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Harnessing the benefits of sanctuary scholarship: opportunities for community enhancement, widening participation and internationalisation at home

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ABSTRACT

The paper focuses on the importance of Internationalisation at Home, access and support mechanisms which are provided and co-created by students and university departments to encourage sanctuary scholarship. The paper gives particular attention to activities that encourage meaningful interaction with local communities and widen international participation of marginalised groups, such as students from the global south and asylum seeker communities. The paper presents two case studies. The first case study focuses on a student-led project developed by the students and staff of Canterbury Christ Church University. The second case study projects students' voices from the global south and refugee communities at The University of Kent and University College London (UCL). The experiences of these students highlight the importance of welcoming and supporting students from marginalised backgrounds. They also demonstrate the need for both curriculum-based and co-curricular activity and student services which provided tailored support and encouragement.

Introduction

The challenge of internationalisation at home

Internationalisation at Home (IaH) refers to 'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen & Jones, 2015).

In many universities in Britain, the idea of internationalisation, both in the sense of student/staff mobility and internationalisation at home, is promoted as it encourages tolerance, new friendships among students as well as being financially rewarding for the institution. However, as Leask (2015, p. 79) points out:

> One of the challenges of teaching to internationalise the curriculum is to ensure students engage productively with difference within and beyond the classroom … The presence of diversity on its own is not sufficient to internationalise the curriculum.

This challenge is not easily met, lecturers are often constricted by module outlines, curricular needs and the delivery of content. Timetable constraints can play a part in reducing time to broaden activities and experiment with modes of delivery that challenge a traditional and Western approach to academic work.

The authors of this paper share a pedagogical philosophy which is very much informed by what goes on outside the classroom and the desire to work in the local environment with local communities. Our aims as teachers of both home and international students, students for whom English is either a first or a target language, are to focus on common core values and interests held by those students, looking at a shared framework rather than an emphasis on examining difference. The strategies and mission statements at our institutions also advocate for this approach.

Widening international participation – sanctuary scholarship and the global south

Widening participation has long been an active government policy and agenda with the objective of addressing inconsistencies in participation in higher education opportunities between different underrepresented student groups (House of Commons 2018). Typically, widening participation activity seeks to remove educational barriers for underrepresented groups of UK students, this includes students from disadvantaged backgrounds, lower income families. However, in most cases, the scope of such activity and governmental support, does not yet extend to include future students who are in the process of seeking refuge or asylum in the UK.

In 2016, The Universities UK Social Mobility Advisory Group found that there is evidence that students from lower socio-economic groups are less likely to engage in opportunities outside of the curriculum, including extra-curricular activities and those associated with internationalisation. Institutions are also increasingly focused on ways of supporting student success by enabling students to engage with co-curricular activities alongside their studies. This acknowledges that whilst universities may have made good progress in widening access, to serve all students well, institutions need to ensure that underrepresented groups are able to engage fully with the University experience.

If we consider the limitations of current widening participation policy and the benefits for individuals and societies of promoting the benefits of internationalisation for all students, including those from disadvantaged home and international backgrounds, then it becomes clear that additional focus on addressing

the needs of students from the Global South and those from refugee and asylum backgrounds is an important and meaningful cause.

As noted by UNICEF (2020) all young people, irrespective of immigration status, deserve to have access to education and yet globally only 3% of refugees are able to go to university. Other forms of exclusion also exist even after students have overcome the initial barriers to access and admission. The 'Global South' is a geopolitical term commonly used to refer to territories in 'Africa, Central and South America, and Asia' (de Sousa Santos and Meneses 2019; Robertson and Komljenovic 2016, p. 2). The term also can be used to describe particular marginalised communities and individuals which are based in the 'global north' and who do not benefit from the same advantages accessible to other groups or communities within that region. Despite developments in Equality, Inclusivity, Diversity policies in Universities HEI's have been criticised for Neo-liberalism and Westernization, resulting in what could be described as neo-colonialism (Altbach 2013; Barnawi 2018; Ha 2018).

The case studies which are included in this paper focus on ways in which universities and their students and staff can raise awareness of the importance and impact of sanctuary scholarship through widening access and co-creating opportunities for internationalised curriculum development. In this paper sanctuary scholarship is defined as offers of full tuition fees to cover university studies for refugees and/or asylum seekers.

Case study 1: roots project at Canterbury Christ Church: supporting sanctuary scholarship through internationalisation at home

This Case Study is based on a student-led project from the School of Language Studies and Applied Linguistics at Canterbury Christ Church University (CCC) in the UK, focusing on ways of establishing new partnerships between home and international students and the wider community.

Context: tapping into the richness of student experience

CCC's School of Language Studies and Applied Linguistics has one of the highest international student profiles in the University and provides a range of internationally focused programmes. This provision, from International Foundation Programme to PhD, attracts student cohorts with a wide range of experience and cultural diversity. The challenge for the School and the students was to tap into this richness and make learning more meaningful and integration between different student groups more successful.

The impetus for change began during a staff development session for School colleagues aimed at examining issues of education for sustainable development.

During the staff development session, discussion focused on Futures think-ing, Social Justice, Environmental Stewardship and Global Citizenship. During discussion among colleagues of how our various programmes within the School contributed to the key areas, a concern was expressed unanimously that many students within the School were not maximising the opportunities to integrate with peers and certainly not appearing to engage with the wider curriculum that CCC University has to offer. It became clear that the vertical structure of the individual programmes in the School seemed to contribute to a sense of cultural and linguistic isolation amongst the students, who tended only to mix with peers from their own cohort. For those on monolingual programmes this was an added concern.

One suggestion was to set up a project as a mechanism for combating departments working disjointedly and independently from each other in order to promote greater cohesion and a sense of identity within the School. The project would attempt to foster intercultural awareness and help build learning communities amongst students on all the institutional programmes. A central focus with 'buy in' for all students was needed so the response of the sustainability lead in the school was to initiate the project using the umbrella of sustainability.

Two guiding principles/policies were chosen to underpin the project. The first of these is CCC's Learning and Teaching Principles of Internationalisation and Global citizenship (2021). Secondly, the UN Sustainability Goal of Good Health and Wellbeing (United Nations 2021) was identified with its emphasis on mental health and wellbeing, where according to the report, young people between the ages of fifteen and twenty-five are especially vulnerable.

The project was designed to be student led with support of CCC staff Students both home and international, from all cohorts in the School were asked to volunteer and this resulted in five students from three of our pro-grammes volunteering to take ownership of what was later named 'The Roots Project'.

Project development

Getting started

At the start of the project five lead students were offered training in project development, to encourage development of budgeting, project management and presenting to audiences. This opportunity provided students with an integrated approach to employability skills development and also focused on education of the whole person. Student self-management was central to the project and this helped incorporate a powerful notion of well-being and inclu-sivity in the group (Abiker and Linehan 2019).

Events

For the first event activity, student leaders decided to focus on an initial School Mix and Mingle Launch Event for the Roots Project. This would allow them to help define who they were as a team and what they represented. Meetings were held to plan the event, organise and prepare food, decide on the type of activities and publicise the event on social media but also in face-to-face presentations to student cohorts within the school. The teamwork for these activities was challenging at all levels and students discovered that compromises had to be reached over ideas, venues and implementation. However, despite this there were some positive outcomes as the students' comment below reveal:

> One thing that I remember from my experiences, not only myself but my colleagues as well, was the amazing turnout we had at our launch event, that was made up of not only students but lecturers as well. We were all worried that our hard work wouldn't pay off and that attendance would be low, but we were all really pleasantly surprised at how many attended, and in doing so met many new people and formed many new friendships.
>
> *(Student A)*

Since its initiation in 2016 the student Roots Project has developed a pattern. At the start of each academic year, the previous volunteers recruit new participants by giving short presentations and information to as many cohorts in the School as possible. The idea is new students are incorporated in order to help maintain the longevity and freshness of the project. Previous project leaders are often either in their final year or on PhD long-term programmes and are then free to assist.

The project leaders identified and developed three main areas of activity that fostered better school integration and enhanced internationalisation. Interestingly, the strongest and most effective areas were those that reached out beyond the School to University-wide and local community initiatives. First, the establishment of a link with Kent Refugee Action Network (KRAN); second, the development of the International Poetry Event and third; engagement with local green spaces campaigners to focus on environmental action.

Making connections with the wider community

Kent refugee action network

KRAN is a charity based in Kent (UK) specialising in providing services for young refugees and asylum seekers. Their services include mentoring English classes, providing classes on living independently, support for accessing various services such as health centres, colleges and Schools as well as legal advice and support. The learning lead at KRAN, a CCC alumna, plays a key role with the organisation.

The Roots Project leads discussed ways in which they could engage with the organisation. Aside from their curiosity in finding out more about refugees in Britain, it was felt that the focus on young teenage refugees from all over the world was particularly appropriate to the project's remit of Global Citizenship and Internationalisation and the UN SDG Good Health and Wellbeing.

The ensuing discussion highlighted four key areas of interest on the part of the audience. Several students were particularly moved by an animation created by a young woman who outlined her story using wooden animals on a background of coloured cloth. The visual aspects of the animation were powerful and this helped to bypass any difficulties in the linguistic elements of the story, making it fully accessible for the A2 and A3 Common European Framework Levels of some of the EFL students. Secondly, the issue of supporting refugees was a phenomenon that all students in the audience expressed familiarity with.

The post talk discussion highlighted a third area the students seemed to relate to, the experience of living in another country, albeit in very different circumstances to the refugees. Missing home and being away from the familiar was commented on as the fourth area. A number of students felt they had the opportunity to act in a small way if they so wished. Practical things could indeed be done. Many of the students present had valuable skills sets for working as potential volunteers with KRAN in terms of linguistic knowledge, intercultural competence and in certain cases, pedagogical knowledge and experience. Following the event, one MA student from the Seychelles became involved with KRAN on a voluntary basis, teaching a young woman of a similar name, an important initial bond.

It is perhaps this that underlines the importance of a student-centred and student-led approach which gave the cohorts the opportunity to engage locally in what is on a wider scale a global issue.

> I started off helping a young lady on a one-to-one basis to prepare for an English exam. Like many of my fellow students in our School, my background is in languages and language teaching so this can be helpful
>
> *(Student G).*

The student recognised that although her skillset was appropriate, she also benefitted personally in widening her teaching experience.

As one of the leaders, student G was also keen to work on engaging the Roots Project remit to include aspects of the UN SDG number four, Quality Education as she felt that many of the young refugees had been victims of conflict, which had impacted on their chances of a good education. According to UN statistics, 'about half of all out of school children of primary school age live in conflict affected areas, 103 million youth worldwide lack basic literary skills and more than 60% of them are women' (UNDP 2021).

Ongoing work with KRAN continues as do numbers of volunteer students. The establishment of this link through an alumna, stimulated by the Roots Project's aims of fostering internationalisation within the School has benefited the students, the University and has established valuable links with the local community.

The international poetry event

The International Poetry event was an initiative organised by the Faculty of Education with the cooperation of the Students' Union at CCC as a key part of their *One World Week*; a series of events promoted in universities. The aim is to, 'create an engaging environment to promote integration and help to educate others to cultures, traditions and values different to their own.

The aim for The International Poetry Event was to bring students and staff of various nationalities together for an evening event using poetry as a way of bonding. The Project leads were enthusiastic about participation and were instrumental in publicising the event to the various cohorts within the School. The involvement of the Roots Project leads helped in the creation of a simple template to encourage students underconfident in their English language skills.

- Choose a poem from your first language that you like
- Read it in your first language
- Have a friend with you to read a translation of your poem in English

Some students built on this by introducing the poem explaining why it is important to them, others will create a background of their choice on the screen behind them but others opt for keeping it simple. Although the group leaders were initially frustrated by the relatively low numbers, the event was charged with excitement. Several languages and language varieties were used.

One Roots Project leader seemed to take ownership of the event she had helped organise through the following reflection:

> Taking part in such events promotes the importance of showing cultural diversity. The latter is a crucial part of sustainable development. The poetry evening is an example of how sustainable development can be promoted. In this regard, this event provides students with opportunities of adaptation and integration within the community. It also presents them with a space for sharing ideas, exchanging knowledge, and developing new understandings of different cultures.
>
> *(Student I).*

In short, the event touches on issues of inclusivity, L2 language ability, and identity important components in internationalisation.

The environmental agenda in the local community

Arguably, one of the most consistent series of events involving the Roots Project leaders was inspired by the notion of bringing the outside in. A key CCC Learning and Teaching Principle states that, 'New Physical environments should be designed for deep and active learning'. This was done by establishing links with local groups and open spaces campaigners. This community involvement was coordinated through links with a local organisation.

Once again, the catalyst for the group's involvement centred around a talk. The talk was carefully calibrated with skilful use of visuals, including photos, maps and sketches to trace the field's narrative thus effectively addressing the linguistic diversity of the students. For several Algerian PhD students, this proved to be a particularly empowering experience.

> This talk shows me how change can happen by ordinary people through peaceful and strong means it is for me, inspiring
>
> (Student K).

The talk had proved a catalyst for engaging locally with Green and Blue Spaces, offering social connections and connections with nature. Subsequent discussion with the speakers enabled the Roots Project leads to encourage student involvement in a variety of voluntary activities. These included supporting work on biodiversity, consisting of spring and summer wildflower sowing, crocus and daffodil bulb planting in the autumn and the weekly evening watering of young trees during the dry summer months with watering cans filled from the river.

These activities and events gave the student volunteers the opportunity to meet local people through a shared environmental agenda and related events thus enabling them to establish friendships. As Holliday (2016) points out, focus on cultural threads, or common experiences are helpful in reducing cultural preconceptions and global political views that support essentialism. In other words, activities such as these provide opportunities for students from different countries to interact with local people by looking at common interests and concerns.

Although the litter picks were just one of the voluntary activities the students involved themselves in, it was one that excited real interest from the local press especially as the more recent litter pick event was launched as part of the great British Spring Clean The students along with a local school and members of the public where mentioned and photographed in local papers. The students were described as 'Wanting to give back to the community, make friends and engage in an environmental agenda'.

These experiences provided unexpected benefits in terms of language learning particularly for our EFL participants. It became evident that this form of experiential learning enabled many of the students to build on key competences outlined in the Common European Framework. It also gave them an alternative learning experience which enhanced their vocabulary expansion in

English. Such benefits are outlined in the Canterbury Christ Church University (2021) Learning and Teaching Strategies regarding flexible, responsive learning environments.

Stibbe (2015, p.1) makes the connection between language and ecology pointing out the importance of, 'aiding the search for new forms of language that inspire people to protect the natural world'.

The importance of articulating ideas on the environment through reigniting lexical fields is echoed by Macfarlane (2015) who talks about the crucial role words have in valuing a place and making it visible to those who are unable to relate to it. He cites a case study in which local people do just that, re-enchanting place to demonstrate its intrinsic worth and thus making it visible through lexis.

CCC's Learning and Teaching Strategies recommend that, 'International perspectives should inform and be made explicit in every curriculum area to foster global citizenship and commit to a sustainable future' (Internationalisation and Global citizenship: Learning and Teaching Strategies).

In short, these experiences seemed to offer a positive and meaningful extension to the students' academic enrichment and personal development and gave them the opportunity of engaging with an environmental agenda which can often be rendered dry in the classroom. The interaction of the students working on a project with strong core principles inspired me with new ways of extending the curriculum to incorporate a more global perspective embedding UN Sustainability Development Goals in my own materials for programmes from Masters to English Language Teaching level.

A number of student leaders over the years have had the benefit of co-presenting in several conferences as Leaders of the Roots Project.

Two steps forward, one step back: moving out from our roots

There are several challenges which continue to face the project, the changes to the structure of the CCC academic year from a termly basis to semesterisation had a negative impact on what the RP leaders were able to achieve in that year. This fallow year in terms of the project caused a sense of frustration among the group, forcing them to review their approach, the cyclical nature of the project as it was first devised was clearly disrupted causing tensions within the group. One of the RP leaders commented that,

> The difficulties were how to make everyone work as I realised not everybody is willing to give the same efforts as you mostly because everyone has their own circumstances and timetable. And this is a difficulty, it causes a lack of communication between me and my colleagues.
>
> *(Student M).*

In order that such projects continue, there is also a need for further flexibility in the central function of the university to support such projects by funding and empowering students.

The project requires individuals to commit and be determined. Its value is recognised by colleagues, student leaders and participants who are keeping it alive and building on its strengths since its beginning four years ago. Recognition has also come in the form of awards, the first ever Golden Apple Award for Commitment to Sustainability 2017 at CCC as well as two other nominations and a Faculty of Arts and Humanities Teaching Excellence Award.

It is clear from student feedback that the project has gone some way to harnessing the power of the international dimension within the School. The project has also contributed to breaking down the silo mentality that can be produced by different programme groups. The key internal and external activities organised by the Roots Project took internationalisation to the heart of the School and then projected it to the heart of the local community. More than that, the students through the Roots Project have been able to offer a new perspective on key global issues such as the environment, displacement and identity.

Case study 2: student voices from the global south and the refugee community

This Case Study focuses on the voices of student experience at the University of Kent and UCL. The students selected for inclusion in the two parts of this Case Study, illustrate the importance of widening international participation in Higher education, to include members of the refugee community. It also highlights the importance of designing a curriculum and student experiences which avoids dominant and white European canons and allows diverse students to feel included, in line with the aims of decolonising the curriculum (Arday, Belluigi, and Thomas 2021).

Sanctuary scholarship activity at the university of kent

The University of Kent has an established approach to providing support to international students and for academics at risk of persecution. This involves collaboration with three organisations in particular, The Article 26 Project (Article 26 2021) STAR, Student Access for Refugees, and the Council for at Risk Academics (CARA 2021).

Since 1933, CARA has been working tirelessly to help academics and their families caught in conflict or endangered by violent or autocratic regimes. By providing fellowship places at its network of institutions, academic colleagues have been provided with safe havens to continue their work, in many cases, until it is safe to return home. Kent is committed to this programme and

supporting those academics who join us through it. The following excerpt from one of our students' experiences highlights the importance of this scheme in supporting the continuation of academic research:

> I was born and raised in Damascus Syria. I've basically spent all my life there until I came here to do my PhD. I've always wanted to take the academic route as a career. I was looking for opportunities through an educational charity that is called the council for at-risk academics, CARA for short. They helped me to find a placement in the UK. They told me that the University of Kent was happy to host me based on the proposal that I wrote. That's when I first heard about the University of Kent but the more, I researched about it the more I fell in love with it. Without their help and the help of the University of Kent, I don't think I would have been able to be here right now and do the research that I do

The need to support students from other cultures and disadvantaged backgrounds in their engagement with UK HE is also highlighted by the following comment:

> For me, coming from a war-torn country, it hasn't been a smooth ride but once I got here the I think the main obstacle was the cultural difference no matter how much I thought I knew about the country about its culture from what I've read in books and from what I've seen on TV, when it comes to reality there is a cultural difference, and it just took me a little bit of time to adjust. I think in particular the main difference is that people value their privacy. It's takes a little bit of time just to adjust and know these differences and know how to approach different people in different settings. With time and a little bit of patience I think it's pretty easy to overcome.
>
> *(Student D)*

This experience clearly demonstrates the need for internationalisation at home activities, such as those presented at the 2021 Innovations in Internationalisation at Home Conference (University of Kent 2021), which showcases range of mechanisms from around the world to support international communication and global citizenship on university campuses.

Unicef also provide a useful resource for universities which offers information on how to help refugee and asylum-seeking young people reach higher education. More frequently, the Cities of Sanctuary Scheme has extended to include a scheme specifically for universities which incentivises institutional commitment to supporting refugee and asylum seeker communities through a pathway to institutional recognition as a University of Sanctuary.

As described earlier in this article, the Article 26 Project, originally launched by the Helena Kennedy Foundation and now integrated within the Universities of Sanctuary Scheme, the scheme provides opportunities for those seeking asylum to access and succeed in – higher education. In the years, it can take to process an asylum application in the UK, and during this time, individuals are stuck in limbo, unable to work and often surviving on a very low income. At the same time, they are unable to access student or maintenance loans, and are

classed as international students, making the dream of furthering their education far out of reach.

> Many people realise that quite suddenly after having been through the education system until the age of 18 like British students and then they find out that they're not able to proceed with their university education in the same way as they had hoped because they can't get a loan. I do feel that the Article 26 has been a massive opportunity for me and for other young people like me

STAR is the national network of students that is committed to building a society, where refugees are welcomed. STAR supports students by engaging with universities to inform the need for scholarships for asylum seekers so that they can join universities in the UK as equals. This organisation regularly draws attention to the need for support of applicants from the asylum seeker community and provides a complementary function to the University's existing recruitment processes associated with the Article26 project. It is also an excellent example of student activism, demonstrating student interest in support for asylum seekers and refugees within our international campus environments.

The following excerpt from the experience of one student who joined the University of Kent shows the transformational impact of gaining a scholarship to unlock the opportunity to study, often after a considerable amount of adversity.

> I first came to the UK because I was adopted, I was sponsored by a French man who ran a street charity in Nepal. I came here to study but then my sponsor committed suicide and after that my circumstances changed again. It definitely was a big shock, as being adopted was one thing that was great for me. Coming here gave me a lot of opportunities, including being able to study again, however that all changed in a minute. I felt numb for a while and I wasn't able to actually understand what was going on. After processing it for a little bit, I did then realise that it meant that I wasn't able to continue with my Higher Education. That's when I found out about the Article 26 scholarships at Kent. Initially, I was unsure if I should apply. I wondered if I would be able to do it or if I was good enough, but I kept on going and in the end I got an interview

As the excerpt illustrates and as indeed some studies have also shown, engagement with education can help to protect the psychosocial, physical and cognitive well-being of refugees through providing a motivational function and life-enhancing function. In particular, Higher Education has been shown to facilitate integration with host communities and to support self-reliance (Dodds and Inquai 1983). However, it should also be noted that refugees in higher education are may also require different forms of tailored advice and wellbeing support, as they may have to manage alternative or additional types of mental stress, beyond those experienced by non-refugee students (Bogic, Njoku, and Priebe 2015). This is certainly something which has been understood by the University of Kent.

The important role played by asylum seekers in terms of giving back to their communities is illustrated by this final comment by Student D, with reference to the application of his studies post-graduation:

> Since graduating, I have been working as a social worker in the local authority in Kent. I'm working with children and families at the moment. In the future I do see myself
>
> working in some international charity or also doing something combining football with social therapy for young people

As shown by Puvimanasinghe et al. (2014), when the refugee experience is also accompanied by situational contingencies such as receiving help and being called upon to help, together with evaluations such as empathy, identification with suffering, and gratitude, people can be motivated to help others. The strategy for helping others through his social work activity also resonates with the work of McDonald, Ramón, and Darko (2019) who have identified that football and other sports have been shown to appeal to refugees and asylum seekers, and to help build a sense of social inclusion and belonging in countries of resettlement.

Curriculum development and the global south, a voice from UCL

This next element of case study particularly relevant to UCL's mission. UCL's founding commitment to fairness gives the university a contemporary interest in addressing inequality, including in the global south. UCL aims to dismantle the barriers linguistic, cultural and financial that inhibit global cooperation in research, education and enterprise (UCL, July, 2021).

As noted by Colaiacomo and Manning (2021) when Internationalisation ant Home and Curriculum internationalisation are engaged with carefully, concertedly and persistently, these initiatives can assist members of the academic and professional services staff alike to benefit from the international perspectives and experiences of diverse communities. In seeking to achieve this aim, it is essential to learn from the experiences and views of our students, in particular those from the global south. The comment from a student below illustrates cultural concerns and experience prior to study in the UK and how the University sought to support a sense of inclusion in advance of induction:

> As a 25-year-old female student from Egypt pursuing a PhD degree in International Relations at a highly prestigious British university. Prior to my arrival to the UK, I was nervous as I would be spending 3–4 years on my own in a country with a completely different culture. I was also anxious because as a visibly Muslim woman wearing hijab, having witnessed the horrors of far-right neo-Nazi terror groups, such as in Christchurch Mosque shootings in the same year, I was worried whether I'd be the victim of physical or verbal abuse. However, when I received my pre-enrolment and induction packs, my fears subsided to a large extent. The images and texts with frequent references to inclusivity and diversity conveyed me a sense of belonging

into the multicultural and multilingual academic environment and city I'd soon find myself in. Knowing that the policies and guidelines everyone needs to follow would guard me against discrimination and alienation, my worries soon turned into growing excitement.

(Student O)

The need for student support services to be attuned to the needs of students from different cultural backgrounds also responds to the need for internationalisation of the hidden curriculum as described by Leask (2015, p.8) as the as the various unintended implicit and hidden messages sent to students through their experience at University.

Nevertheless, despite the growing interest in decolonising the curriculum, this same student's experience illustrates that additional sustained activity may be required in order to ensure that students from the global south can see their needs and experiences reflected in the curriculum in a manner which avoids the hegemony of western views of learning. If this can be successfully achieved, then the inclusivity of a truly multicultural classroom with an internationalised curriculum could offer a realistic opportunity to students and educators to confront academic ethnocentrism and value diverse intellectual experience (Arday, Belluigi, and Thomas 2021). For students from the global south, this could help overcome an intellectual lacuna that they may not otherwise be addressed, as stated below by Student O:

> 'In my academic setting, I often felt uneasy. In some faculty members' attitudes and remarks, I would occasionally notice deeply rooted bias, stereotyping, and insensitivity to non-Western cultures. My disappointment and irritation intensified with the selection of materials mainly from Eurocentric sources and (if ever from the periphery) Western-educated scholars rather than indigenous authors, despite the oft-cited 'decolonisation' in their academic rhetoric. When I raised my concerns, instead of valuing what I'd bring to class, I was advised to familiarise myself better with the discussions in the field. My voice mutated, identity and opinions rendered invisible, I did not see a genuine sustainable relationship meant to build with different scales in the South where I hailed from and belonged. I felt like a temporary customer, after all, paying to receive a prestigious degree built on the input where my presence did not matter much, reproduce the dominant discourse, and leave back to the hierarchies of the periphery which would keep providing new customers anyway. '
>
> *(Student O).*

As the case study from UCL attests, the process of decolonisation of the curriculum highly benefits from working hand in hand with student–staff partnerships (Hall, Velickovic, and Rajapillai 2021). To move from a westernised conception of global citizenship towards critical global citizenship (Mikander 2016) requires bringing the student voice and their lived experiences at the heart of the conversation and to provide room, in and outside curriculum to develop alternative approaches to learning, interaction and knowledge formation. The voice of 'Student O' testifies how deeply embedded are western

cultural standards and paradigms in mainstream approaches and the unintended consequences of a marketised approach to the students' needs and experiences (Lomer, Mittelmeier, and Carmichael-Murphy 2021).

Conclusions

The case studies presented in this article provide examples of the intersection between internationalisation at home and curriculum decolonisation in three different UK universities. They are all centred on the key importance of the lived experience of students and suggest that much can be gained by investing in the development of student–staff partnerships and student-led projects. We suggest that approaches to curriculum internationalisation must encompass formal as well as informal learning opportunities and expand beyond international mobility and revised reading lists (Schuchan Bird et al., 2021), whilst including more inclusive models of pedagogy and interaction (Corbett 2020).

The projects discussed continued throughout the academic years 2019/20 and 2020/21, although they had to be adapted to distance learning. The transition to an online environment highlighted the key importance of nonverbal interaction and community participation in fostering communication and meaningful interaction, once more highlighting the key importance of the development of a curricular experience that expands beyond formal learning.

Acronyms

CCC Canterbury Christ Church University
CEF Common European Framework (Language competencies/Can do statements)
CELTA Certificate in English Language Teaching to Adults
EFL English as a Foreign Language
KRAN Kent Refugee Action Network
L1 First Language
L2 Second Language
RP The Roots Project
TESOL Teaching English as a Second Language
UN SDGs United Nations Sustainability Development Goals

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