusing on this development (Huitt, 2013).

In the global citizenship programmes reviewed here that have been the subject of research, data on the programmes and their learning outcomes have been gathered through various combinations of student interviews, written pieces submitted, surveys, global citizenship and global competence scales, focus groups and end-of-course student opinion forms (Aberle-Grasse, 2000; Bamber & Hankin, 2011; Brigham, 2011; Grudzinski-Hall, 2007; Hanson, 2010; Keen & Hall, 2009; Kiely, 2005; Sperandio et al., 2010). The majority of these assessments involve self-report by the students and few of the programmes that make use of global citizenship and global competence scales take a baseline measure.

In conclusion, the literature reviewed above indicates that, despite the diversity in definitions and approaches to global citizenship programmes, common dimensions, activities and outcomes can be identified. These provide a basis against which to assess the theory of a global citizenship programme.

Type of Evaluation and Evaluation Questions

The ultimate success of any programme is contingent on its design and the plausibility of its underlying logic (Rossi, Lipsey, & Freeman, 2004). As the programme description makes clear, the GC Programme relies on its approach and pedagogy to bring about its desired outcomes without an

explicitly articulated programme theory against which to check the plausibility of the assumptions made. The stakeholders were interested in having their programme theory articulated and assessed for plausibility of its causal relationships in relation to those in similar programmes. In addition, they were interested in assessing which methods of delivery are most effective in achieving outcomes of this nature. To this end, a theory evaluation to critique the programmes' conceptualisation and design was conducted.

Assessing the adequacy of the programme implementation in terms of whether a programme is reaching its specified target population is an important evaluation function (Rossi et al., 2004). As the GC Programme stakeholders were interested in the service utilisation of the programme, a process evaluation focusing on this aspect of the programme was undertaken in order to assess whether the programme is targeting and reaching its intended recipients.

In addition, the evaluator also conducted a brief assessment of possible short-term outcomes achieved by the GC2 module. This serves as a confirmation as to whether the programme, which has been running for five years, may be producing its initial (proximal) outcomes under its current approach and pedagogy.

The theory evaluation questions are:

- 1) What are the underlying assumptions and theory of the GC Programme?
- 2) Is this programme theory plausible?

The design evaluation questions are:

- 3) Is the pedagogy used in the GC Programme appropriate for achieving their desired outcomes?
- 4) Is the current structure of the GC Programme appropriate?

The process (service utilisation) evaluation questions are:

- 5) Is the GC programme reaching their envisioned target population?
- 6) Do sufficient numbers of recipients complete the GC Programme?
- 7) If required, how can the GC Programme be restructured to increase the number of recipients serviced?

The short-term outcome evaluation question is:

- 8) What are the short-term outcomes that students in the programme are reporting on?

Method

The following description of the method is divided into four sub-sections: the method followed for the theory evaluation of the programme (Section 1), the method followed for the design evaluation (Section 2), the process evaluation method (Section 3) and the method for assessing the short-term outcomes of the programme (Section 4).

Theory Evaluation Method

Bickman (1987) defines programme theory as “a plausible and sensible model of how a program is supposed to work” (p. 5). A theory evaluation helps the evaluator to develop a clear understanding of the programme and how it should run (Bickman, 1987).

In the case of the GC Programme, a theory evaluation would first require the development of an explicitly articulated programme theory as none currently exists for this particular programme. In eliciting the programme theory, it becomes clear whether the stakeholders have a shared understanding of the theory underlying their programme, which is useful in building consensus around the programme’s approach. From a programme evaluation perspective, articulating a programme’s theory is a logical first step in the programme design process. Programme designers, however, often do not document the theory underlying their approach. This has been the case with the GC Programme and so this evaluation aims to articulate the programme’s theory, providing this as a reference point for both the GC Programme and the theory evaluation.

The articulated theory produced can then be analysed against the social science literature. This analysis aims to identify the causal links between the articulated activities and their related outcomes as well as assess the programme against current practise in the field (Donaldson, 2007; Rossi et al., 2004; Weiss, 1998). This would in turn inform the programme stakeholders as to whether their underlying theory of change for the programme is reasonable. Conducting a robust theory and design evaluation is an important step in evaluation because it provides a good foundation for future process and implementation, outcome and impact as well as cost and efficiency evaluations (Rossi et al., 2004) because a theory evaluation gives an indication of whether the theory is sound and could be expected to achieve the desired results if implemented appropriately.

The programme description (provided in Chapter 1) was informed by the informal discussions with the programme coordinator and several programme documents were used as data sources (see

Appendix F, p. 96). This description formed the basis for eliciting the programme theory from programme staff.

The steps (modified from Donaldson, 2007) that were followed to elicit the programme theory from the relevant stakeholders and to assess the plausibility of the theory are presented below.

Step 1: Engage relevant stakeholders.

In order to elicit and develop a fully conceptualised and articulated programme theory for the GC Programme, a 3-hour workshop was held with programme stakeholders. This workshop was facilitated by the evaluator. Access to the workshop participants was arranged through the GC Programme Manager and participation was voluntary.

Data Providers.

Information about the GC Programme's rationale and underlying assumptions was elicited from key programme stakeholders, who served as the data providers. The following individuals (n = 5) were invited to attend a workshop to elicit the programme theory: the programme convener, the programme coordinator, the programme co-creator, the senior facilitator and the senior tutor; all agreed to participate. This group of stakeholders represents a diverse set of programme perspectives, ranging from the design and planned operation to the programme's current implementation.

Data Collection Methods.

The workshop was conducted at the UCT offices of the GC Programme in the Centre for Innovation in Learning and Teaching (CILT). Conducting the workshop with a diverse group in terms of their role in the GC Programme made it possible for the evaluator to capitalise on their discussion in order to elicit more information regarding the programme's underlying assumptions and rationale. The iterative approach as suggested by Donaldson (2007) was used to ascertain the implicit assumptions underlying the programme. Using this approach, the stakeholders were asked to give an indication of the programme outcomes, the activities that should produce these outcomes and an indication (using arrows to show the relationship between the relevant activities to the relevant outcomes) of the process by which these outcomes are achieved. Iterative reasoning involves guiding stakeholders through a systematic process to identify the proposed links and establish whether the causal relationships illustrated are in line with their ideas of how the programme is meant to function. As a part of this approach, the evaluator asked the stakeholders probing questions regarding how the programme's causal logic is thought to work. This method enabled the group to develop an

articulated programme theory for the GC Programme, which the programme did not have prior to this evaluation. The articulated programme theory is presented in the results chapter, in Figures 7-10 (p. 43-45).

Step 2: Develop a first draft of the programme theory.

The first draft of the GC Programme's programme theory was depicted using the variable-orientated programme theory approach (Donaldson, 2007; Lipsey & Pollard, 1989), which is commonly used in theory-driven evaluations (Donaldson, 2007). This approach allowed the evaluator to depict the relationships between the variables (Donaldson, 2007). This step was conducted independently from the stakeholders.

Step 3: Present first draft to stakeholders.

The first draft variable-orientated diagrams were presented to the key stakeholders for review, comment and feedback via email. This step permitted the stakeholders to request any modifications so as to ensure that the diagrams correctly represented their conceptualisation of the programme. No modifications were requested and 'sign-off' to affirm that the diagrams represented the programme's underlying theory was obtained. These programme theory diagrams are presented in Figures 7-10, p. 43-45.

Step 4: Check plausibility of programme theory.

Once the programme theory draft was finalised, an extensive literature search for both evaluation and social science literature on global citizenship programmes was conducted to assess the causal relationships identified in the GC Programme's underlying causal theory. The search methods for the literature review are provided with the review in Chapter 1 (p. 20). This literature was investigated to help determine whether there is alignment between activities in various global citizenship programmes and those of the GC Programme. The results of this investigation are presented in the results chapter (p. 47-49; Figure 11; Table 5).

It was also determined if there is alignment between the activities and outcomes within the GC Programme and investigation into whether those activities would lead to those outcomes. How the outcomes of the GC Programme are assessed and whether this compares to other such programmes was also investigated. The results of this investigation are presented in the results chapter (p. 50-51; Table 6; Figure 12).

Step 5: Finalise programme impact theory.

The information and findings from Step 4 were used to judge the plausibility of the programme theory and to suggest improvements for the conceptualisation and design of the GC Programme to the stakeholders. The modified programme theory is presented in Figure 13, p. 52.

Method for Design Evaluation

A literature review on various pedagogical approaches, methods of delivery and structure for these kinds of programmes was conducted. This review was conducted in order to obtain information on which mode of delivery results in the best outcomes in such programmes. As this literature review was conducted in combination with that for the theory evaluation above, the search terms and databases used were those provided with the review in Chapter 1 (p. 20). These results are presented on p. 53-54 and in Table 7.

Method for Service Utilisation Process Evaluation

Basic demographic participant data for each GC module has been routinely collected via the programme application forms and the end of module evaluation forms since the GC Programme's inception. This data includes gender, home language, degree, faculty and year of study. A subset of this data was analysed in the current study in order to evaluate whether the intended target population has been reached. Paper application forms were used from 2010 until the end of 2013 and online applications were used in 2014 and 2015. The GC Programme's module student records data from 2012 up to the end of the first semester of 2015 were analysed in order to explore the reach in terms of the target population in terms of gender and faculty³³. This portion of the individual student data was used, as data prior to this (i.e. for 2010 and 2011) as well as data for the first semester of 2012 (GC1 in 2012) was not available at the time of this evaluation.

Gender and faculty data of those who applied to the GC Programme modules was compared to that of those who completed a module. Both of these sets of programme data were compared with the UCT student population data, which was obtained from the UCT Faculties Report 2013³⁴. This UCT student population data contained information on the gender of enrolled students as well as the percentage of students enrolled per faculty. The UCT faculties are: Commerce, the Graduate School of Business (GSB), Engineering and the Built Environment (EBE), Humanities, Health Sciences, Law

³³ Missing data was present in some of the paper forms as well as the online application spreadsheets; this was excluded from the analysis.

³⁴ Available from the UCT Institutional Planning website:
http://www.institutionalplanning.uct.ac.za/sites/default/files/image_tool/images/129/Faculties%20Report%202013.pdf

and Science. The average percentages between 2010 and 2014, which represent a five-year average, were used to compare to the GC Programme averages. The results of this analysis are presented in the results chapter (p. 54-58; Table 8; Figures 14-17).

To investigate whether sufficient numbers of recipients complete the GC Programme, the enrolment and completion statistics (%) for each of the modules as well as for the programme as a whole were analysed. The GC Programme's overall student records data, aggregated from 2010 up to the end of the first semester of 2015, were used for this analysis. The results of this analysis are presented on p. 58-59 and in Table 9. In light of these data, how the GC Programme may be structured to increase the number of recipients serviced is presented on p. 59-60.

Short-Term Outcome Evaluation

Design.

An exploratory research design was utilised to assess possible short-term outcomes achieved by the GC Programme as reported by the student participants. The evaluator analysed qualitative responses from programme participants' blog entries and from the final assignment written during the GC2 module of the programme in 2014.

Data providers.

As part of the GC2 2014 module, students had to complete online activities in the form of blogs and submit a final assignment. Secondary data in the form of these student blogs and assignments from GC2, supplied by the GC Programme staff, was used for the short-term outcome evaluation. The respondents were anonymised and ethical clearance to use this data was sought. Only cases where data was available for all the considered blog questions and the final assignment were analysed (n = 48)³⁵ as this data would give the best picture of the full evolution of students' writing over the course of the module. As this is an exploratory analysis and no partitioning of data by any demographic characteristics was implemented, no demographic information is presented.

Procedure and data analysis.

The responses to questions posed for two of the four blogs, as well as the final assignment, were assessed in relation to the short term outcomes of the programme by comparing the frequencies of

³⁵ This included two non-completers and data was missing for one completer

the words used to the GC2 course outline document. The questions³⁶ identified as being relevant to the short-term outcomes of the module are:

- Blog 2: What (and how) did you learn about yourself, and yourself in service? What did you learn about 'community', and how? What did you learn from your peers?
- Blog 3: What has been your major insight about service thus far? How did you gain the insight? Has it changed your views and intentions linked to voluntary service? If so, in what ways has it?
- Final assignment: How can you contribute to development and social justice in your community, in your country, or in the world?

All the responses to each question were collated into a separate Microsoft Word document for analysis on a per question basis. A *word frequency query* analysis was conducted in Nvivo on each document. This involved the Microsoft Word text file being imported into Nvivo and the blogs answering a particular question being represented as word clouds of the 1000 most frequent words (with a minimum word length of 3). Word clouds are occasionally used in qualitative research analysis, usually in the exploratory phase (McNaught & Lam, 2010). The size and location of the words indicate their importance in the text being analysed: larger words occur more frequently in the text and are clustered closer to the centre of the word cloud. These word clouds and their associated word frequency tables were examined for the presence of keywords (or words of similar meaning) that represent the programme's short-term outcomes. Presence of frequently-occurring words representing the programme's short-term outcomes in the students' writings would provide some preliminary evidence that these outcomes are being achieved. These results are presented on p. 60-63 and in Figures 18-21.

³⁶ The question text was taken from the relevant Vula pages for each blog and the final assignment

Results

The following results section is divided into similar sub-sections as presented in the method section: the results for the theory evaluation of the programme (Section 1), the results for the design evaluation (Section 2), the process evaluation results (Section 3) and the results for the programme's short-term outcomes assessment (Section 4). Each result is presented with reference to the relevant evaluation question posed in the introduction.

Theory Evaluation Results

1) What are the underlying assumptions and theory of the GC Programme?

Assumptions underlying the programme theory identified by the stakeholders were focused on what students bring to the programme as individuals. These key assumptions were: student attributes, student motivation for joining the programme, how open the students are to change and student baseline knowledge. Additional programme assumptions were related directly to the programme: the pedagogical approach of the programme and the facilitators, the background and experience of the facilitators, class size (for GC1 and GC2), tutor training and facilitators' skills and the appropriate use of Vula as an online platform for active engagement and integration with class-based activities.

The individual- and pedagogical-related assumptions are key influencers of the programme theory of the GC Programme. In terms of the relationships between the activities that should produce the outcomes for each module, the stakeholders held the view that indicating causal relationships between the programme's activities and different levels of outcomes using arrows was not appropriate in the context of the GC Programme. This is because they view the student participants as bringing their own unique backgrounds and sets of skills to the programme when they join. As such, depending on the student and how they engage with the programme activities and respond to the programme pedagogy, different outcomes may be achieved for each student. This emergent and flexible approach, centred on the individual student, is a key assumption underlying the programme and results in the articulation of direct casual links between activities and outcomes being difficult.

The programme inputs identified for all modules and the comprehensive GC Programme were the convenor, coordinator, tutors (except for GC3), funding, curriculum and Vula as the LMS. Outputs were identified as 100-200 students who attend various programme modules each year.

The first draft of the comprehensive GC Programme's programme theory as well as the individual programme theory for each of the GC modules is shown in Figures 7, 8, 9 and 10.

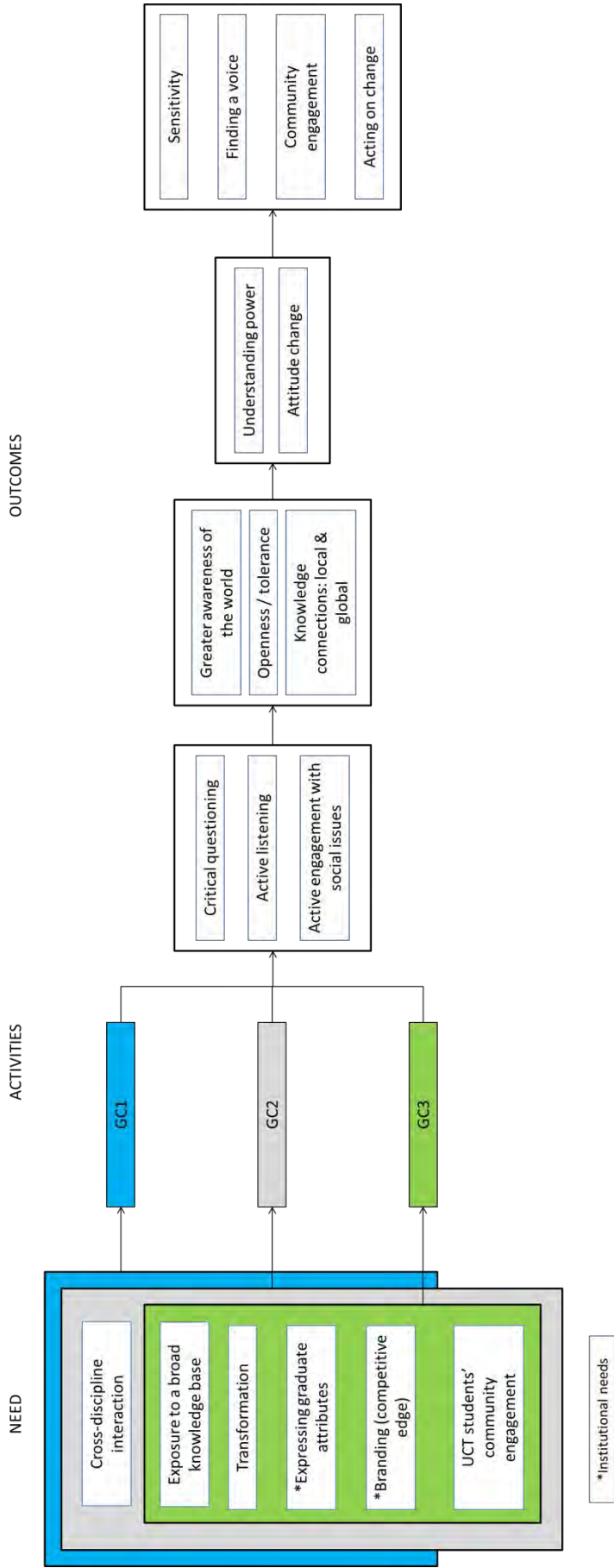


Figure 7. The comprehensive GC programme theory compiled by the workshop participants. The GC1 programme needs are shown in blue, GC2 in grey and GC3 in green shading. See Figures 8, 9 and 10 for details regarding the activities of the three programmes.

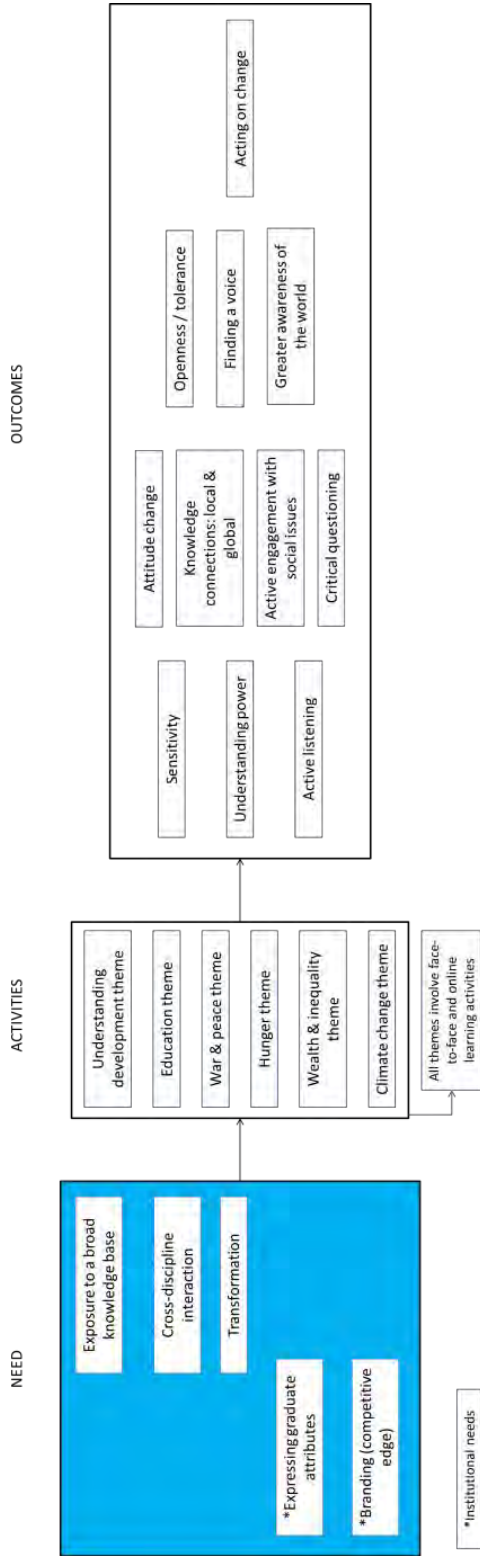


Figure 8. The GC1 module programme theory compiled by the workshop participants.

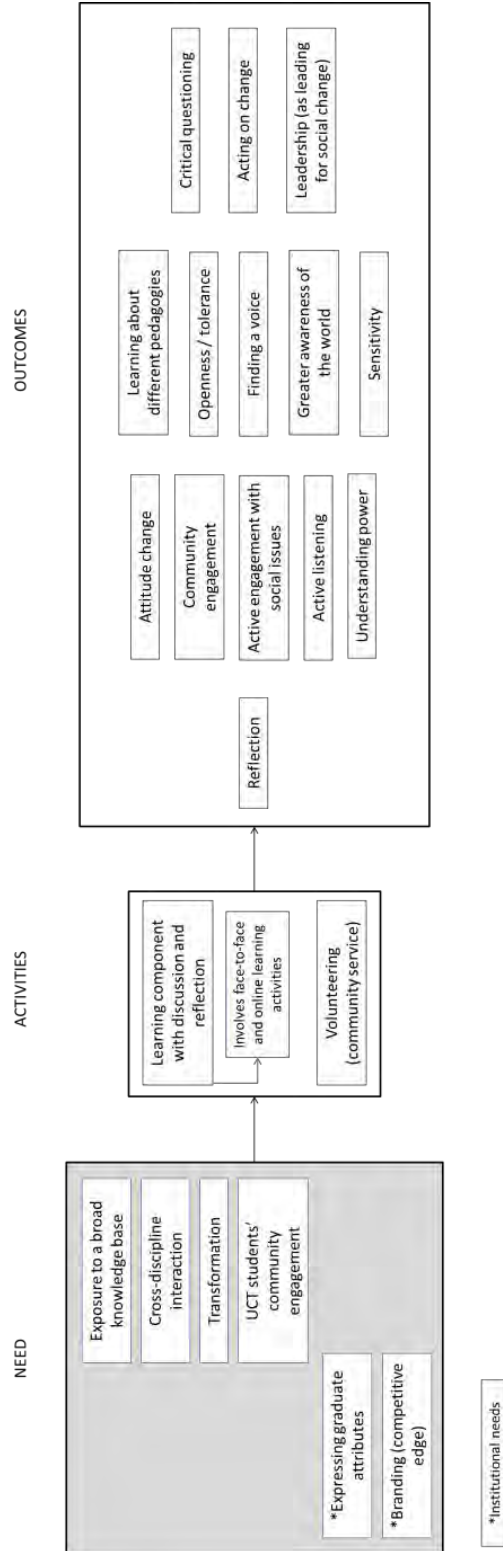


Figure 9. The GC2 module programme theory compiled by the workshop participants.

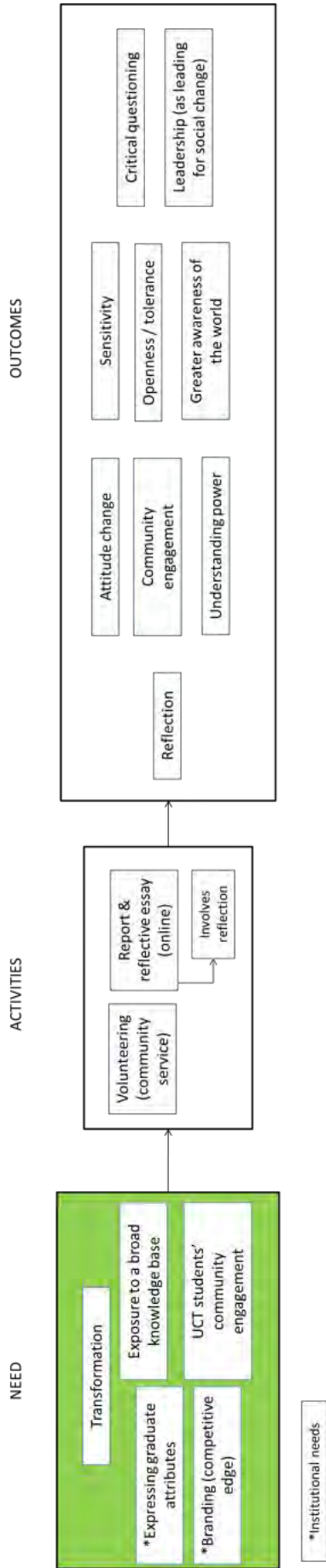


Figure 10. The GC3 module programme theory compiled by the workshop participants.

While taking the GC Programme stakeholder group through the process of eliciting the programme theory, it became evident that the stakeholders identified overlapping sets of needs and outcomes for the different modules. Each module has a specific focus but forms part of an overall multi-domain approach to produce active and engaged citizens shown in the programme description (see the GC Programme domains in Figure 3, p. 13). The activities and outcomes, there, are interrelated and some overlap between modules occurs. To visualise and represent these interrelated components, an individual programme theory for each module as well as for the GC Programme as a whole was developed. The first draft of the comprehensive GC Programme's programme theory as well as the individual programme theory for each of the GC modules was depicted in variable-orientated diagrams. Figure 7 (p. 43), as the comprehensive programme theory diagram, is the focus of this discussion. Figures 8-10 contain the individual module-specific details regarding activities and outcomes for each of the GC1 (Figure 8, p. 44), GC2 (Figure 9, p. 44) and GC3 (Figure 10, p. 45).

Needs identified by the workshop participants were two-fold: UCT institutional needs and student-related needs. The UCT institutional needs were identified as expressing graduate attributes and branding, relating to UCT's competitive edge for attracting students. Student-related needs were cross-discipline interaction, community engagement, exposure to a broad knowledge base and transformation-related needs. Figure 7 depicts these needs graphically; the blue box indicates those items associated with the GC1 module, the grey box indicates items associated with the GC2 module and green box indicates items associated with the GC3 module. Each module contributes to filling a selection of these needs which overlap largely with those filled by the other modules. Only the GC2 module (grey box in Figure 7) contains elements that address all the needs the GC Programme is meant to fill.

The stakeholders did provide an indication of which outcomes should generally be present before other such outcomes in the comprehensive GC Programme (Figure 7). This ordering was shown by position in the diagram: outcomes closer to the activities are considered more as initial (proximal) outcomes, whereas those that follow are considered more distal. This positioning was tentative and not necessarily viewed as the only path between the different outcomes. Critical questioning (including reflection), active listening and active engagement with social issues were indicated to lead to greater awareness and tolerance and to being able to make knowledge connections. These in turn bring about an understanding of power and a change in attitude. Finally, students become more sensitive, find their voice, engage in the community and begin to act on change. The achievement of this set of programme outcomes results in the participant being an engaged and active global citizen.

2) Is this programme theory plausible?

Assessing the impact theory of a programme (see Methods, p. 37-39) involves investigating the causal links between the programme and its intended outcomes (Rossi et al., 2004). One common way of evaluating a programme theory is to assess it against current practice reported in the social science research literature (Rossi et al., 2004). The current practices occurring in global citizenship programmes have been explored in the literature review presented in the introduction section of this thesis (p. 20-34). In this analysis, the GC Programme is compared against the literature review findings in order to determine: a) whether there is alignment between activities in various global citizenship programmes and those of the GC Programme, b) whether there is alignment between the activities and outcomes within the GC Programme and whether those activities would lead to those outcomes and c) how the outcomes of the GC Programme are assessed and whether this compares to other such programmes. The results of the analysis are presented below.

a. Activities

In exploring the framework in which the GC Programme's activities take place (p. 12-13), parallels between the GC Programme's domains and the global citizenship dimensions identified by Morais and Ogden (2011) were indicated (Figure 9 and p. 13).

As depicted in the figure below, GC Programme participants' understanding of what they as individuals can do (self domain) aligns with Morais and Ogden's (2011) global competence dimension, which involves the understanding of other cultures and the application of this knowledge in everyday life. The constraints, opportunities and reach that organisations can provide (organisation dimension) aligns with recognising community issues at local and global levels and taking action to address these (global civic engagement dimension). The GC Programme's participant community context (context domain) aligns with the social responsibility dimension, which involves the individual's interconnectedness and social concern. As such, the GC Programme contains all foundational dimensions present in such programmes reviewed by Morais and Ogden (2011).

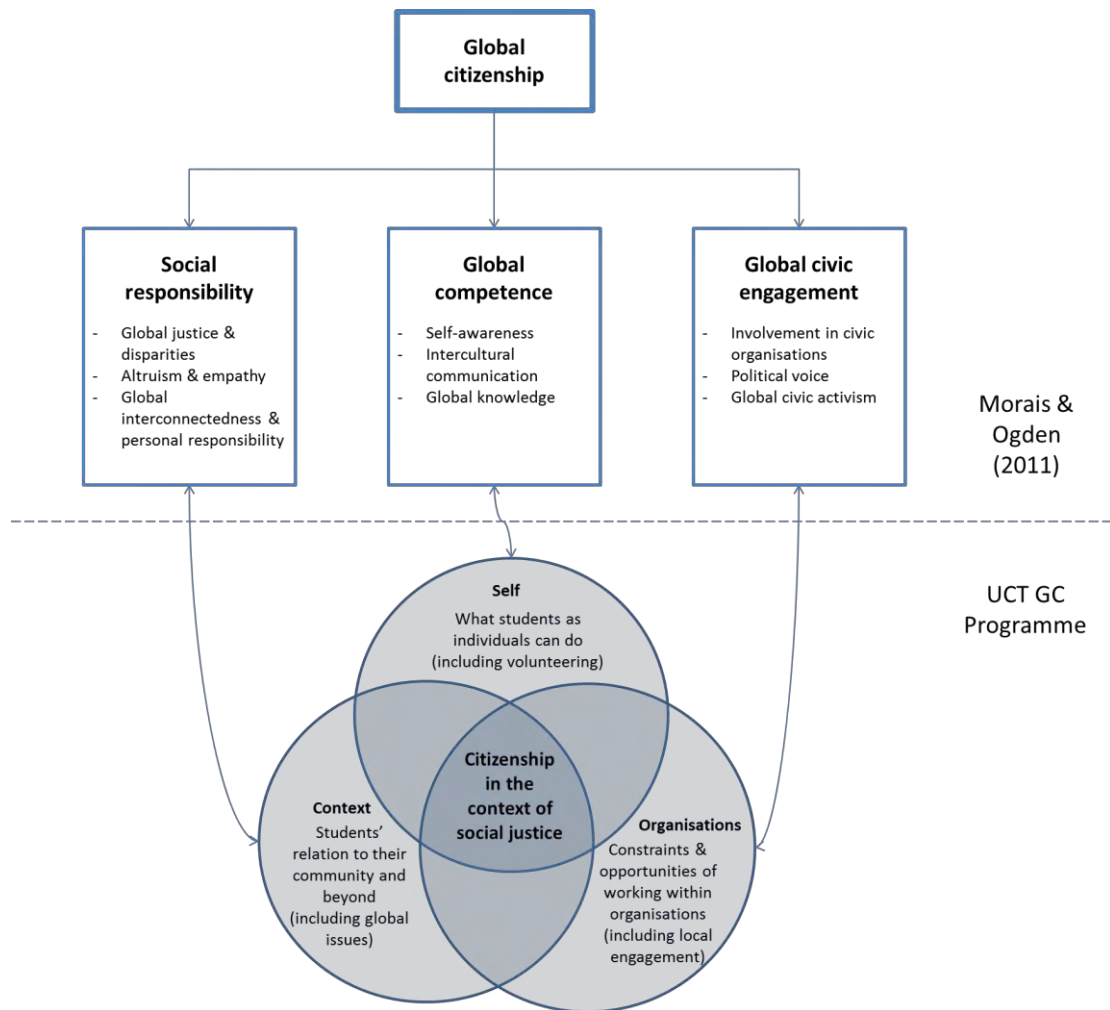


Figure 11. Morais and Ogden's (2011, p. 447) global citizenship conceptual model mapped to the GC Programme's domains.

The GC Programme's activities were mapped onto the broad categories of common activities undertaken in global citizenship programmes identified in the literature review (Aberle-Grasse, 2000; Bamber & Hankin, 2011; Hanson, 2010; Keen & Hall, 2009; Kiely, 2005; Kingston, 2012; Reade et al., 2013; Sperandio et al., 2010; Stellenbosch University Postgraduate and International Office, 2015; University of British Columbia, 2015). The results, shown in Table 5 below, revealed that the GC Programme is comparable to other such programmes. The GC Programme includes instructor-led learning, volunteering, active class participation and sharing, critical reflection and interacting with learning media. The only activity category that the GC Programme does not involve is study abroad.

Table 5

Activities undertaken in the Global Citizenship Programmes Summarised in the Literature Review Compared to the GC Programme's Activities

		Activities					
		<i>Instructor-led learning</i>	<i>Volunteering</i>	<i>Active class participation and sharing</i>	<i>Critical reflection</i>	<i>Interacting with learning media</i>	<i>Study abroad</i>
	UCT GC Programme	✓	✓	✓	✓	✓	
Programmes	Global Health and Local Communities ³⁷	✓	✓	✓	✓	✓	
	Bonner Scholar Program ³⁸	✓	✓	✓		✓	
	Co-ordinated Arts Program Global Citizens stream ³⁹	✓		✓	✓	✓	
	Lehigh Global Citizenship Program ⁴⁰	✓	✓		✓		✓
	Salzburg Scholars Global Citizenship Program ⁴¹	✓	✓	✓			✓
	Stellenbosch Global Citizenship Short Course ⁴²	✓	✓	✓	✓		
	Nicaragua Service Learning Programme ⁴³	✓	✓		✓		
	Notre Dame Global Education Project ⁴⁴	✓	✓	✓			
	Washington Study-Service Year ⁴⁵	✓	✓		✓		
	Webster Global Citizenship Program ⁴⁶	✓					

³⁷ Hanson (2010)

³⁸ Keen and Hall (2009)

³⁹ University of British Columbia (2015)

⁴⁰ Sperandio et al. (2010)

⁴¹ Reade et al. (2013)

⁴² Stellenbosch University Postgraduate and International Office (2015)

⁴³ Kiely (2005)

⁴⁴ Bamber and Hankin (2011)

⁴⁵ Aberle-Grasse (2000)

⁴⁶ Kingston (2012)

b. Outcomes

It was not possible to conduct a thorough assessment of the causal relationships between the activities and the outcomes in the GC Programme. This was for two main reasons. Firstly, causal links were not identified between specific programme activities and outcomes, either in the programme documentation reviewed or during the programme theory workshop. Secondly, as the global citizenship programmes described in the social science literature do not indicate or explain the links between their activities and intended outcomes (Hanson, 2010), the GC Programme's theory could not be examined and tested against these. The fact that the workshop participants were not willing to indicate specific relationships between the activities and outcomes is in line with general practice in the field of global citizenship programmes. Most programmes consider the cluster of activities as producing the proposed outcomes.

The GC Programme's broad outcomes, which were extracted from the objectives presented in the programme description, align with three major outcome categories identified in the literature review: 1) increasing knowledge and skills; 2) changing values and attitudes and 3) continued engagement and action. This comparison is shown in Table 6 and Figure 12.

Table 6

Global Citizenship Programmes included in the Literature Review and their Outcomes Compared to those of the GC Programme

		Outcomes		
		<i>Increasing knowledge & skills</i>	<i>Changing values & attitudes</i>	<i>Continued engagement & action</i>
Programmes	UCT GC Programme	√	√	√
	Bonner Scholar Program ⁴⁷		√	
	Global Health and Local Communities ⁴⁸	√		√
	Lehigh Global Citizenship Program ⁴⁹	√		√
	Nicaragua Service Learning Programme ⁵⁰	√		√
	Stellenbosch Global Citizenship Short Course ⁵¹	√		√
	Washington Study-Service Year ⁵²	√	√	
	Notre Dame Global Education Project ⁵³	√		
	Webster Global Citizenship Program ⁵⁴	√		

⁴⁷ Keen and Hall (2009)

⁴⁸ Hanson (2010)

⁴⁹ Sperandio et al. (2010)

⁵⁰ Kiely (2005)

⁵¹ Stellenbosch University Postgraduate and International Office (2015)

⁵² Aberle-Grasse (2000)

⁵³ Bamber and Hankin (2011)

⁵⁴ Kingston (2012)

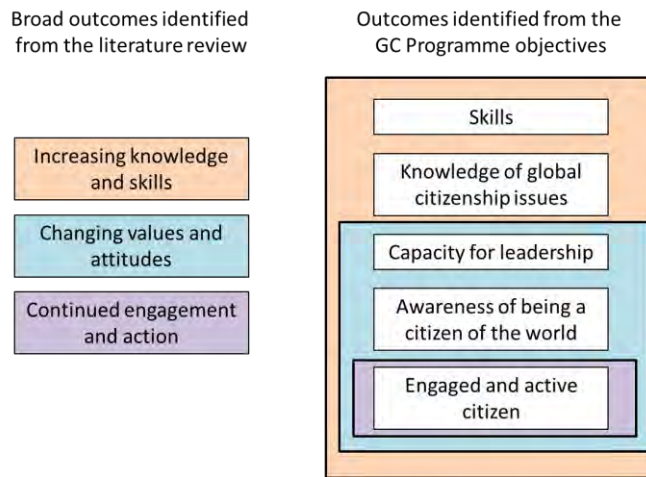


Figure 12. Alignment of the broad outcomes identified from the literature review and those identified from the GC Programme objectives.

c. Assessment

The assessment of outcomes, for the majority of the global citizenship programmes reviewed, involves self-reporting by the students, for example, in written pieces that are submitted. Self-reporting is also the practice in the GC Programme, via submission of blogs and assignments. In the GC Programme, this submission is done through the LMS. The GC Programme also uses end of module student evaluations in order to assess the module, which is comparable with practice in other reviewed programmes (see Bringle & Hatcher, 2009) as well as being a standard assessment practice in higher education courses.

After the plausibility check of the GC Programme was conducted against the findings of the literature review, the evaluator adapted the comprehensive GC Programme variable-orientated diagram in order to construct a modified programme theory (see Figure 13). The GC Programme designers made the assumption that the students who enrol want to learn and make a difference in society. This characteristic was included as a mediator of the relationship between the programme and the subsequent chain of outcomes: if the students do not want to learn, they will not get as much benefit out of the programme. The GC Programme's outcomes as indicated by the workshop participants could be grouped into overarching outcome categories and linked to the outcomes described in Step 4 (p. 38). These potential refinements to the GC Programme's impact theory are depicted in Figure 13 below and will be discussed in Chapter 4 (p. 63-66).

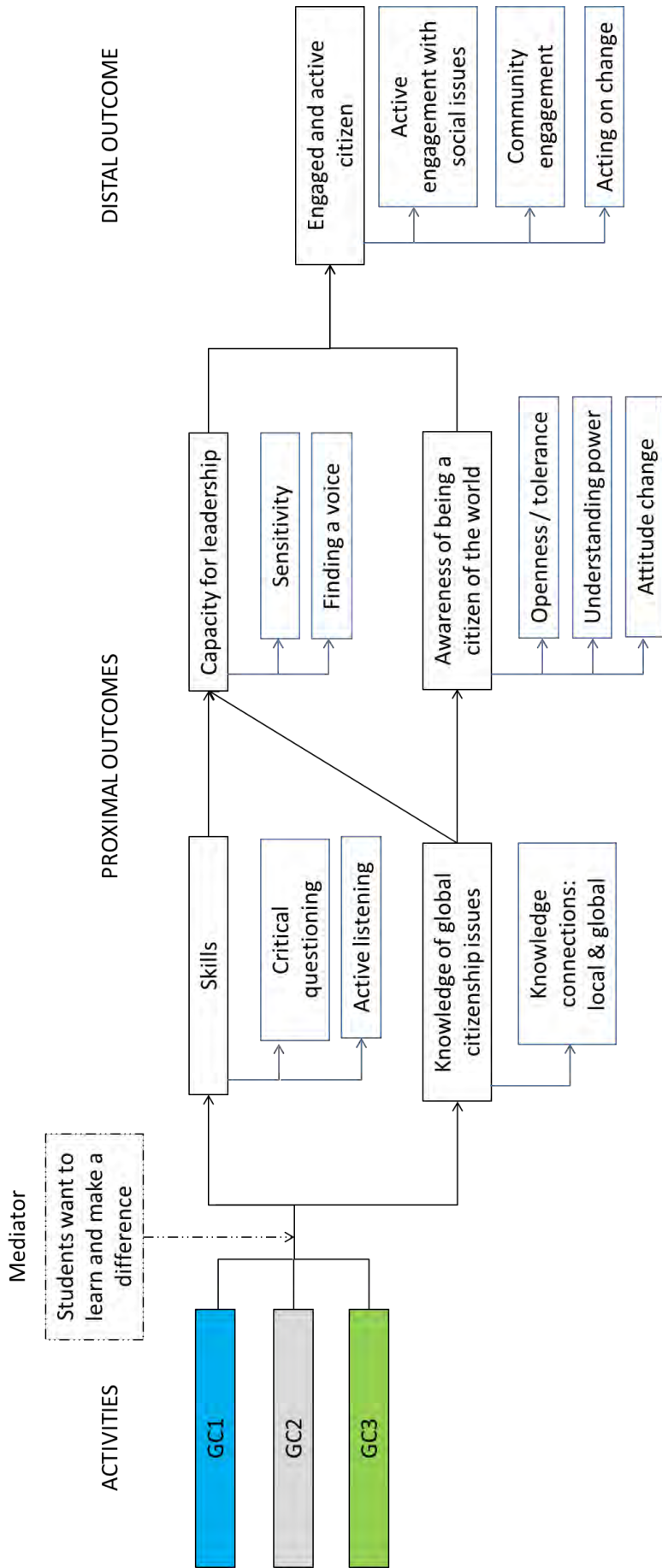


Figure 13. The modified comprehensive GC Programme theory. The mediator is shown in dashed lines. Blue outlines indicate the programme outcomes identified by the programme stakeholders during the programme workshop.

Design Evaluation Results

- 3) Is the pedagogy used in the GC Programme appropriate for achieving their desired outcomes?

The GC Programme includes elements of teaching and learning around social justice issues and civic engagement, which are found in other such programmes (Sperandio et al., 2010). The three linked components which were found to be common to many global citizenship programmes examined in the literature review (see p. 30) are also present in the GC Programme (see Table 7).

Table 7

Main Components of Global Citizenship Programmes included in the Literature Review and their Presence in the GC Programme

Component	Other programmes containing this element	Present in the GC Programme?
Knowledge and understanding of social issues (e.g. social justice)	Hanson, 2010 Kiely, 2005	✓
Critical skills (e. g. critical thinking)	Kiely, 2005 Lee et al., 2008 Sperandio et al., 2010	✓
Values and attitudes relating to others (e.g. respect for diversity and sense of identity)	Hanson, 2010 Keen & Hall, 2009 Kiely, 2005	✓

The GC Programme's pedagogy does appear to be appropriate. As the review of the social science literature on service learning programmes reveals, engaged and critical pedagogy based on the work of Paulo Freire underlies many instances of service learning and global citizenship practice (Brigham, 2011; Guo, 2014; Peterson, 2009; Petersen & Osman, 2013). The importance of reflection is recognised in such programmes and has been reported to increase their effectiveness (Cone, 2003) as well as enabling the achievement of the best outcomes (Bringle & Hatcher, 1996; Yontz & de la Peña McCook, 2003). This student-centred, participatory and collaborative pedagogy is used in the GC Programme, making it comparable with common practice.

- 4) Is the current structure of the GC Programme appropriate?

Data gathered through a Google Search for a broad overview of global citizenship programmes' design as well as information obtained in the literature search revealed that credit-bearing and non-credit bearing (co-curricular) versions and programmes containing elements of both occur in approximately equal numbers. The majority of the global citizenship programmes reviewed were at

least partially classroom-based, combined with a period of study-abroad or service learning, with a few including all three approaches. As the GC Programme is non-credit bearing and partly classroom-based with an element of service learning, its current design is in alignment with other such programmes.

Service Utilisation Process Evaluation Results

5) Is the GC programme reaching its envisioned target population?

To explore the reach of the programme in terms of its target population, the GC Programme's module student records data from the second semester of 2012 up to the end of the first semester of 2015 were analysed. A total of 708 students have applied for, and 348 have completed, at least one of the GC modules during this time period. This equates to a completion rate of 49.2%. Table 8 shows the yearly numbers per module and completion rate (%). This data includes instances where an individual student has applied for and/or completed more than one GC Programme module.

Table 8

Yearly Application Numbers per Module and Completion Rate (%) for the GC Programme

Year	Course	Applied	Completed	Completed %
2012	GC2	61	45	73.8%
	GC3	29	1	3.4%
2013	GC1	100	49	49.0%
	GC2	110	60	54.5%
	GC3	25	1	4.0%
2014	GC1	116	57	49.1%
	GC2	99	47	47.5%
	GC3	45	10	22.2%
2015	GC1	123	78	63.4%
	Total	708	348	49.2%

The student gender data available for these years and modules was compared to the UCT enrolments. Figure 14 and 15 below show the breakdown by gender and faculty. This data aggregates instances where a student has registered for/completed more than one GC Programme module, reporting only unique student applications and completions ($n = 478$). The data, therefore, indicates gender per student. More female than male students apply for ($n_{\text{Female}} = 289$; $n_{\text{Male}} = 170$) and complete ($n_{\text{Female}} = 155$; $n_{\text{Male}} = 90$) GC modules (Figure 14). Approximately half of those who apply complete the programme ($\%_{\text{Female}} = 53.6\%$; $\%_{\text{Male}} = 52.9\%$; $\%_{\text{Average}} = 53.4\%$).

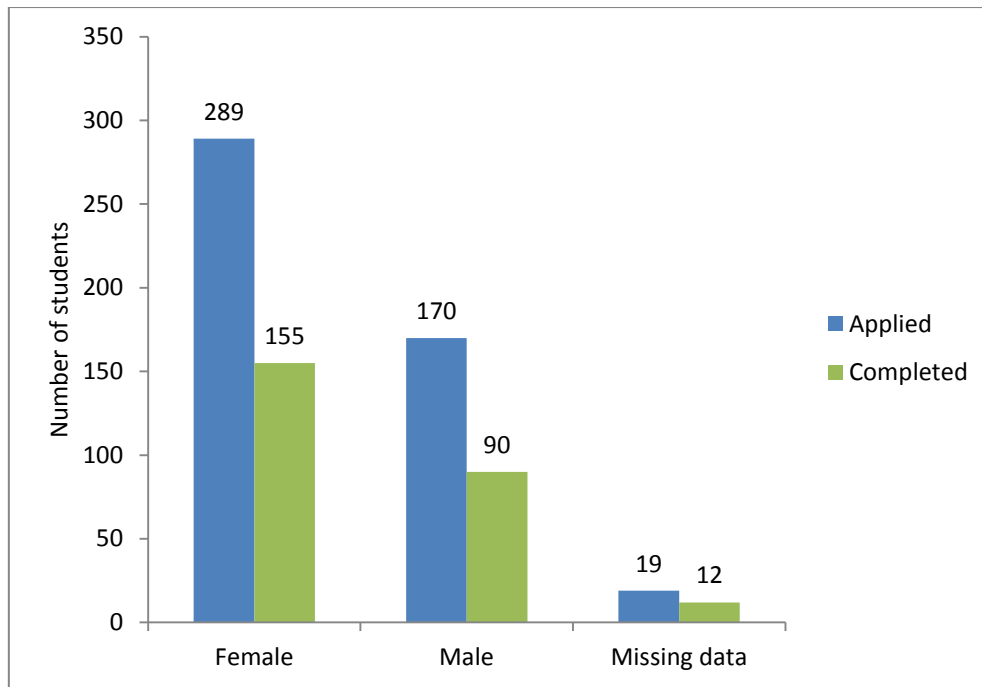


Figure 14. Gender of students who have applied for and completed the GC Programme (2012 – 1st semester 2015).

In terms of comparing the gender of students who apply to the GC Programme (%_{Female} = 63.0%; %_{Male} = 37.0%) against those who complete (%_{Female} = 63.3%; %_{Male} = 36.7%), no difference is seen (Figure 15). When comparing the GC Programme data to the UCT student population data, a significant interaction was found ($\chi^2(1) = 18.85, p = 0.00$). When compared to the average proportion of female (52.2%) and male (47.8%) UCT students, women are more likely to apply to participate in the GC Programme (63.0% of the applications) than male students (37.0% of the applications).

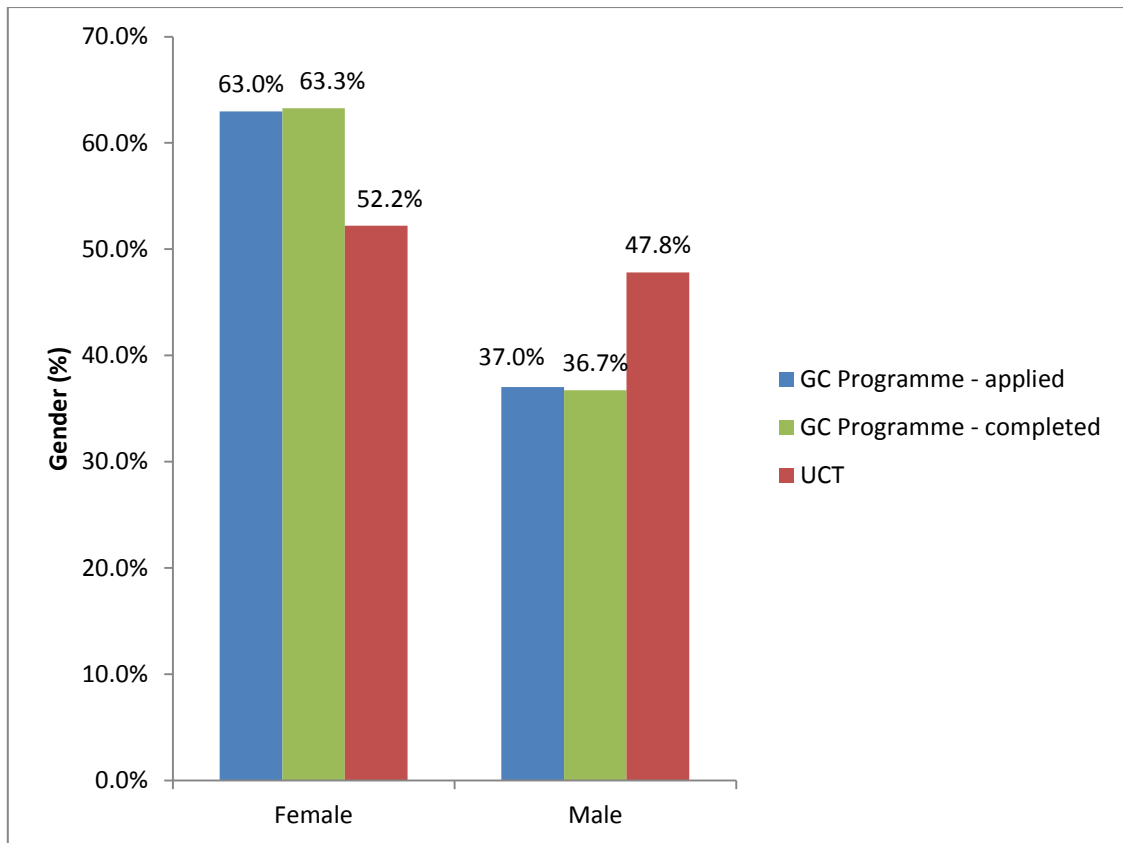


Figure 15. Gender of students who have applied for (%) and completed (%) the GC Programme (2012 – 1st semester 2015) compared to the gender breakdown of the total average UCT student population (%) from 2010 – 2014.

The student faculty data available for these years and modules was compared to the UCT enrolments. Figure 16 and 17 below show the breakdown faculty. This data aggregates instances where a student has registered for/completed more than one GC Programme module, reporting only unique student applications and completions ($n = 478$), except in cases where students have listed two different degrees/faculties at two different time points ($n = 3$), resulting in a total of 481 students in this data set. The data, therefore, indicates unique faculty per student. Commerce and Humanities are listed as the faculty by the majority of the students who apply to ($n_{\text{Commerce}} = 203$; $n_{\text{Humanities}} = 139$) and complete ($n_{\text{Commerce}} = 126$; $n_{\text{Humanities}} = 71$) GC modules, making up 74.6% and 81.2% of those applying to and completing a module, respectively, when cases with missing data are excluded (Figure 16).

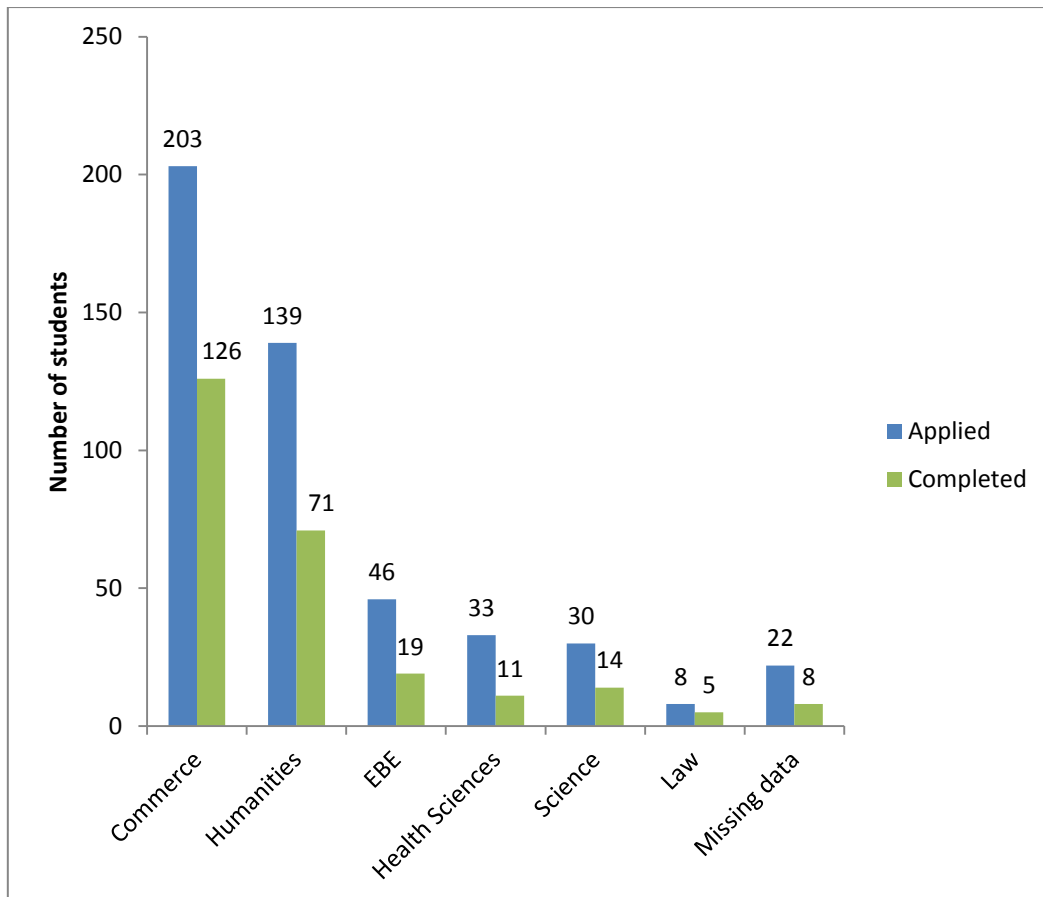


Figure 16. Number of students per faculty who applied for and completed the GC Programme (2012 – 1st semester 2015).

In terms of comparing the faculty of students who apply to the GC Programme (Figure 17), Commerce is over-represented in the programme ($\%_{\text{CommerceGC}} = 44.3\%$) compared to the percentage of Commerce students in the UCT student population data ($\%_{\text{CommerceUCT}} = 23.4\%$). The percentage of Humanities students in the programme ($\%_{\text{HumanitiesGC}} = 30.3\%$) is comparable to the percentage of Humanities students in the UCT student population data ($\%_{\text{HumanitiesUCT}} = 28.2\%$). All other faculties are under-represented in the programme ($\%_{\text{EBE_GC}} = 10.0\%$; $\%_{\text{HealthSciencesGC}} = 7.2\%$; $\%_{\text{ScienceGC}} = 6.6\%$; $\%_{\text{LawGC}} = 1.7\%$; $\%_{\text{GSB_GC}} = 0.0\%$) compared to the UCT student population data ($\%_{\text{EBE_UCT}} = 16.2\%$; $\%_{\text{HealthSciencesUCT}} = 14.1\%$; $\%_{\text{ScienceUCT}} = 10.2\%$; $\%_{\text{LawUCT}} = 4.4\%$; $\%_{\text{GSB_UCT}} = 3.5\%$).

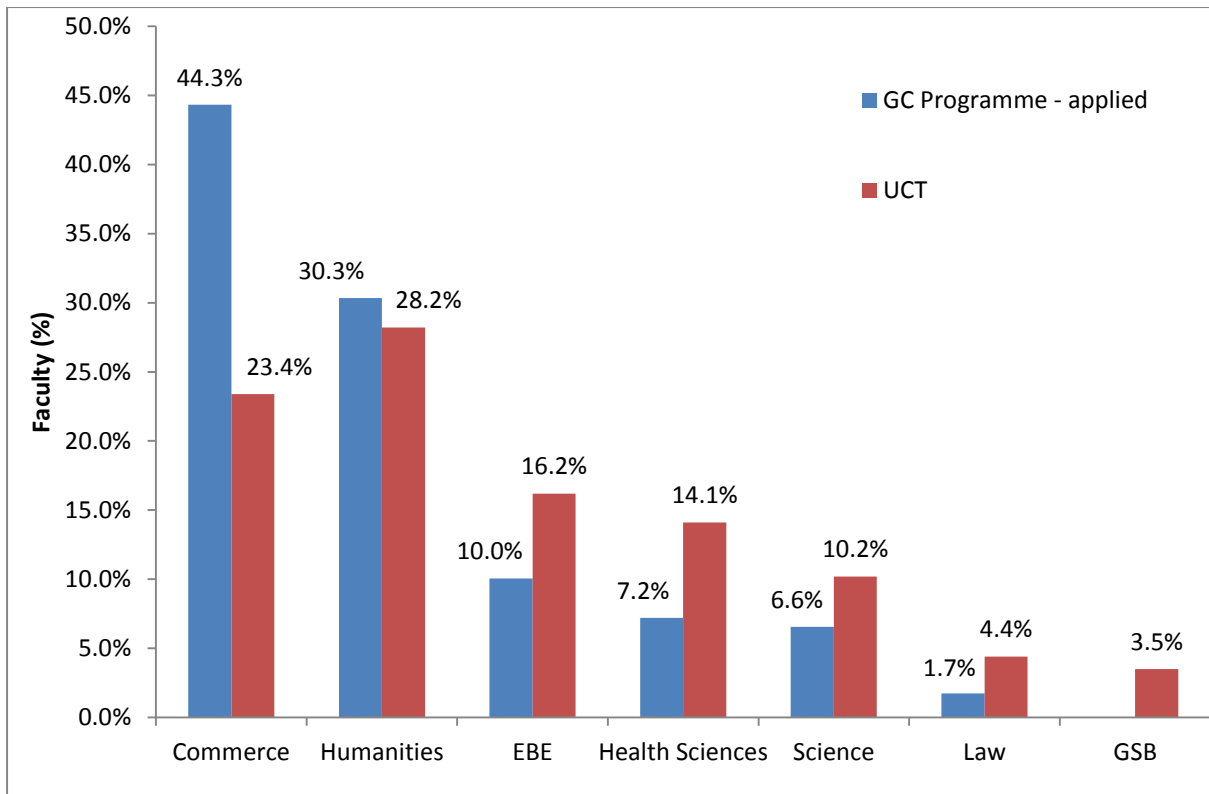


Figure 17. Faculty of students who have applied for (%) the GC Programme (2012 – 1st semester 2015) compared to the faculty breakdown of the total average UCT student population (%) from 2010 – 2014.

6) Do sufficient numbers of recipients complete the GC Programme?

The GC Programme's overall student records data from 2010 up to the end of the first semester of 2015 were analysed. A total of 1190 students have registered for, and 536 have completed, one of the GC modules during that time period. This equates to an average completion rate of 45.0%. Different modules, however, have different completion rates. The average completion rate for GC1 is 45.4% over the period of 2010 to 2015. The 4.6% completion rate for GC1 in 2012 was a result of the flexible approach to student attendance by allowing students to "drop-in/drop-out" and to attend a theme at any time during their studies, which was discontinued (GC Programme, 2012). Table 9 shows the yearly numbers per module and completion rate (%). GC2's average completion rate is 55.5% over the period of 2010 to 2014. GC3 has the lowest average completion rate of 9.9% over the period of 2012 to 2014.

Table 9

Yearly Application Numbers per Module and Completion Rate (%) for the GC Programme from Overall Student Records Data

Year	Course	Applied	Completed	Completed %
2010	GC1	72	39	54.2%
	GC2	44	25	56.8%
	Total	116	64	
2011	GC1	169	88	52.1%
	GC2	67	30	44.8%
	Total	236	118	
2012	GC1	130	6	4.6%
	GC2	61	45	73.8%
	GC3	29	1	3.4%
	Total	220	52	
2013	GC1	100	49	49.0%
	GC2	110	60	54.5%
	GC3	25	1	4.0%
	Total	235	110	
2014	GC1	116	57	49.1%
	GC2	99	47	47.5%
	GC3	45	10	22.2%
	Total	260	114	
2015	GC1	123	78	63.4%
	GC2	No data available as yet		
	GC3	No data available as yet		
	Current total	123	78	

7) If required, how can the GC Programme be restructured to increase the number of recipients serviced?

Due to the GC Programme's reliance on its student-centred approach, critical pedagogy and active learning, class sizes of more than approximately 100 students in GC1 and GC2 (the current average class size) would be likely to negatively impact on learning as engagement has been found to decrease in larger classes (Blatchford, Bassett, & Brown, 2011). Even given additional resources, such as more facilitators and tutors, expanding the class size would not be optimal for outcome achievement with the current pedagogical approach.

In terms of the current GC Programme structure, while completion of all three modules (GC1, GC2 and GC3) are acknowledged with a special letter of recognition from the Deputy Vice Chancellor, as well as documented on the students' UCT transcript, few students complete all three modules. To

Discussion and Recommendations

The discussion below is presented in three main sections, dealing with the results of: 1) the theory and design evaluation, 2) the process evaluation of the service utilisation and 3) the short-term outcome evaluation. Recommendations suggested for improvements that the programme staff could consider making to the programme are contained in textboxes throughout the discussion.

Considering the Theory and Design Evaluation Results

The theory and design evaluation results produced an articulated programme theory of the GC Programme (Figures 7-10; p. 43-45). After the articulated programme theory was checked for plausibility against the literature, some modifications to this theory were made by introducing causal linkages (Figure 13, p. 52). The plausibility check results indicate that the GC Programme is comparable in terms of its overarching framework to the majority of other such programmes identified and reviewed in the literature (Morais & Ogden, 2011). It was clear from the results that the pedagogy, programme design, groups of activities, clusters of outcomes and assessment of the GC Programme were broadly comparable to those of other such programmes. The results from both the theory and design are discussed together here, as the pedagogical approach, a key aspect of the GC Programme's design, forms a central part of the assumptions underlying the programme theory.

The gap that the GC Programme fills institutionally and in terms of student needs is comparable to those in similar programmes identified and described in Chapter 1's literature review. Globalisation has been instrumental in the drive by higher education institutions to implement global citizenship programmes in order to supplement their students' global knowledge and develop their social responsibility (Annette, 2002; Bourn, 2011; Bourn & Shiel, 2009; Brigham, 2011; Dugan & Komives 2007; Jorgenson & Shultz, 2012; Reade et al., 2013; UNESCO, 2013). Thus the number of these programmes has increased in recent years around the globe, particularly in the North, as indicated both in this study and in the literature (Jorgenson & Shultz, 2012; Schattle, 2008).

The structure of the GC Programme is comparable with that of similar programmes reviewed in this thesis, being non-credit bearing, co-curricular and partly classroom-based. The GC Programme was designed to be co-curricular, which places it outside of but complementary to the core curriculum and it is run outside of core university teaching hours. In the time-constrained core curriculum of most disciplines only directly relevant subject information are taught and so global and citizenship issues and the associated individual skills may well not be addressed. As such the GC Programme design provides the means to fill an institutional need around appropriate graduate attributes by foregrounding foundational knowledge of social justice issues (UCT, 2015a). Structuring the

programme as an additional activity enables students from all disciplines to have the opportunity to participate. This does, however, potentially limit the participation of students with: 1) full academic programmes, who may not feel able to spend the additional hours after a full day of studying and 2) extra-curricular activities scheduled at the same time as GC Programme activities. This conflict of interests may contribute to the dropout rates in the GC Programme as students prioritise other activities during the academic year.

The blended-learning approach used in the GC Programme was found to be a unique approach in the global citizenship programmes reviewed in this thesis. Nevertheless, with various module activities taking place face-to-face as well as on line, this approach conforms to the general trend for higher education courses where this blended approach is prevalent (Garrison & Kanuka, 2004; Graham, 2006). The blended-learning approach assists in meeting the pressing need to use creative approaches to maximise resources in the increasingly resource-constrained South African HE environment. HE will be under increasing financial pressure following the granting of a 0% increase in fees at South African universities in 2016 (Department of Higher Education and Training (DHET), 2015b). Using a blended approach can maximise the benefit participants receive from the critical and engaged pedagogy in the face-to-face sessions, while providing flexibility for students to complete the online tasks in their own time between the physical sessions and can keep the costs of running the course stable. This blended approach does, however, rely on the participants having an intermediate level of computer literacy, which may limit access to those with the required computer skills. First-year students at UCT are required to complete a guided digital literacy self-assessment and can undertake necessary training to improve their skills (University of Cape Town (UCT), 2015b, 2015c), including how to use Vula (UCT, 2015b). As such, this is more of a consideration for first year undergraduate students who may not yet have much experience using computers or Vula.

The GC Programme staff relies on the programme's pedagogy to bring about the desired outcomes through the student-centred approach. As the review of the social science literature on service learning programmes reveals, engaged and critical pedagogy based on the work of Paulo Freire is deemed appropriate in many instances of service learning and global citizenship practice. The importance of reflection is recognised in such programmes and has been reported to increase their effectiveness (Cone, 2003) as well as enabling the achievement of the best outcomes (Bringle & Hatcher, 1996; Yontz & de la Peña McCook, 2003). This student-centred, participatory and collaborative pedagogy is used in the GC Programme, making it comparable to common practice. This pedagogy provides a sound foundation for the GC Programme to potentially achieve the desired outcomes.

The GC Programme's articulated programme theory.

The elicited GC Programme theory was found to rely on the unique combination of what the student brings to the programme and how the programme is received by the student. As such, the lack of causal links in the programme theory identified by the stakeholders is a consequence of the view that the outcomes can be unique for each student, depending on their unique engagement with the programme activities. Such a programme theory does not conform to the linear logical frameworks models that are commonly used in the depiction of programme theories (Donaldson, 2007; Rossi et al., 2004), making an outcome evaluation of the programme difficult. Due to the complex nature of the programme and the current lack of any outcome measures, an outcome evaluation was not conducted as a part of this thesis. As an area of future development in the programme design, enabling an outcome evaluation would help to demonstrate what the programme achieves. The modified programme theory developed in this thesis (Figure 13, p. 52) provides a causally-linked theory for the GC Programme. As presented in the programme description (p. 12-17), each module emphasises different combinations of the domains of self, organisations and context which underpin the GC curriculum (GC Programme, 2010) and build towards students becoming active and engaged citizens. As such, the suggested modifications of the programme theory were focused on the comprehensive programme theory, which is most likely to result in the programme achieving its objectives. If this programme theory is adopted by the GC Programme, it could inform the development of outcome measures and a future outcome evaluation.

The modified programme theory (p. 52) offers a framework for the GC programme, linking the activities to the outcomes. In the modified GC Programme theory diagram, the programme's proximal outcomes are: 1) skills (e.g. active listening, critical questioning), 2) knowledge of global citizenship issues, 3) capacity for leadership and 4) awareness of being a citizen of the world, which act in combination to result in the distal outcome of producing engaged and active citizens. In this programme theory, an increase in knowledge and skills should lead to an increased capacity for leadership, while the increase in students' knowledge should lead to greater awareness of being citizens of the world as well as effect leadership capacity.

There are different schools of thought regarding whether leadership is an innate characteristic in certain people or whether it is a skill that is possible to teach. Thus, in terms of the skills and knowledge required for developing an increased capacity for leadership in the GC Programme, these causal relationships depicted in the impact theory rely on a skills-based model (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). In this model, capacity for leadership can be taught at least to some extent and is seen as supported by, but not wholly reliant on, personal characteristics.

Leadership and its component skills are, however, viewed as a complex construct (Mumford, Zaccaro, Connelly, & Marks, 2000). The modified programme theory improves the likelihood of this outcome being possible. For leadership skills to be developed through the programme, however, a careful alignment between the programme's activities and these skills would be necessary to enable this outcome to be achieved (Hanson, 2010). While this alignment is not currently present in the GC Programme, adopting the modified programme theory presented in this thesis could provide a framework in which to explore these causal links.

That an increase in students' knowledge of global citizenship issues would lead to a greater awareness of being a citizen of the world is plausible. The very concept of global citizenship refers broadly to a sense of identity, solidarity and belonging as a part of humanity (UNESCO, 2013). This concept incorporates a sense of awareness of a variety of cultural and geographic contexts as well as a sense of moral responsibility to the global community (Hanson, 2010; UNESCO, 2013). Based on literature around global citizenship (e.g. Hanson, 2010; UNESCO, 2013), it is likely that a greater awareness of global (and local) issues could result in a motivation to volunteer and engage with the community. Sustained volunteering and community engagement are encompassed with the distal outcome of being an engaged and active citizen. As the analysis in the results revealed (p. 32-33) other such programmes that aim to foster continued engagement and action by the participants also include a critical reflection component, making this distal outcome more likely to be achieved in the GC Programme.

The relation of the GC Programme's activities, outcomes and assessment to those identified in the literature review are discussed further below.

Activities.

In terms of the programme activities, the GC Programme includes the majority of the broad categories of activities which form a part of such programmes analysed in the literature review. The focus of the GC Programme is largely on service learning and volunteering within local Cape Town communities. A global citizenship programme with only local community service is not unusual. As indicated in the literature review, the global dimension identified in such programmes by Morais and Ogden (2011) is often expressed in local community interaction or volunteering, or is absent altogether.

Outcomes.

The GC Programme's broad outcomes align with the three major outcome categories identified in similar programmes from the literature review. As the only programme of those reviewed to include

all three of these categories, the GC Programme is aiming to offer a comprehensive approach to teaching global citizenship in which participants increasing their knowledge and skills, experience a change in their values and attitudes and continue to engage around social justice issues through volunteering. These outcomes are, however, not explicitly linked to the programme activities.

Hanson's (2010) review of a global citizenship programme which made use of class evaluations and focus group interviews with past students highlights the importance of designing and implementing such citizenship programmes with explicitly identified activities and linked expected outcomes. This approach enables the creation of pedagogically-sound and effective programmes and can provide a solid foundation for outcome evaluations (Hanson, 2010). From a programme evaluation and design perspective, outcome identification should inform programme development, pedagogy, implementation and how outcomes can be measured (Huitt, 2013). As indicated in the results, most of the global citizenship programmes presented in the social science literature do not take the approach of explicitly linking their specific activities to their intended outcomes (Hanson, 2010) and none reviewed in the literature review had articulated their programme theory. The GC Programme, therefore, conforms with current practice in the area of global citizenship programmes. A consequence of this is that measuring outcomes and demonstrating the impact of the GC Programme is not possible at this stage. Further research is needed to explore how to reinforce the implicit programme theories of programmes of this type in order to connect the activities they offer with what they aim to achieve.

Having an articulated, plausible programme theory provides a lens through which the programme's learning objectives can be verified and strengthened and through which outcome achievement can be demonstrated. To this end, the contribution made in this thesis of an articulated and modified programme theory could be utilised as a basis for identifying possible outcome evaluation questions and measures. The GC Programme's ability to demonstrate outcome achievement and impact in this way would strengthen their reporting to their funders as well as the programme's value to UCT. Being able to demonstrate that the programme is working in producing global citizens could assist the programme in securing funding and getting buy-in from the university to explore more faculty-embedded associated credit-bearing course, such as Social Infrastructures run in EBE. Strengthening the ability to attract funders and supporters is becoming important in the resource-constrained HE environment.

The evaluator recommends that the GC Programme works to strengthen the programme in terms of being able to measure outcomes. If the GC Programme adopts the modified programme theory, the programme could become a best practice example in the field and be a model for programmes with this approach. This would assist in attracting funding.

As the GC Programme module completion requirements are attendance-based and linked to the completion of activities, not the quality of the submissions or the level of engagement with the topic, completing the programme is not necessarily an indication that the outcomes have been achieved. Participants may be more interested in having the GC Programme modules recognised as UCT short courses on their academic transcripts than actively engaging with the programme.

While the course content is designed to provide the students who participate with the necessary skills and knowledge to begin to make a difference in their communities, no baseline measures are taken. As such, any gain in skills or knowledge is not directly assessed during or after the programme. As the GC Programme staff assume that the students who participate want to learn and to make a difference in others' lives, there is a question of whether in fact this moderator of programme outcomes (see Figure 13, p. 52) is the primary driver of producing engaged and active citizens. Students' motivation to learn has been linked to both personal as well as contextual factors (Van Eekelen, Vermunt, & Boshuizen, 2006), making it plausible that this moderator would affect the programme outcomes. This lack of assessment of knowledge, skills and motivation currently makes measuring programme outcomes impossible. Including outcome measures based on the modified GC Programme theory would be important to enable an outcome evaluation of the programme.

The evaluator recommends that the GC Programme should clearly identify and operationalise the outcomes from the individual modules and the programme as a whole as well as make clear links between the activities undertaken and their outcomes. A starting point would be to make use of the programme theory developed in this thesis. Utilising this would build the foundation for future evaluations, which could investigate to what degree the programme is achieving its outcomes. Identifying measures for the outcomes and collecting both baseline and end-of-module data for the students would feed into this process. The programme staff could use this data to determine the difference in outcomes for students who participate in one module as opposed to all three. Several scales measuring global competence, for example, the Global Citizenship Scale (Morais & Ogden, 2011), already exist that may be appropriate for the GC Programme's context.

Assessment.

The programme aims for its staff to facilitate learning in order to respond to the students' educational needs. However, no assessment of the individual students' needs is conducted. Programme staff rely on student participation in class and the submission of tasks on Vula to gauge programme success for each module. Students who complete a GC Programme module do, however, have the opportunity to complete end-of-module student opinion data forms. Approximately 35-40% of the completing students fill out these forms. On these forms, students report positive experience and learning from participating. This indicates that the programme is fulfilling at least some student expectations for these students. As the average GC module completion rate is 45.0%, however, this data represents the opinions of only 15.8-18.0% of the students who originally applied for a GC module.

The programme's assumption that the students want to learn and make a difference may act as a moderator on the subsequent causal chain of outcomes (see Figure 13, p. 52): if the students do not want to learn, they will not benefit much from the programme and may be more likely to drop out. Currently, no measure of students' willingness to learn and to make a difference, or what may affect this willingness, is made in the GC Programme. How much these factors moderate the outcomes and whether the programme effect varies between participants as a result is, therefore, unknown.

The evaluator recommends that the GC Programme institute a pre-module assessment in order to establish the willingness of the participants to learn and make a difference. A suggested assessment of this kind is provided in Appendix K, p. 101.

Making Sense of the Service Utilisation Process Evaluation Results

The results show that the GC programme reaches a small proportion of its envisioned target population. This limited reach is linked to two main factors: 1) the target population of the GC Programme is quite broad, effectively being any registered UCT students at any stage of their studies and 2) the resources available limit how many students can be accommodated each year.

The evaluator recommends reassessing the broad definition of the target population to allow for the programme's resources to be best directed at a smaller potential group. Focussing on the 2nd-4th years, as currently preferred by the programme, could be a strategy for narrowing the target population.

While students in any year of study are accepted, the ideal participants from the GC Programme's point of view are senior undergraduates (2nd and 3rd year) as well as postgraduates in the early phase of their degree (4th year). As such it would have been informative to look at the year of study data and compare applications and completions across years of study. Due to the way the year of study data is recorded, however, this data is not comparable between students. For example, if a student lists their year of study as 4, it is not necessarily clear whether they are on an extended degree programme or in their honours year. Some students also state the calendar year, for example, 2014 or give their year as "Final". In the data collection a clearer definition of what year of study means (e.g. academic year study vs. number of years at UCT) is needed to make this data useful.

The evaluator recommends modifying the data collection templates used by the GC Programme. While data for students are collected on module application forms, a few modifications to these forms would render the data more useful. Defining terms (e.g. year of study) would increase the accuracy of this data as well as enabling further analysis for evaluation purposes.

When comparing the programme data to the UCT student population data, it is clear that females are over-represented in the programme, both in terms of application and completion. Further investigations to understand why this imbalance exists could inform strategies to increasing male involvement. Advertising and recruitment strategies focusing on male-dominated faculties, for example, could be put in place. As the key community based organisation partner for GC2 before 2015 was Mothers' Unite⁵⁵ (GC Programme, 2012; GC Programme, 2013a; GC Programme, 2014), suggesting volunteer organisations that may be considered more gender-neutral (e.g. tutoring or a sports-related programme such as Waves for Change⁵⁶) may attract more males to the programme.

Due to the under-representation of males in the GC Programme, the evaluator recommends designing advertising and recruiting materials aimed at a male audience. Targeting recruitment at faculties with high male representation, such as EBE (70.0%)* and the GSB (64.8%)**, could assist in reaching a gender balance. The programme should consider recommending volunteer organisations that would be more appealing to males.

* Total average male students in the EBE faculty (%) from 2010 – 2014

** Total average male students in the GSB faculty (%) from 2010 – 2014

⁵⁵ Mothers' Unite is a non-profit organization that focuses on the well-being of children: <http://www.mothersunite.org.za/>

⁵⁶ Waves for Change is a surf therapy and community building organisation: <http://www.waves-for-change.org/>

In terms of faculty, Commerce students and Humanities students are over-represented in programme applications relative to their percentage of the UCT student population. All other faculties are under-represented (EBE, Health Sciences, Science and Law). No students from the GSB have ever enrolled in the GC Programme. There are several reasons why this under-representation may occur:

- For EBE, a curricular version of the programme is available for students, which could account for the lack of demand.
- For Health Sciences and GSB, the students are not located on the campus where the programme is implemented. Students registered for the programme would have to travel to attend the sessions, which start at peak traffic times. This could be a reason for lack of uptake in these faculties.
- For students with very full curricular sessions and afternoon practical sessions, such as in the Science and Law faculties, attendance at the programme may be felt to extend the day too far.

The evaluator recommends investigating the reasons why students from certain faculties (EBE, Health Sciences, Science, Law and GSB) are underrepresented in the programme. A survey of students from these under-represented faculties who attended the programme, those who drop out of the programme, as well as a random sample of those who do not, could help to clarify what the barriers are to programme application and attendance. This data could also help to tailor targeted advertising and recruiting initiatives aimed at students from these under-represented faculties.

A strategy could involve exploring the possibility of setting up instances of the GC Programme that are integrated within each faculty, which could take into account the unique timetable, workload and needs of the students.

No programme standards for sufficient numbers of completers have been set by the GC Programme staff to date. Sufficient numbers of recipients are, however, thought by the programme staff to complete the GC Programme. The GC Programme's overall completion rate is currently 45.0%. Completion differs widely between modules, with average completion rates of 45.4%, 55.5% and

9.9% for GC1⁵⁷, GC2⁵⁸ and GC3⁵⁹, respectively. While there is no data available on completion rates of other global citizenship programmes, the completion rates for GC1 and GC2 are much higher than for other free courses with no entry requirements such as massive open online courses (MOOCs). MOOCs have been found to have a median completion rate of ~6.5% (Jordan, 2014). This rate of completion is closer to that for the GC3 module, which may be linked to its being run solely in the online environment, without a participatory component.

Due to the GC Programme being an extra-curricular activity with no financial cost to the student, it is not surprising that the dropout rate would be high in GC1 and GC2. For GC3, while designed to be completed within a year, completing the 60 hours of community service may take longer. GC3 is also an almost exclusively online module where the participant works individually towards completing their 60 hours of community service. As such, this module's completion statistics cannot be interpreted in the same way as for GC1 and GC2, which are more interactive and have to be completed in the semester in which the student starts.

Shifting the programme to a model that limits the numbers of applications and screens applicants to assess their motivation to learn and make a difference (the moderator in the modified programme theory) could assist in increasing the completion rate and absolute completion numbers.

The evaluator would recommend that a tracking system be implemented where students can indicate how many hours of service they have completed in GC3. Such a system may assist both the programme in tracking how students are progressing in the module as well as the students themselves as they could use this as a means to stay more connected to the GC Programme team, potentially increasing completion rates for this module.

Under its current design and resourcing, the GC programme has reached its maximum class size (~100 students). Due to the pedagogy used in the GC Programme, additional classes would be a workable option to accommodate an increase in applicants. This would require additional resources, both financial and in terms of staff and tutors. Following the model of the faculty-embedded instance of parts of the GC Programme in the EBE faculty, other interested faculties could run instances of the GC Programme. This would potentially increase the reach and be a step towards

⁵⁷ 2010 to 2015

⁵⁸ 2010 to 2014

⁵⁹ 2012 to 2014

institutionalising the GC Programme. Finding staff that are skilled at facilitation of the pedagogical approach to the level of those already running the GC Programme could be a challenge with regard to this option.

Another strategy to increase the number of recipients serviced by the programme would be to structure the programme with a focus on retention between modules. Emphasising the GC Programme as a comprehensive programme with three key parts (the GC1, 2 and 3 modules) could encourage longer term, multi-module participation.

In order to decrease the high dropout rate from all of the modules, it is recommended that the reasons for this attrition across the different GC modules and the different faculties be identified. Limiting the number of applications accepted and screening applicants to assess their motivation to learn and make a difference could help to increase completion rates. Another strategy would be to run the course, or at the very least to advertise and recommend it, as a comprehensive programme, with students undertaking modules sequentially from GC1 through to GC3.

Exploring the Short-Term Outcome Evaluation Results

The short-term outcomes indicated by the frequently-occurring keywords in the GC2 module's student responses focus on module themes including community service, community-based organisations engagement and the link between local and global interactions. The high frequency of words representing the programme's short-term outcomes in the word clouds, therefore, provides some preliminary evidence that these outcomes are being achieved.

This word cloud analysis is, however, a basic exploratory analysis. Further assessment of the GC Programme outcomes in the short and long term would require the design of an outcome evaluation that would include setting up a data collection strategy to obtain baseline and post-programme data.

In order to enable any medium to long-term outcome and impact evaluations, the evaluator recommends the creation of a past-student database for the GC Programme. Such a database would assist the programme in keeping a comprehensive record of students' participation in the programme over time, if it is kept up to date.

This would serve several purposes:

- Allowing targeted advertising so as to reach students who have completed two of the three modules, encouraging them to register for the third module.
- Enabling a network of GC Programme alumni to be built up. If the database is updated with contact information, this would provide a resource for follow-ups with past students. This would assist the GC Programme in getting a measure of the potential impact that the GC Programme has had on participants in the longer term and what they have gone on to do with what they learnt in the programme.
- The information in this database would serve as data for future evaluations.

In conclusion, from the above discussion, it is clear that the GC Programme is generally sound from a design perspective and could benefit from making use of the programme theory developed as a part of this evaluation. The process evaluation of the service utilisation indicates that, due to the broad definition, the programme reaches a small proportion of its envisioned target population despite being at its maximum class size for both GC1 and GC2. The word cloud analysis for the short-term outcome evaluation indicates that it is possible that the programme participants may be achieving the outcomes for GC2. The recommendations provide workable improvements that the GC Programme staff could make to this largely sound programme.

Limitations

The choice to perform a theory, design, process and short-term outcomes evaluation is not a limitation as such, but was made based on the availability of data as well as the stakeholders' evaluation information needs. Outcomes of global citizenship programmes can be difficult to quantify and some outcomes require measurement using psychometric scales. The lack of pre-module baseline data and end-of-module outcome measures has meant that an outcome evaluation could not be conducted within the scope of this evaluation. The evaluation design outlined above was thus deemed the most feasible approach in evaluating the GC Programme. As recommended by the evaluator above, the programme would need to implement baseline and end-of-module outcome measures in order to enable future outcome evaluations.

A limitation of the theory evaluation is that the assessment of the theory primarily utilises published literature on international global citizenship programmes. There may be unpublished evaluations of global citizenship programmes that were not uncovered during the literature review and which, therefore, could not be considered in the analysis presented here. As the majority of programmes identified both from the literature and in the general online search were based in the USA and UK, Canada and Australia, these programmes operate in a developed country context. Applying this international research to the local South African context may be problematic as the focus, pedagogy, activities and outcomes of global citizenship programmes in international contexts may differ in design and implementation from those that would be most effective in the South African context. This was not found to be the case, however, as the results indicate that the GC Programme follows broad general practice represented by the similar programmes reviewed in this evaluation.

Limitations in the process evaluation, focusing on service utilisation, were the missing data in both the paper application forms and also the online application spreadsheets. This missing data was excluded from the analysis, resulting in a smaller sample size than the total numbers of students applying for and completing the GC modules. As data collation in the programme occurs at the module level, from year to year, no collated spreadsheet of all programme data per student was available. To overcome this limitation, the evaluator combined all of the relevant available individual student data and the module spreadsheets, using a unique identifier per student to retain their anonymity as per ethical guidelines. This resulted in a database of GC Programme students and their involvement in each GC Programme module which could be used for further analysis.

With regard to the short-term outcomes evaluation method, while the word cloud approach provides some insight into whether the short-term outcomes may have been achieved, it is not an

objective measure and the approach is novel. This approach was taken because no other data was available that could speak to the achievement of outcomes. The sample size was small ($n = 48$) and the data used was from only one module for one year, GC2 in 2014. If a full outcome evaluation is deemed necessary in the future, additional measurements and assessments may have to be introduced into the programme processes to provide the required data.

Recommendation for Future Research

This evaluation has highlighted several directions for future research, in both the GC Programme and the area of global citizenship programmes generally.

As the GC Programme uses a blended learning model, investigating which components work best in the face-to-face and the online components as well as how and why students respond to these elements would be useful. This research could also inform other courses run at UCT and other universities that currently use or are considering using a blended approach, specifically in courses using an engaged and critical pedagogy.

Due to the high dropout rate in the GC Programme, research into who drops out of the programme and why would help to inform the GC Programme as to programme application and attendance barriers. Such research would also inform others analysing learning analytics data from other free courses with no entry requirements. In particular, as the GC3 course is run only online without a face-to-face component, this research could inform researchers interested in eLearning courses and MOOCs.

A key issue that has emerged was the lack of outcome measures and the relevant data to measure outcome achievement for the GC Programme. As no articulated programme theory had been produced for the GC Programme before this evaluation, no direct links between the activities run in the programme nor how the products of these activities could be used to measure outcome achievement had been explored. This was found to be common in the broader field of global citizenship programmes. While the exploratory qualitative research design undertaken in this thesis to assess possible short-term outcomes achieved in GC2 has laid some groundwork, further research and evaluation in this area of the GC Programme is needed. The programme theory produced by the evaluator could serve as a starting point in identifying and operationalising outcome measures. In general, further research investigating what activities form part of global citizenship programmes and how these are seen to connect to what the programme aims to achieve would be a valuable addition to the literature. This would assist both programme staff and evaluators to better understand what specifically works in such programmes and why.

Conclusion

In conclusion, this evaluation provides an articulated theoretical grounding for the GC Programme. Programmes that focus on active and engaged citizenship are considered complex in their nature as well as in terms of assessing the achievement of their outcomes (AAC&U, 2010). Active and engaged citizenship is the ultimate outcome that the GC Programme hopes to bring about. The GC Programme is indeed complex, with a heavy reliance on approach and pedagogy to bring about its desired outcomes. Articulating a programme theory in such cases of complexity, while challenging, is an important component in outlining how the programme is supposed to work. This articulated theory is also an essential starting point to design which outcomes could and should be measured and when this would be most appropriate. This evaluation has produced an articulated programme theory as well as a modified theory with suggested improvements that the stakeholders can utilise. The appropriateness of the pedagogical approach used was confirmed as it is comparable to general practice in other global citizenship programmes, especially those which are student-centred.

In terms of service utilization, the programme has an over-representation of females and students from the faculties of Commerce and Humanities. A novel approach to exploring whether probable short-term outcomes in GC2 have been achieved made use of word clouds and yielded positive results, indicating that it is possible that the outcomes have been achieved. Due to the fact that there is limited evaluation research in this area, this study adds to the limited published evaluation research of global citizenship programmes.

Overall, despite the lack of outcome data, it is evident that the GC Programme is well received by the students who complete the end-of-module evaluations, thus appearing to fulfil at least some student expectations. In terms of increasing the reach of the GC Programme and institutionalising it, an ability to demonstrate outcome achievement would be beneficial. This, in combination with a clearly articulated and plausible theory as to how the programme works, would highlight what factors are critical to the programme in order to develop engaged and active citizens. By taking the recommended steps to measure outcomes, the GC Programme could provide a much stronger case for the impact on UCT's students of this well-conceived engaged citizenship and social justice programme.

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Appendices

Appendix A

The 58 Global Citizenship Programmes Appearing in the Top 300 Google Search Results

Result no.	Institution	Country	Programme name	SA / SL / O ⁶⁰	Target population	CB / NCB ⁶¹
1	Deakin University	Australia	Global Citizenship Program	SA/O	University students	NCB
2	University College London	UK	UCL Global Citizenship Programme	SL/O	Different options for different stages: First and second year undergraduates; Second and final year undergraduates; Taught postgraduate students	NCB
4	Webster University	USA	Global Citizenship Program	O	Undergraduates	CB
7	Lehigh University	USA	Global Citizenship Program	SA/O	University students	CB & NCB
8	University of Cape Town	South Africa	Global Citizenship Programme	SL	University students (2-5th years)	NCB
10	Hong Kong University of Science and Technology (HKUST)	Hong Kong	Global Citizenship Programme 2015	O	Undergraduates	CB/NCB

⁶⁰ Study abroad (SA) / Service learning (SL) / Other (O)

⁶¹ Credit-bearing (CB) / Non-credit bearing (NCB)

Result no.	Institution	Country	Programme name	SA / SL / O	Target population	CB / NCB
13	University of South Florida	USA	USF Global Citizens Project	?	Undergraduate	?
18	Franklin Pierce University	USA	Global Citizenship Certificate	SA/O	Undergraduate	CB & NCB
23	Tarrant County College	USA	Salzburg Scholars Global Citizenship Program	O	Undergraduates	?
36	Durham University	UK	Ustinov College Global Citizenship Programme	SL	Postgraduates	NCB
37	Santa Monica College	USA	Global Citizenship initiative	O	Undergraduate	?
39	Villanova University	USA	Global Citizens Program	SA	School of Business Freshmen (undergraduates)	
47	Swinburne University of Technology	Australia	Global Citizenship Award	SL	Undergraduate	
49	Stellenbosch University	South Africa	Global Citizenship	SL/O	Postgraduate	CB
50	University of British Columbia	Canada	Co-ordinated Arts Program Global Citizens stream	O	Undergraduate	CB
56	Florida Memorial University	USA	Salzburg Scholars Global Citizenship Program	O	Undergraduates	?
57	Oregon State University	USA	4-H Global Citizenship	SA	Undergraduate	?

Result no.	Institution	Country	Programme name	SA / SL / O	Target population	CB / NCB
58	Macalester College	USA	Institute for Global Citizenship (IGC)	SA/SL/O	?	CB & NCB
63	Mesa Community College	USA	Global Citizenship Certificate	O	Undergraduates	CB
65	University of Hong Kong	Hong Kong	Global Citizenship Summer Institute (GCSI)	SA	Undergraduate	?
66	Shenandoah University	USA	Global Citizenship Project (GCP)	SA/O	All full-time students	NCB
68	Haverford College	USA	The Center for Peace and Global Citizenship - general activities	SL/O	University students	NCB
70	Centennial College	Canada	Institute for Global Citizenship and Equity	?	?	?
78	Community College of Baltimore County	USA	Global Education Program	SA/O	Undergraduates	CB/NCB
79	Bowdoin College	USA	Global Citizens Grant	SL/O	Undergraduates	NCB
81	Singapore Institute of Management	Singapore	Global learning	SA/SL/O	?	?

Result no.	Institution	Country	Programme name	SA / SL / O	Target population	CB / NCB
86	Duke University	USA	Ethics, Leadership & Global Citizenship Focus Program	O	Undergraduates	CB
91	Bath Spa University	UK	Certificate in Global Citizenship	O	Undergraduates	CB/NCB
94	University of Charleston	USA	Global Citizenship Certificate	SA/O	Undergraduates	CB/NCB
98	Felician College	USA	Global Citizenship Institute	O	Pre-college	CB
100	Eastern Kentucky University	USA	Salzburg Global Citizenship Program (GCP)	O	Honours	?
101	Central Michigan University	USA	School of Public Service and Global Citizenship	O	?	?
105	Becker College	USA	Global Citizenship	SL/O	Undergraduates	?
110	Eastern Connecticut State University	USA	Global Citizenship Program	SA/O	Undergraduate	?
113	Brookdale Community College	USA	Global Citizenship Project	O	Undergraduate	NCB
138	University of Missouri	USA	Global Citizenship	SA/SL/O	Honours student	CB/NCB

Result no.	Institution	Country	Programme name	SA / SL / O	Target population	CB / NCB
139	University of York	UK	MA in Global and International Citizenship Education	O	Masters (course)	CB
147	University of Guelph	Canada	Community Engagement & Global Citizenship	SA/SL/O	All students	CB/NCB
152	Drake University	USA	Principal Financial Group® Center for Global Citizenship	SA/SL/O	All students	CB/NCB
161	University of Nottingham	UK	Global Citizenship, Identities and Human Rights MA	O	Masters (course)	CB
164	Bond University	Australia	BCDP02-033: Introduction to Global Citizenship	O	2nd years	CB
166	SAN JOSÉ STATE UNIVERSITY	USA	Salzburg Global Citizenship Program (GCP)	O	Any students	?
173	University of North Carolina	USA	LA 478: Cultivating Global Citizenship	O	Honours students	CB
174	University of Wisconsin	USA	UWO Global Citizenship Requirement	O	Undergraduate	CB

Result no.	Institution	Country	Programme name	SA / SL / O	Target population	CB / NCB
181	Kansas State University	USA	Kansas 4-H Exchange Programs	SA	?	NCB
186	University of Calgary	Canada	Global Citizenship: Common Reading Program	SA	?	NCB
187	Colorado State University	USA	Global Citizenship Programme	SL	Undergraduates	NCB
194	University of Utah	USA	Global Citizenship Block	O	Undergraduate	CB
204	University College Roosevelt	The Netherlands	Global Citizenship	SA/SL/O	?	CB/NCB
207	Tufts University	USA	Ethics & Global Citizenship	O	?	CB/NCB
211	Florida International University	USA	Global Learning for Global Citizenship	SA/O	Undergraduates	CB/NCB
222	University of Melbourne	Australia	Engagement	SA/O	?	NCB
239	Northern Alberta Institute of Technology	Canada	BTTM4860 – Global Citizenship	O	Honours	CB
243	Michigan State University Extension.	USA	Michigan 4-H	SA	?	NCB
244	Seisen University	Japan	MA Program for Global Citizenship Studies	O	Masters (course)	CB

Result no.	Institution	Country	Programme name	SA / SL / O	Target population	CB / NCB
248	University of California, Los Angeles	USA	UCLA Global Citizens Fellowship	SA/SL	Undergraduate	NCB
278	Manhattanville College	USA	Global Citizenship	O	?	NCB
297	Antioch University	USA	Global Citizenship	SA	Undergraduates	NCB

Appendix B*The 18 South African Universities without Global Citizenship-like Programmes*

Province	University	Web address
Western Cape	Cape Peninsula University of Technology	www.cput.ac.za
Free State	Central University of Technology	www.cut.ac.za
KwaZulu-Natal	Durban University of Technology	www.dut.ac.za
KwaZulu-Natal	Mangosuthu University of Technology	www.mut.ac.za
Eastern Cape	Nelson Mandela Metropolitan University	www.nmmu.ac.za
North West	North-West University	www.nwu.ac.za
Eastern Cape	Rhodes University	www.ru.ac.za
Northern Cape	Sol Plaatje University	www.spu.ac.za
Gauteng	Tshwane University of Technology	www.tut.ac.za
Gauteng	University of Johannesburg	www.uj.ac.za
KwaZulu-Natal	University of KwaZulu-Natal	www.ukzn.ac.za
Limpopo	University of Limpopo	www.ul.ac.za
Mpumalanga	University of Mpumalanga	www.ump.ac.za
Gauteng	University of Pretoria	www.up.ac.za
Gauteng	University of South Africa	www.unisa.ac.za
Limpopo	University of Venda	www.univen.ac.za
Western Cape	University of the Western Cape	www.uwc.ac.za
KwaZulu-Natal	University of Zululand	www.unizulu.ac.za
Gauteng	Vaal University of Technology	www.vut.ac.za
Eastern Cape	Walter Sisulu University	www.wsu.ac.za

Appendix C

Programmes Reviewed Grouped by the Three Dimensions of Global Citizenship of Morais and Ogden (2011)

Dimensions	<i>Social responsibility</i>	Programmes Nicaragua Service Learning Programme ⁶² Notre Dame Global Education Project ⁶³ Lehigh Global Citizenship Program ⁶⁴ Bonner Scholar Program ⁶⁵ Global Health and Local Communities ⁶⁶ Washington Study-Service Year ⁶⁷ Webster Global Citizenship Program ⁶⁸ Salzburg Scholars Global Citizenship Program ⁶⁹ Co-ordinated Arts Program Global Citizens stream ⁷⁰
	<i>Global competence</i>	Nicaragua Service Learning Programme Notre Dame Global Education Project Lehigh Global Citizenship Program Bonner Scholar Program Global Health and Local Communities Washington Study-Service Year Webster Global Citizenship Program Salzburg Scholars Global Citizenship Program Co-ordinated Arts Program Global Citizens stream
	<i>Global civic engagement</i>	Nicaragua Service Learning Programme Lehigh Global Citizenship Program Salzburg Scholars Global Citizenship Program <i>Local civic engagement focus:</i> Notre Dame Global Education Project Bonner Scholar Program Global Health and Local Communities Washington Study-Service Year

⁶² Kiely (2005)

⁶³ Bamber & Hankin (2011)

⁶⁴ Sperandio et al. (2010)

⁶⁵ Keen & Hall (2009)

⁶⁶ Hanson (2010)

⁶⁷ Aberle-Grasse (2000)

⁶⁸ Kingston (2012)

⁶⁹ Reade et al. (2013)

⁷⁰ University of British Columbia (2015)

Appendix D

Detailed Categorised Activities undertaken in the Global Citizenship Programmes Summarised in the Literature Review

		Activities					
		<i>Instructor-led learning</i>	<i>Volunteering</i>	<i>Active class participation & sharing</i>	<i>Critical reflection</i>	<i>Learning media interaction</i>	<i>Study abroad</i>
Programmes	Nicaragua Service Learning Programme⁷¹	> Presentations & seminars on culture & context	> Conduct health sessions > Assess health		> Students reflect daily (discussions & journals)		
	Notre Dame Global Education Project⁷²	> Lectures (citizenship & global citizenship)	> Students deliver workshops	> Peer presentations			
	Lehigh Global Citizenship Program⁷³	> Lecture series > Globalization & Cultures course	> Volunteer at NGOs > Attend community events		> Post-trip writing to critically reflect		> Travel
	Bonner Scholar Program⁷⁴	> Classes & retreats > Coaching	> Tutoring > Poverty & health	> Participation & dialogue		> Readings	
	Global Health & Local Communities⁷⁵	> Guest lectures	> Community volunteering	> Participatory exercises	> Reflective in-class discussions	> Videos > Reading	
	Washington Study-Service Year⁷⁶	> Weekly seminar > Biweekly events	> Community volunteering		> Service critical reflection		
	Webster Global Citizenship Program⁷⁷	> Lectures					
	Salzburg Scholars Global Citizenship Program⁷⁸	> Orientation activities	> Applied projects	> Participatory sessions > Campus activities			> Travel
	Stellenbosch Global Citizenship Course⁷⁹	> Themed sessions > Learn language(s)	> Community engagement	> Intercultural competence	> Critical thinking & reasoning		
Co-ordinated Arts Program Global Citizens stream⁸⁰	> Workshops		> Group discussions & presentations	> Written critical analyses	> Blogging > Projects		

⁷¹ Kiely (2005)

⁷² Bamber and Hankin (2011)

⁷³ Sperandio et al. (2010)

⁷⁴ Keen and Hall (2009)

⁷⁵ Hanson (2010)

⁷⁶ Aberle-Grasse (2000)

⁷⁷ Kingston (2012)

⁷⁸ Reade et al. (2013)

⁷⁹ Stellenbosch University Postgraduate and International Office (2015)

⁸⁰ University of British Columbia (2015)

Appendix E

Global Citizenship Programmes and their Detailed Outcomes Summarised in the Literature Review

		Outcomes			
		<i>Increasing knowledge & skills</i>	<i>Changing values & attitudes</i>	<i>Continued engagement & action</i>	<i>Other</i>
Programmes	Nicaragua Service Learning Programme⁸¹	> develop a critical understanding of context > Students learn to critically question injustice		> engage in social action in order to affect transformation	
	Notre Dame Global Education Project⁸²	> develop knowledge & understanding of pedagogical approaches > develop ability to reflect on own behaviour as a global citizen & critical awareness			
	Lehigh Global Citizenship Program⁸³	> better equipped to understand & act on their global responsibilities at community, national, world level		> able to operate in a global environment	
	Bonner Scholar Program⁸⁴		> develop increased civic responsibility (volunteer)		> access to education (funding)
	Global Health & Local Communities⁸⁵	> have an increased understanding of global citizenship		> continue to be involved in community health & development	
	Washington Study-Service Year⁸⁶	> analyse & explain the causes & consequences of social problems	> increased awareness of civic responsibility > moral development		
	Webster Global Citizenship Program⁸⁷	> achieve "global understanding" > build skill related to ethical reasoning & intercultural competence			
	Stellenbosch Global Citizenship Course⁸⁸	> develop a better understanding of what Global Citizenship entails > create global social awareness > develop skills that enable students to be role players in a globalised world > develop intercultural competence		> enable active participation as global citizens	

⁸¹ Kiely (2005)

⁸² Bamber and Hankin (2011)

⁸³ Sperandio et al. (2010)

⁸⁴ Keen and Hall (2009)

⁸⁵ Hanson (2010)

⁸⁶ Aberle-Grasse (2000)

⁸⁷ Kingston (2012)

⁸⁸ Stellenbosch University Postgraduate and International Office (2015)

Appendix F

Programme Documents Used as Data Sources for the Programme Description

Data source no.	Document citation
1.	Global Citizenship Programme. (2010). <i>Curriculum framework for UCT Global Citizenship: Learning for Social Justice (Global-CLSJ) Programme – Pilot 2nd semester 2010</i> . Cape Town: GC Programme.
2.	Global Citizenship Programme. (2011). <i>UCT Global Citizenship: Leading for Social Justice Pilot Programme April–September 2011: Summary Report of second year of pilot</i> . Cape Town: GC Programme.
3.	Global Citizenship Programme. (2012). <i>APPENDIX C: Template for report - Implementation dashboard</i> . Cape Town: GC Programme.
4.	Global Citizenship Programme. (2013a). <i>APPENDIX C: Template for report - Implementation dashboard</i> . Cape Town: GC Programme.
5.	Global Citizenship Programme. (2013b). <i>UCT Global Citizenship Programme: Leading for Social Justice</i> . Cape Town: GC Programme.
6.	Global Citizenship Programme. (2014). <i>APPENDIX C: Template for report - Implementation dashboard</i> . Cape Town: GC Programme.
7.	Global Citizenship Programme (GC Programme). (2015a). GC1 – Workshop series: Global Debates, Local Voices. Cape Town: GC Programme.
8.	Global Citizenship Programme (GC Programme). (2015b). GC2: Service, Citizenship and Social Justice – Service learning course. Cape Town: GC Programme.
9.	Global Citizenship Programme (GC Programme). (2015c). GC3: Voluntary Community Service. Cape Town: GC Programme
10.	McMillan, J., Small, J., Tame, B., van Heerden, J., & von Kotze, A. (2010). <i>UCT Global Citizenship: Leading for Social Justice Pilot Programme July – October 2010 Summary Review Report</i> . Cape Town: GC Programme.
11.	McMillan, J. (2012). <i>The UCT Global Citizenship Award programme 2012: Report on funding from the VC's Strategic Fund</i> . Cape Town: GC Programme.
12.	McMillan, J and Small, J. (2012). <i>UCT Global Citizenship: Leading for social justice programme Interim report 1 April – 30 September 2012</i> . Cape Town: GC Programme.
13.	McMillan, J. (2013a). <i>Teaching and learning for graduate attributes: UCT's Global Citizenship programme</i> . Cape Town: GC Programme.
14.	McMillan, J. (2013b). "Service learning" or "learning service"?. In: Service learning in South Africa. Osman, R and Petersen, N. (eds). Cape Town: Oxford University Press. pp. 33-58.
15.	Von Kotze, A. and Small, J. (2013). Dream, believe, lead: learning citizenship playfully at university. In: Clover, D. E. and Sanford, K. (eds). <i>Lifelong learning, the arts and community cultural engagement in the contemporary university: international perspectives</i> . New York: Manchester University Press.

Appendix G*Top 20 Most Frequently Occurring Words in Blog 2 for GC2 in 2014*

Word	Length	Count	Weighted Percentage (%)
community	9	137	1.35
Service	7	134	1.32
Unite	5	124	1.22
People	6	116	1.14
Mothers	7	112	1.10
One	3	93	0.91
Just	4	88	0.86
Really	6	68	0.67
Think	5	63	0.62
Also	4	58	0.57
experience	10	57	0.56
Much	4	56	0.55
Day	3	55	0.54
Like	4	54	0.53
Mother	6	54	0.53
Help	4	53	0.52
Learnt	6	53	0.52
Hill	4	52	0.51
Time	4	51	0.50
Feel	4	50	0.49

Appendix H*Top 20 Most Frequently Occurring Words in Blog 3 for GC2 in 2014*

Word	Length	Count	Weighted Percentage (%)
service	7	333	3.20
story	5	144	1.38
one	3	138	1.33
people	6	138	1.33
single	6	127	1.22
community	9	111	1.07
think	5	79	0.76
stories	7	68	0.65
help	4	63	0.61
need	4	60	0.58
way	3	54	0.52
Also	4	51	0.49
Like	4	50	0.48
Time	4	46	0.44
Charity	7	41	0.39
Feel	4	39	0.37
Work	4	39	0.37
Change	6	38	0.37
something	9	38	0.37
Always	6	34	0.33

Appendix I*Top 20 Most Frequently Occurring Words in GC2's Final Assignment for 2014*

Word	Length	Count	Weighted Percentage (%)
Service	7	324	1.49
community	9	272	1.25
Social	6	255	1.17
One	3	208	0.96
People	6	189	0.87
development	11	181	0.83
Justice	7	175	0.80
Course	6	165	0.76
Global	6	133	0.61
Also	4	129	0.59
Like	4	119	0.55
Citizen	7	107	0.49
Need	4	103	0.47
Help	4	97	0.45
Single	6	97	0.45
Way	3	93	0.43
Life	4	92	0.42
Make	4	92	0.42
Society	7	89	0.41
citizenship	11	86	0.39

Appendix J*Top 20 Most Frequently Occurring Words in the GC2 Course Outline for 2014*

Word	Length	Count	Weighted Percentage (%)
Service	7	24	7.27
learning	8	7	2.12
Two	3	7	2.12
Course	6	6	1.82
development	11	6	1.82
citizenship	11	5	1.52
communities	11	5	1.52
community	9	5	1.52
sessions	8	5	1.52
Face	4	4	1.21

Appendix K*Pre-Module Assessment to Establish Willingness of GC Programme Participants to Learn and Make a Difference*

Student's name and surname:	Student no.:	Date:			
Instructions for completing this form:					
<ul style="list-style-type: none"> - Where boxes (<input type="checkbox"/>) are provided, tick (v) the option that applies. - Indicate dates as day month year e.g. 10 April 2009 - Print neatly 					
GC module applied for/enrolled in:					
<input type="checkbox"/> GC1 <input type="checkbox"/> GC2 <input type="checkbox"/> GC3					
Tick the option that applies for each of the following statements:					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I want to make a difference in the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to productively engage with those who hold different views to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to help to change my community for the better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am willing to have my beliefs challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to become informed about different perspectives on a variety of social justice issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>