



**COLLEGE FOR  
INTERNATIONAL  
CITIZENSHIP**

[WWW.CFIC.ORG.UK](http://WWW.CFIC.ORG.UK)



**SUMMER SCHOOL**



# A PERSONAL MESSAGE FROM THE DIRECTOR WELCOME

At CIC our students are our first and foremost concern. That is why we want to make every effort to ensure that in studying with us, you are making the right choice for yourself and your community. We are determined that this leading international programme in global citizenship should meet your own needs and aspirations in ways which are fully relevant and applicable to the situation, environment and location in which you contribute as an international citizen.

We believe that by providing you with the appropriate knowledge, understanding and skills, our programme will help you shape and improve global, social and political culture and be more effective in co-operating with the people with whom you live and work.

We look forward welcoming you to the programme and working with you.

Elly Tobin  
Principal



## WELCOME TO CIC

The College for International Citizenship (CIC) enables people with a demonstrable interest in public affairs & world issues to learn & work together to promote greater international understanding.

To create a learning environment that encourages students to explore the fundamental values of human rights, peace, justice and responsible freedom through discussion, debate and analysis. CIC connects with a worldwide network through government institutions such as the European Union, the United Nations and the Commonwealth Institute, as well as non-governmental organisations, charitable foundations and global companies.

### CIC AIMS TO:

- Enable people with an interest in public affairs and world issues to come together to develop greater international understanding & communication
- Provide a forum for exchanging ideas & experiences on the rights, responsibilities and perceptions of global citizens and thereby increase their political literacy
- Challenge accepted values, present new ideas and encourage a readiness to consider different points of view
- Contribute to a worldwide network for citizenship education





# THE HEART OF ENGLAND

In an era of increasing globalisation CIC promotes greater understanding between people & challenges the perceptions of difference formed through the influence of home, school & community.

CIC is based in Birmingham, UK, a culturally and ethnically diverse city which has a long tradition of welcoming people from different parts of the world. Birmingham is a cosmopolitan city with a reputation for developing innovative approaches to the challenges of building open-minded, tolerant and inclusive communities.

# BIRMINGHAM HAS ENJOYED A RENAISSANCE IN THE LAST FEW YEARS FOLLOWING THE RENOVATION OF THE HISTORIC AREAS AND THE CREATION OF MANY NEW DEVELOPMENTS.



## THE HEART OF ENGLAND

The city's set of award winning venues, including the National Exhibition Centre, the International Convention Centre, Symphony Hall and the National Indoor Arena, provide an unrivaled mix of exhibition, concert & sporting facilities.

The city is situated in the heart of Shakespeare country and just one hour and twenty minutes by train from London offering a wide range of cultural historical places to visit.

One of Birmingham's most famous areas is the canalside in the heart of the city. Here you will find a wide variety of bars and restaurants as well as modern office spaces and the National Sea Life Centre.

International students make a very important contribution to the academic and social life of Birmingham as well as to the atmosphere of the city.

Each year an increasing number of students come to Birmingham from non-EU countries. At present Birmingham hosts students from more than 50 countries outside the EU with significant numbers from the Far East, Africa and the Indian subcontinent.





# THE CIC CITIZENSHIP PROGRAMME

The programme comprises ten taught modules including a project planning module. Each module represents 22.5 hours of taught time.

PRIOR TO THE TEN WEEK COURSE AN INTRODUCTORY PROGRAMME CAN BE ARRANGED IF REQUIRED TO COVER ENGLISH LANGUAGE SKILLS, ADVANCED STUDY SKILLS, INFORMATION & COMMUNICATION TECHNOLOGY SKILLS, CONCEPT SESSIONS & COURSE ORIENTATION.



# PROGRAMME MODULES



Students can attend a 10 week course or take one or more of the modules as separate modules. Participants with a limited amount of time are able to choose their preferred module or modules.

- 01

**LEADERSHIP SKILLS**  
Leadership skills, team building and management and persuasive public speaking skills
- 02

**CITIZENSHIP**  
Definition of a global citizen. Definitions and models of citizenship in different political systems
- 03

**POLITICAL SYSTEMS**  
Analysis and interpretation of the role of the media, religion and education in the construction of citizenship and political identities
- 04

**INTERNATIONAL RIGHTS & RESPONSIBILITIES**  
Introduction to concepts of rights and justice, with an exploration of international conventions, treaties & forums on human rights & freedoms
- 05

**INTERNATIONAL TRADE & ECONOMIC SYSTEMS**  
Introduction to monetary and economic systems. Examination of the intersection and clash of different systems of power and how different systems act as forces of regulation
- 06

**EDUCATION & NATIONAL DEVELOPMENT**  
Understanding the different models relating education to development to see the vital role education plays in the growth of nations
- 07

**ENVIRONMENTAL CHANGE & SUSTAINABLE DEVELOPMENT**  
Awareness and knowledge of key contemporary issues such as population demand and resource depletion
- 08

**PEACE, VIOLENCE & CONFLICT**  
Understanding and applying key concepts which distinguish positive and negative conflict
- 09

**LOCAL INFLUENCE TO GLOBAL CITIZENSHIP/MEDIA**  
Application of the taught content in modules one to eight to the Project Planning module, using the media to communicate views and opinions
- 10

**PROJECT PLANNING**  
Final phase of the programme. Concluding presentation of personal project plan

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# MODULE 1

## LEADERSHIP SKILLS

Examining elements of leadership, students will be encouraged to develop their own leadership skills to build effective teams.



*"CIC has had a hugely positive impact on my life in many ways. My view of education, of the world & globalisation has vastly expanded. It has laid the foundations of how I understand politics, international trading, human rights, leadership and humanity and how the world is what it is today."*



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### THIS MODULE WILL EXPLORE:

- › Leadership and leading groups, what makes a leader and how do leaders maintain their followers?
- › Leadership and the difference between power and authority
- › Team building; how do leaders build their teams?
- › Understanding teams and the makeup of personalities within them
- › Learning through interaction
- › Listening skills
- › Presentation skills to large & small groups
- › Public/persuasive speaking

### BY THE END OF THE MODULE STUDENTS WILL:

- › Understand the concepts of leadership
- › Improve their range of leadership skills
- › Have developed study, research and evaluative skills and have an understanding of the expectations of the programme
- › Be aware of the place of listening, discussing and presenting in the establishment of relationships and the culture of learning and leading
- › Be aware of the nature of teams
- › Be able to develop the teams they work with in a positive way to achieve the set goals
- › Be aware of the skills required for good public speaking
- › Have gained confidence in public speaking and had the opportunity to demonstrate this
- › Have improved their persuasive speaking skills



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# MODULE 2

## CITIZENSHIP

Citizenship requires the active participation of individuals in their communities, at national & international levels. Citizenship education aims to ensure an open & fair society.

### STUDENTS WILL EXAMINE A NUMBER OF TOPICS INCLUDING:

- Key concepts in citizenship, including knowledge, values and skills, democracy and participation, the relationships between individuals, community and society
- Who counts as a citizen? Issues of democracy, identity, migration, nationalism, refugees and asylum seekers, minors
- The legal and moral responsibilities of citizenship
- What is global citizenship?

### BY THE END OF THE MODULE STUDENTS WILL:

- Be aware of different models and key concepts of citizenship, and the struggles for citizenship status
- Be aware of a range of contemporary issues and international examples with regard to citizenship, for example concerning multiculturalism, nationalism and globalisation
- Have begun to outline their own personal roles and responsibilities as a citizen



*"I appreciated being sat in a circle rather than behind desks as it brought closeness to the group."*

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# MODULE 3

## POLITICAL SYSTEMS

A broad knowledge of the various political systems around the world provides a foundation for understanding how communities are affected by them.

### THIS MODULE WILL EXAMINE:

- Political ideologies: democracy, liberalism, Marxism, anarchism, nationalism
- How democracies function & change
- Alternative political systems in practice, e.g. communist societies, dictatorships, one-party states, monarchies and theocracies
- Parliamentary debate
- Using political ideas: rights, rights abuse and asserting rights

### BY THE END OF THE MODULE STUDENTS WILL:

- Be able to identify a range of different political systems including: democracy, one-party states, theocracy, monarchy etc
- Have an understanding of different types of democracy: participative, representative, deliberative
- Have an understanding of how democracy is interpreted in different countries and in accordance with different cultures and religions

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# MODULE 4

## INTERNATIONAL RIGHTS AND RESPONSIBILITIES

This module provides an introduction to international legal and value systems.

### BY THE END OF THE MODULE STUDENTS WILL:

- › Have a general knowledge of relevant international agreements
- › Have an understanding of concepts of justice and the ways to achieve justice for women's and minority rights
- › Be aware of the work of a range of relevant international organisations

### THIS MODULES COVERS:

- › Notions of justice and rights
- › Accountability
- › International agreements about rights, e.g. human rights, children's rights, women's rights, minority rights
- › The work of relevant UN organizations
- › Local and international forums for justice, including the UK courts, the European Court of Human Rights and the International Criminal Court

STUDENTS WILL EXAMINE THE INTERACTION OF DIFFERENT SYSTEMS OF POWER AND INTERNATIONAL REGULATION.

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*"It was a well taught module with some very difficult material but it was explained very well."*



# MODULE 5

## INTERNATIONAL TRADE & ECONOMIC SYSTEMS

This module provides an introduction to international trade and economic systems.

### THIS MODULE WILL CONSIDER:

- › International economic systems
- › Globalisation
- › World trade and regulation
- › International financial organisations
- › Microbanks and cooperatives
- › Socially Responsible Investment (SRI) - ethical banking & investment
- › World debt and poverty
- › The work of international debt campaigns

### BY THE END OF THE MODULE STUDENTS WILL:

- › Gain a basic understanding of international monetary & economic systems
- › Develop an awareness of the dynamics of world trade & international agreements
- › Become aware of different types of trade & economic systems within the context of globalisation and how to analyse their implications
- › Gain an awareness of regional systems such as the EU, AU, & ASEAN
- › Be aware of the work of a range of relevant international organisations



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# MODULE 6

## EDUCATION AND NATIONAL DEVELOPMENT

This module explores the relationships between education and various forms of national development; economic, social and political.



*"I learned the most important thing about Education this week; that Education should be a self-learning process and you should learn because you want to and not through 'force.'"*

### BY THE END OF THE MODULE STUDENTS WILL:

- Have identified their current position on the purposes of education in a society
- Be aware of different definitions of development in a society
- Be aware of the different models relating education to development (or constraints to development)
- Have an understanding of key areas of inequality & difference in a society, such as ethnicity or gender and the relationship of education to these
- Be aware of different models and aims of citizenship & civics education
- Have developed ideas about the role of education, both formal & informal, in addressing social challenges such as HIV/AIDS, crime & drugs

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### THIS MODULE AIMS TO LOOK AT THREE PERSPECTIVES OF EDUCATION:

1. The assumption that formal education improves society and the quality of life of the individual.
2. That formal education can contribute to harming society and individuals.
3. That formal education actually reproduces existing society and its attendant inequalities.

The module uses examples from a wide range of countries and students will be asked to reflect on their own educational experiences.

### THESE IDEAS ARE EXAMINED FROM A NUMBER OF PERSPECTIVES:

- What is education for?
- What is development?
- How does education relate to development?
- Education as investment (human capital theory)
- School, work and inequality (reproduction theory)
- Education and modernisation
- Education, gender and development
- Education and pluralism
- Citizenship Education 1: The Political Nature of Education
- Citizenship Education 2: Education, Democracy and Development, education and social issues (HIV/ AIDS, crime and drugs)

STUDENTS WILL DEVELOP SKILLS OF CRITICAL ANALYSIS, DISCUSSION & THE ABILITY TO CONTEXTUALISE DEBATES ON EDUCATION AND DEVELOPMENT TO THEIR OWN COUNTRIES.

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# MODULE 7

## ENVIRONMENTAL CHANGE & SUSTAINABILITY

Environmental change and sustainable development are dynamic concepts open to a wide variety of interpretations.

### CONCERN FOR THE ENVIRONMENT, BOTH NATURAL AND HUMAN, IS CENTRAL TO MANY PERSONAL AND COMMUNITY DECISIONS.

The basis for this module is that education for sustainable development should develop awareness, understanding and respect for the natural and human environments. It will encourage students to consider their commitment to sustainable development at a personal, local, national and global level.

Students will be able to develop the knowledge, skills, understanding and values to participate in decisions about the way we 'do things'. Topics for study will include population growth, resource depletion, species extinction, global warming & food supply.

### BY THE END OF THE MODULE STUDENTS WILL:

- Have developed greater awareness of the natural & human environments in which they live & of key issues such as population growth, resource depletion & species extinction
- Be able to discuss definitions of 'sustainable development'
- Be able to critically analyse the relationship between ecological, social, political & economic principles
- Be able to identify personal value & actions which are integral to the achievement of sustainable development
- As consumers, be able to make informed judgments and understand their rights & responsibilities

**STUDENTS WILL BE ENCOURAGED TO 'THINK GLOBALLY – ACT LOCALLY'. ISSUES SUCH AS TRANSPORTATION, HOUSING, WATER AND ENERGY SUPPLY WILL BE EXPLORED. UNDERLYING CAUSES OF ENVIRONMENTAL PRESSURE SUCH AS POPULATION INCREASE WILL BE EXAMINED AND GLOBAL POLITICAL SOLUTIONS DISCUSSED.**



*"It was very interesting to learn about what a citizen really is, and it made me think more about why we have to think of others."*

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### THIS MODULE WILL:

- Clarify assumptions about environmental change and sustainable development
- Develop understanding and promote critical analysis of the relationship between ecological, social, political & economic principles & sustainable development
- Include & account for positive models & successful case studies of sustainable development in action
- Encourage students to engage values and personal actions which are integral to the achievement of sustainable development
- Encourage active participation in decision making and critique regarding sustainable development





# MODULE 8

## PEACE, VIOLENCE & CONFLICT

This module examines the origins of conflict & violence, analyses reasons for conflict & peace and explores techniques for conflict resolution and nonviolence.

It attempts to develop skills and understanding that enable a positive approach to conflict and change with peaceful means - that is, using conflict in a way that will lead to change for improvement rather than for increasing aggression or violence.

It will critically explore the various ideas used in peace education in different international contexts.

### BY THE END OF THE MODULE STUDENTS WILL:

- Have an understanding of key concepts of peace and conflict, and be able to distinguish between positive and negative conflict
- Have an understanding of the roots of conflict at interpersonal, community, national and international levels
- Have practised techniques of conflict analysis and mapping
- Have practised a range of conflict resolution and nonviolence techniques
- Have identified the role of young people in activism for peace or conflict
- Enhanced ability to intervene in conflict both practically and strategically

### THE MODULE WILL COVER:

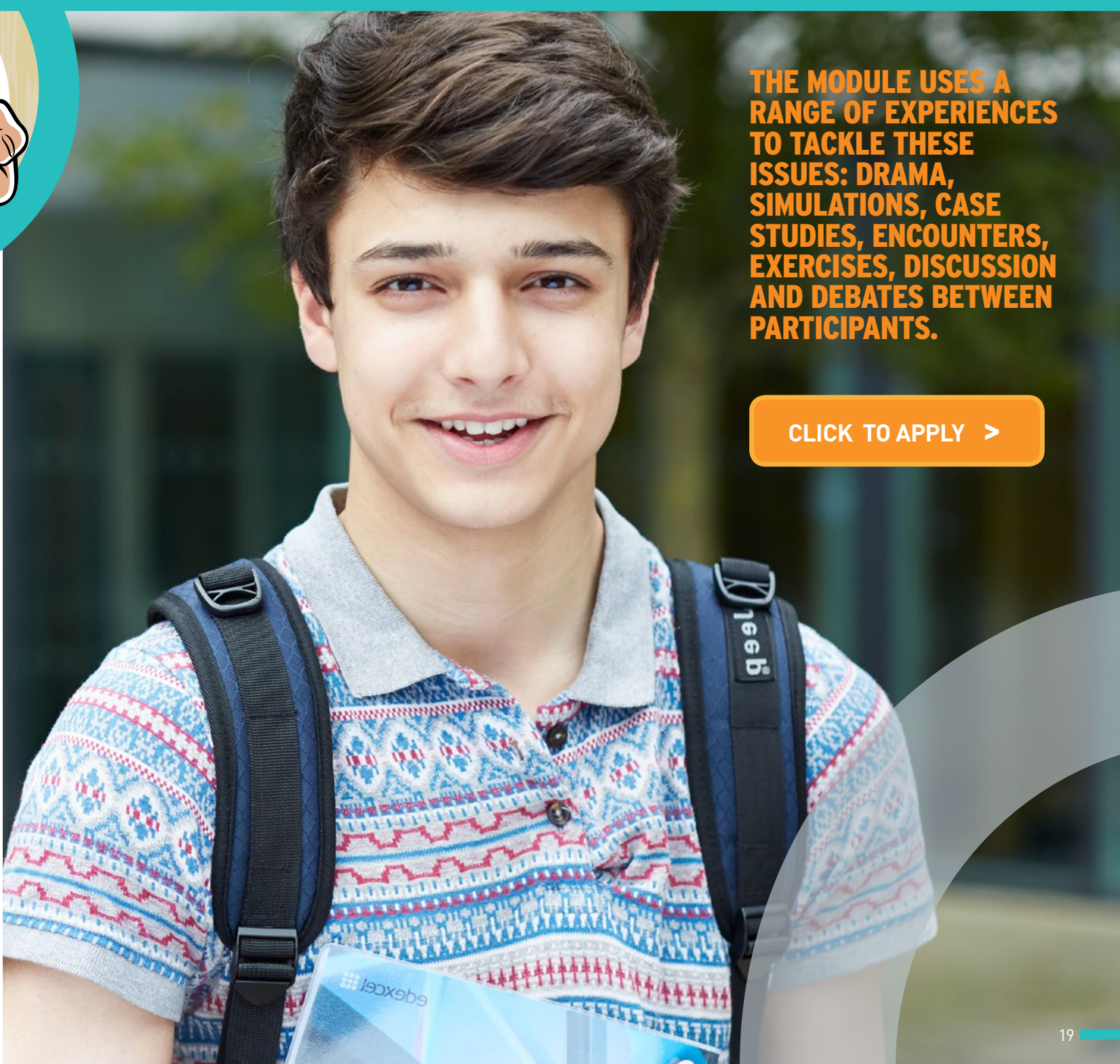
- Concepts of conflict, peace, war and violence, and the distinction between positive and negative conflict
- Conflict analysis and mapping techniques for understanding the spread of conflict
- Conflict resolution techniques negotiation, decision making, consensusseeking, mediation & arbitration
- Basic concepts and techniques of nonviolence
- The link between religion, ethnicity, gender & conflict, conflicts of interest, conflicts of needs & values, capital versus environmental rights, how conflict is portrayed in the media and the role of young people in anti or pro-war demonstration or activism

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THE MODULE USES A RANGE OF EXPERIENCES TO TACKLE THESE ISSUES: DRAMA, SIMULATIONS, CASE STUDIES, ENCOUNTERS, EXERCISES, DISCUSSION AND DEBATES BETWEEN PARTICIPANTS.

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# MODULE 9

## LOCAL INFLUENCE TO GLOBAL CITIZENSHIP/MEDIA

This module will draw together the strands of all the previous modules to explore how they can function in a real context. Participants will have the opportunity to produce a short documentary film to illustrate their points of view.

### BY THE END OF THE MODULE STUDENTS WILL:

- › Have made presentations to the whole group
- › Have developed their research skills and research confidence
- › Have a greater understanding of how local concerns are linked to national and global issues
- › Be able to draw together the strands of the previous five modules
- › Be able to produce a documentary film to draw the modules together

IT WILL INVOLVE AN OVERVIEW OF THE CITY OF BIRMINGHAM AND THE ASPECTS OF CITIZENSHIP DISPLAYED THERE.

### INVESTIGATIONS WILL BE CONDUCTED AT SITES SUCH AS:

- › Birmingham City Council Chamber
- › Cadburys, Rover, Biffa Waste
- › Museums and libraries, leisure and community centres
- › Mosques, churches and other faith centres



*"The tutor's style of teaching was new to me; his calm character made for a wonderful studying atmosphere"*

THE AIM OF THIS MODULE IS TO ESTABLISH HOW LOCAL CONCERNS ARE LINKED TO NATIONAL & GLOBAL ISSUES, AND WHAT THE VARIOUS POINTS OF INFLUENCE & CHANGE ARE.

CLICK HERE FOR MODULE INFO >



# MODULE 10

## PROJECT PLANNING

The transition module gives students the opportunity to reflect upon the work already covered and the relevance of that work to their living and working environments in their home country.

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This is also the time to take specific academic advice on progression paths from the course to further education or employment.

### BY THE END OF THE MODULE STUDENTS WILL:

- Have completed a personal project plan
  - Be able to articulate the relevance of the taught programme so far to the conditions and circumstances in their own locality and/or region
  - Be able to express ideas on how citizenship principles might be applied in those areas through their own endeavour in leading others
  - Be well prepared to undertake project placements, further educational courses or employment
- .....

**THIS MODULE IS A TIME WHEN STUDENTS GAIN ADVICE AND DRAW TOGETHER THE FINAL PHASE OF THE CIC PROGRAMME, EXPERIENCE (WORK-BASED RESEARCH OPPORTUNITIES) FOR A PERSONAL COMMUNITY PROJECT PLAN OR RESEARCH TOPIC.**

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For course dates please refer to the website where the latest course dates are displayed. The core CIC course runs June to August.

To arrange to speak to one of the CIC team or for further information contact The College for International Citizenship on:

Call: +44 (0)121 446 2206  
Email: [info@cfic.org.uk](mailto:info@cfic.org.uk)  
Applications: [cfic.org.uk](http://cfic.org.uk)





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