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Abstract

The global citizen term is commonly used in higher education though remains poorly understood. Key informant research exploring the meaning of the term has found that the global citizen represents the critical and ethical disposition of the 'ideal global graduate', is linked to the philosophy of moral and transformative cosmopolitanism, and liberal values. However, the organisational complexity involved with educating ethical and transformative thinking students is rarely investigated. This contribution reports on research that explored organisational implications influencing the education of global citizens, from the perspective of international higher education key informants. (HRK / Abstract übernommen)