**Call for proposals for student initiatives targeting global citizenship 2021**

Global citizenship education (GCEd) aims to empower learners to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, secure and sustainable societies. In line with its commitment to GCEd, UM supports students who wish to launch initiatives that can contribute to development of global citizenship competences, within or outside the curriculum. These competences allow UM graduates to serve their communities as ethical leaders, innovative researchers, or empathic professionals, helping to create conditions that mitigate some of the many wicked problems our world faces (e.g., inequality, poverty, migration, the climate crisis, and the COVID19 pandemic).

In order to fit GCEd to our local context, UM students and teachers have identified a framework of GCEd elements that can help us to tailor GCEd to specific study programmes and to guide the development of a repertory of GCEd activities:

|  |  |  |
| --- | --- | --- |
| **Global literacy / Systems thinking** | **Social responsibility /** **Normative competence** | **Transformative engagement** |
| understanding cultural world views; complex interdependency; history and futures literacy  | understanding of social justice, power, citizenship, human rights, peace, (meta)ethics, sustainability | understanding (geo)politics, behaviour change, (digital) media |
| intercultural communication | moral/ethical reasoning | (glocal) participatory action |
| perspective-taking  | personal responsibility | change agency |
| self-reflection  | active listening  | connecting and collaborating |
| complex problem solving  | upstander skills | conflict resolution |
| critical thinking | emotion regulation  | design thinking |
| commitment to inclusion | integrity | courage |
| respect | sense of purpose | trust |
| humility | fairness | resilience |
| curiosity | empathy | hope |

Figure 1 Evolving framework for Global Citizenship Education at UM (version 2.3). Columns represent the three main aspects of global citizenship, and how these are decomposed in knowledge elements (light blue), skills (orange) and attitudes and other characteristics (dark blue).

Within curricula, you could for instance imagine that a particular study programme contextualizes global citizenship education as a means to help students to span social, cultural or disciplinary boundaries and/or co-create answers to grand challenges. Another programme may envision graduates who are curious, entrepreneurial change agents who are aware of how global problems affect diverse local communities. However, GCEd can also occur informally, outside the curriculum, as activities of several student organisations illustrate. Either within or outside formal curricula, students who wish to take charge in the co-creation of GCEd activities that promote global literacy, social responsibility and engagement, should be able to play an important role. For this reason, the UM working group GCEd decided to support student initiatives. You can find examples of current student projects here: https://www.maastrichtuniversity.nl/global-citizenship-education/global-citizenship-education/gced-student-initiatives.

Why might you like to get involved? First, you may have a desire to tackle a (societal) challenge that you feel is in desperate need of a solution. Second, you may wish to learn what it is like to run a project yourself, as part of a student team, and to contribute to the learning experience of other UM students. You can receive both financial and organizational support while you run your project. Finally, you might enjoy meeting other members of the UM community with like-minded interests. Sharing knowledge and ideas and bringing students, staff and possibly external stakeholders together is an important aim for Global Citizenship Education. Therefore, it is important that you find at least one staff member who is willing to provide some modest support as a coach and who can help you with administrative issues. We would also like you to play an active role in knowledge dissemination by meeting with other student project leaders and by participating in seminars.

**Budget**

The maximum budget for these projects is € 3.000. A maximum of 30% can be allocated for material costs; a minimum of 70% for personnel costs (e.g., student assistants).

Projects involving sports activities, activities of national or faculty student associations, parties, and participation in study trips by individual students are not eligible for financial support.

**Duration**

In this second round, projects can last up to two years, starting between August 15th and October 1st 2021.

**Review process**

We will organise a peer review Zoom session where you can discuss your proposals, ask questions (or look for collaborators) on June 23rd at 18.30h (<https://maastrichtuniversity.zoom.us/j/92482646187>).

The deadline for sending in your proposal is July 5th 2021. A small review commission composed of two staff members and two students will review each proposal. Criteria are listed below. If you send in your proposal before July 5th to fpn-gced@maastrichtuniversity.nl, you will receive feedback before August 1st 2021.

**Criteria**

A final review of the proposals is based on the following criteria:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Completely disagree* |  |  |  | *Completely agree* |  | Not applicable |
| **Contents** | 1 | 2 | 3 | 4 | 5 |  |  |
| 01. | The proposal as a whole makes a solid impression | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| 02. | The bottleneck or aim is described clearly | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| 03. | The proposal contains innovative elements and does not replicate ongoing student initiatives | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| 04. | The chosen solution addresses the bottleneck or aim in an effective way | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| 05. | The chosen solution is appealing for students from multiple faculties/departments | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| 06. | The proposal is relevant for the goals and ambitions of Global Citizenship education | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| 07. | UM staff member can offer assistance | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| 08. | The results can be shared with the academic community (products, activities, etc) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |  | 🞏 |
| **Final score** |
| 09. | A ExcellentB Good C Average, small adjustments recommendedD In need of revisionE Reject | **❑** A **❑** B **❑** C **❑** D **❑** E |

**Template for project proposal**

1. Title

*Maximum of 20 words*

1. Team

Name, faculty and contact details of student applicant 1 (= contact person)

Name and faculty of other student applicants

Name, email and phone number of faculty staff member who is willing to provide assistance (leave blank, if you cannot identify a staff member yet)

1. What is the aim of the project and how do you plan to achieve this aim?

*Maximum of 500 words*

1. How does this proposal contribute to Global Citizenship Education?

*Maximum of 200 words*

1. How will students (at your faculty and/or other faculties) benefit from this project?

*Maximum 200 words*

1. Do you know of related UM student initiatives? If so, what are they?

*Maximum 100 words*

1. How will you share the results of your project?

*Maximum 100 words*

1. Start date and duration of project:
2. Budget