

5th UM Global Citizenship Symposium



“*Global citizenship* refers to a sense of belonging to a broader human community, sharing a destiny on this planet, which is in addition to other senses of belonging. It emphasizes political, economic, social and cultural interdependence and interconnectedness between the local, the national, regional and the global, and implies a **common global responsibility to build a more just, equal, sustainable and peaceful world**” (UNESCO, 2022).

Global citizenship at UM

1 understanding today's complex problems, while being inclusive and able to see different perspectives

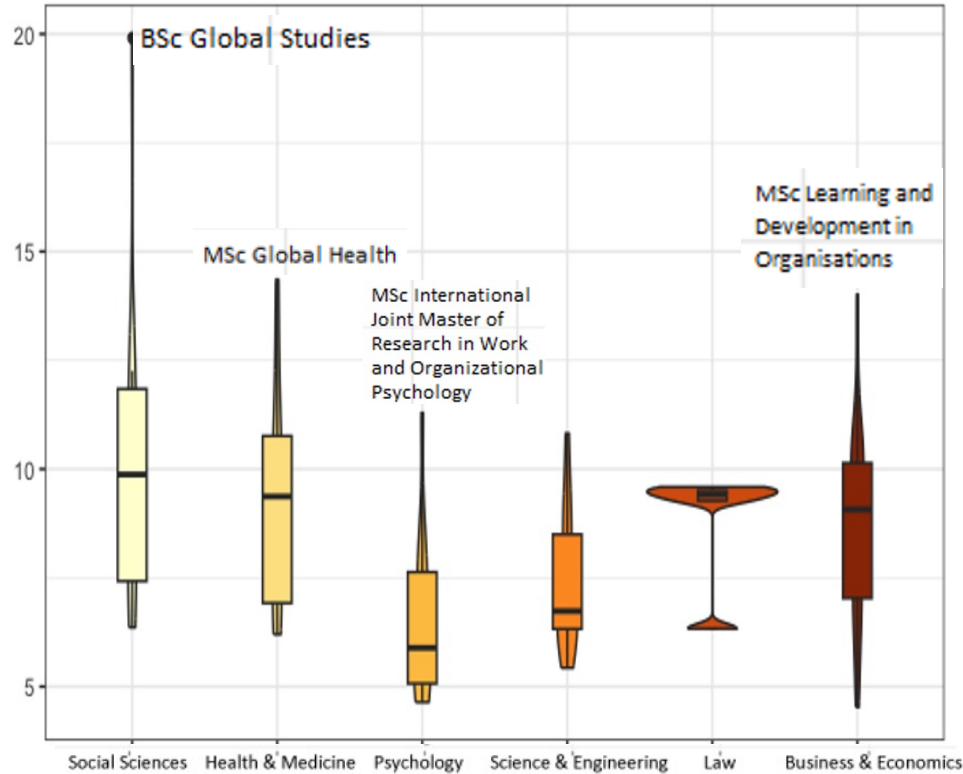
2 having a sound moral compass, and be empathic; feeling responsibility for changing the world for the better

3 transformative engagement; ability to make change happen

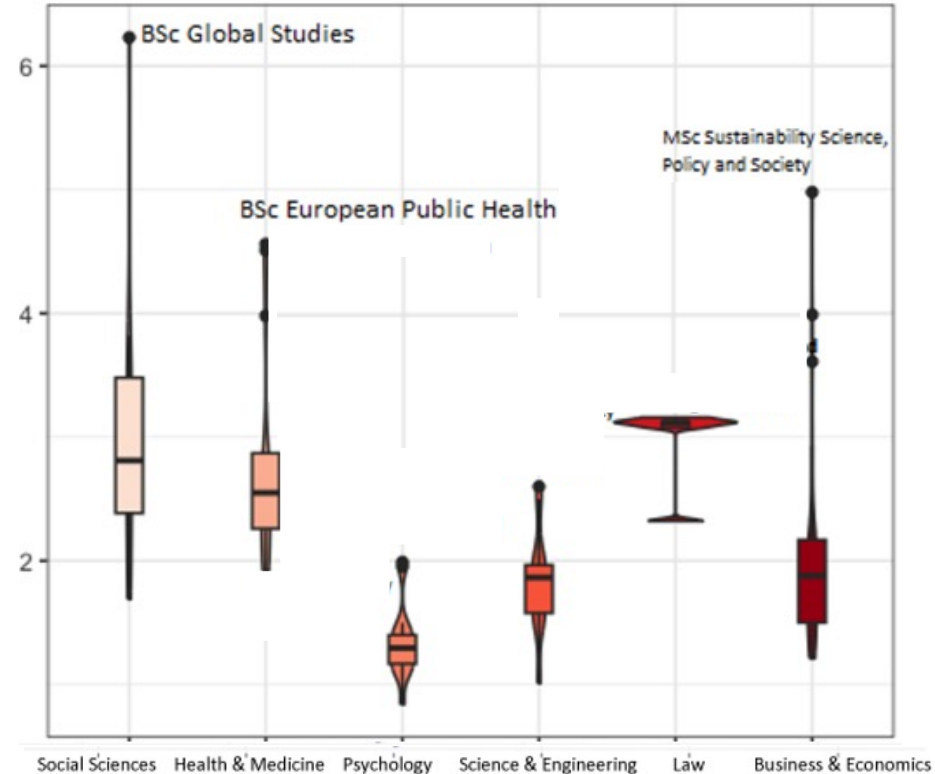


Global citizenship at UM

Global Citizenship



Social Responsibility



Global citizenship at UM?



5th Global Citizenship Education Symposium

Morning (Tapijn Brasserie, Tapijnkazerne 20)

10.00 – 10.30: Registration

10.30 – 10.45: Welcome

10.45 – 11.30: First keynote: Professor Martin Tomitsch

11.30 – 11.45: Break

11.45 – 12.30: Second keynote: Professor Colin Wayne Leach

12.30 – 13.30: Lunch



Afternoon (EDLAB, Tapijnkazerne 23)

13.30 – 16.00: Two rounds of break-out sessions

16.00 – 16.40: Plenary wrap-up

16:40 – 17:30: Drinks

Please scan the
QR code for the
detailed
programme and
locations!



I-1 Teaching peace- Human Rights Education Abroad


Anne de Graaf, UvA



I-2 Transforming education through entrepreneurship: a new role for teachers (Mark Govers)




I-3 Transforming education for Generation Alpha (Casper Gardeniers & crew)




senior tto-school


EDUCATIE OP LOCATIE: biodiverser & groener Campagne.




PORTA MOSANA




SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION 

It is part of the society pillar. This is related to this topic, since the main idea is to use the place, Campagne, for education outside school. This correlates with different subjects within regular classes. Moreover, they want to organise some educational activities, which are both relaxing and informative, for adults.

11 SUSTAINABLE CITIES AND COMMUNITIES 

This is part of the society pillar as well. In order to achieve the goal of educating there, the environment should be improved slightly. For example, they want the road to be maintained in an impactful way, in order to remove for instance dead trees, ensuring it is ready for its purpose.

15 LIFE ON LAND 

Progress in this area already by already having planted fruit trees, and 1200 early blooming flower. Vegetation is being maintained as well which leads back to sustainably managing forests. And if the bee hotel would be build it would increase the biodiversity significantly.

PROBLEM ANALYSIS OF LOCAL SITUATION


At the moment, there is a lack of biodiversity in the Winterslag, which is centrally located in the Campagne neighbourhood. There is not enough greenery, and the Winterslag is not a suitable place for education outside school according to the residents.

CITIZEN'S INITIATIVE

This project aims to increase biodiversity by installing a large bee hotel and by greening the park. This would allow 'outdoor lessons' to be given to residents who will learn more about biodiversity and how to promote it. This will not only facilitate meetings between the local residents but also create a sense of connection between the residents of the surrounding area.


SMART CITIES

The following three smart cities concepts can be applied to this project:




Environment

Possibly the most important domain to analyse is the environment, since the whole goal of the project is to make Maastricht a greener city by improving the sustainability awareness of local citizens on topics such as climate vulnerability and renewable water sources.






Human capital

Human capital can be applied to this project since the main goal of the project is to educate people on biodiversity and making Maastricht a greener city, and this project can therefore be linked to the indicators expenditure on education and expenditure for leisure.



Economy

Economy is also an important concept to take into account, since this project must be executed on a certain budget. So it is crucial to use money efficiently. Also, it would be good if the city could make a profit out of this project, so for that we also need people with business skills.

STRENGTHS & WEAKNESSES

Weaknesses: A huge sum of the budget is going towards the bee-hotel which limits the amount of money that could be used to raise awareness of the issue itself. Facilitating the meetings takes a lot of time that lots of people in the community do not have.

Strengths: This project improves social cohesion, since people are stimulated to work together. It also plays a vital role in the education of local children. Furthermore, it will increase the general biodiversity of Maastricht as a city as a whole.

RECOMMENDATIONS ON A LOCAL LEVEL


Most of the budget of 2500,- euro will be going towards attaching a bee-hotel in an area with 'wild' flowers and lots of greenery.

Raising awareness for biodiversity with the use of biology lessons for the 7th grade, small part of the budget is dedicated to material for the lessons.

Raising awareness in the community to stimulate support for the upkeep of the newly planted greenery. Volunteers could hand out folders relating to the topic near hiking paths.

Part of the budget could also be dedicated to stimulate more adults to get involved in the expansions of the biodiversity.

SOURCES
 Berrone, P., & Ricart, J. E. (2022). IESE Cities in Motion Index 2022 (1ste editie, Vol. 1). Isepublishing.

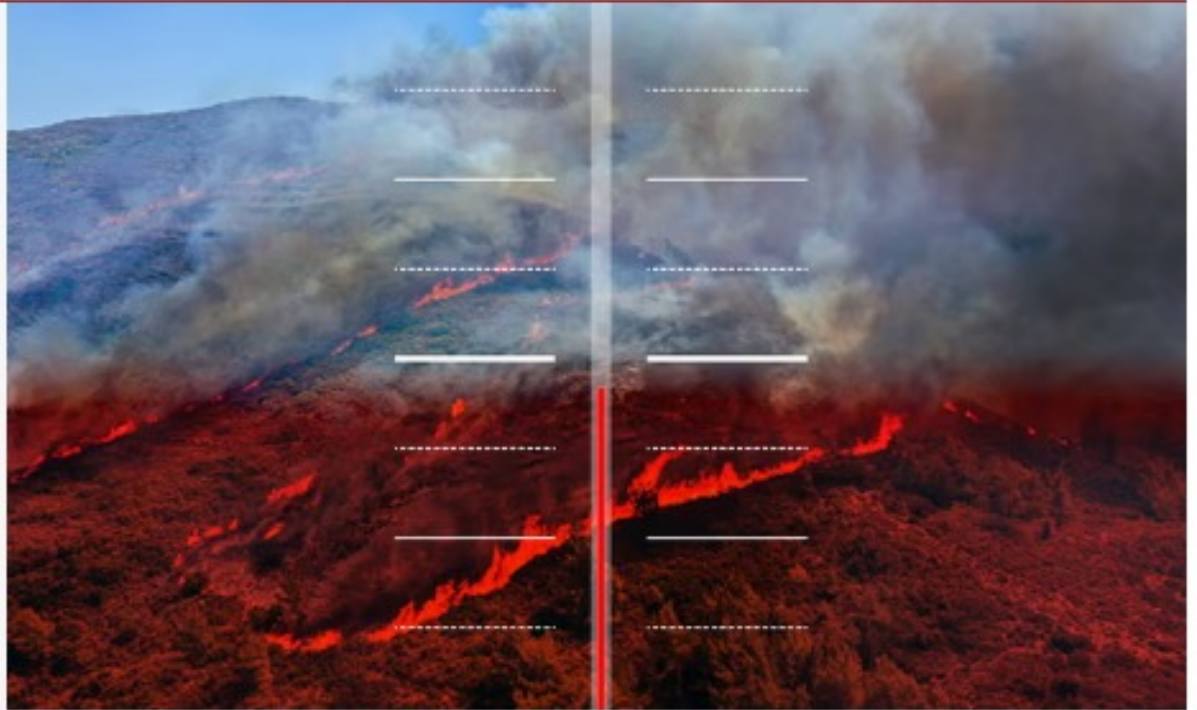


I-4 Positive eco-psychology (Nicole Geschwind, Marjolein Hanssen)

'I could not feel greater despair'
World's top climate scientists expect global heating to blast past 1.5C target

6h ago

'Hopeless and broken' Why the world's top climate scientists are in despair



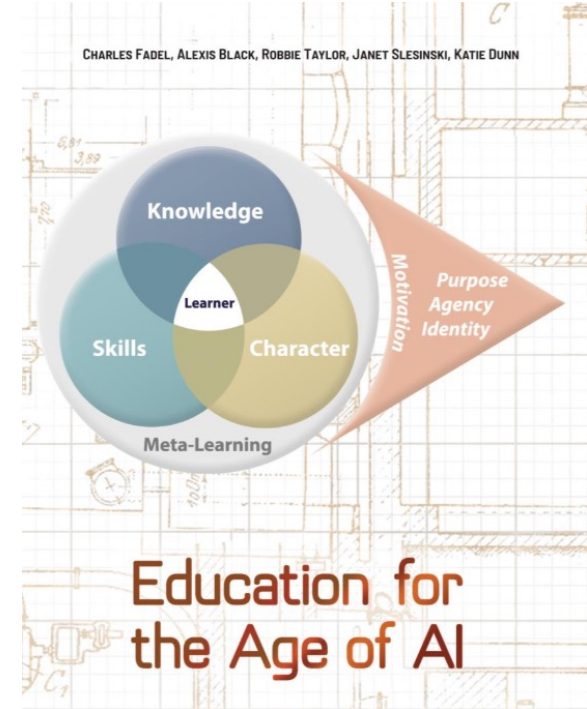
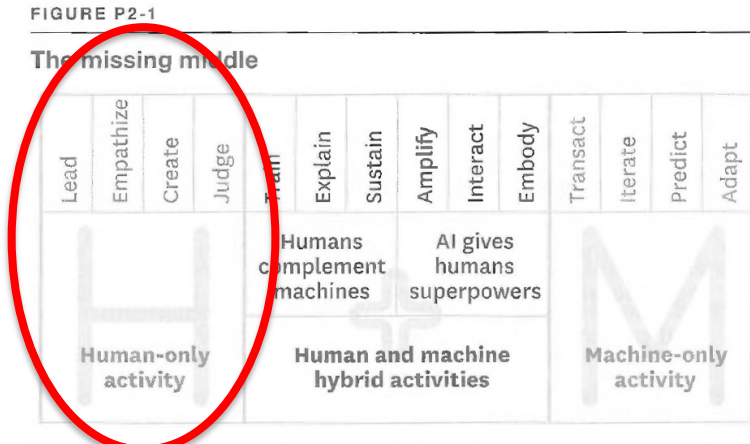
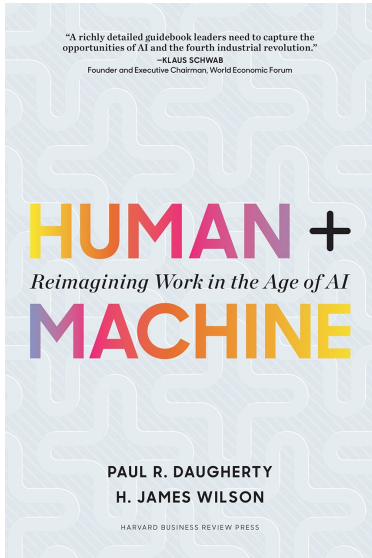
II-5 Community-engaged education (Martijn Weijenberg, Maartje Nollen, Charlie Arsasemita, Emmanuel Merkus)



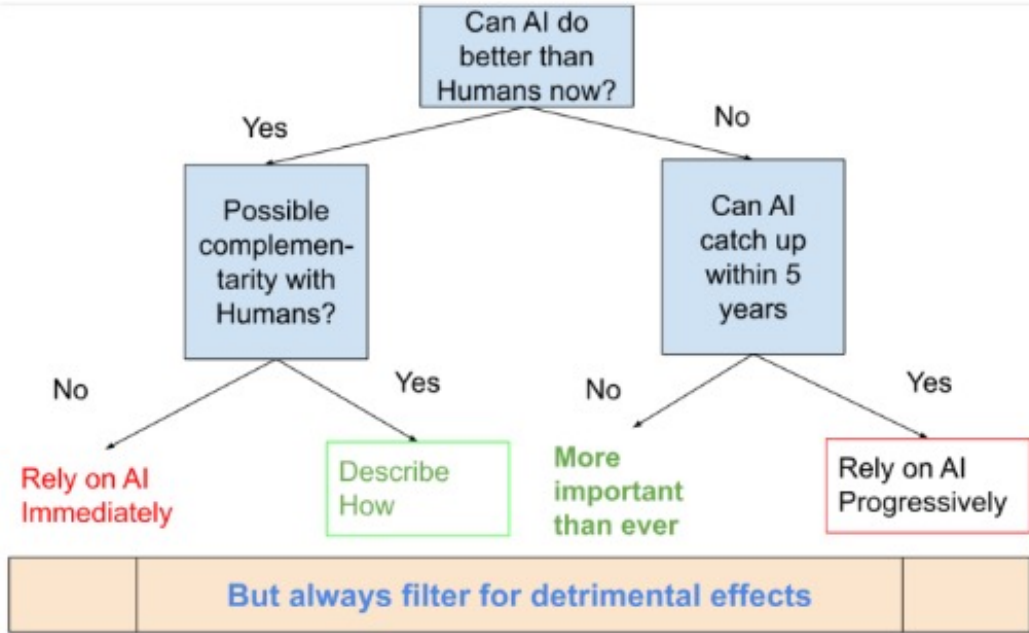
II-6 Tackling global issues equitably (Lisa Maza, Manre Chirtau)



II-7 Disinformation, the age of AI and the relevance of information- and digital literacy (Anna-Lena Hoh)



Competencies for the age of AI



(Source: CCR)

Communication:

Subcompetency	Does AI outperform humans?	Does the AI complement humans?	Can AI catch up in the next 5 years?
COM1: Asking questions and actively listening	MIXED	YES	MIXED
COM2: Sharing one's vision and inspiring others	NO	YES	NO
COM3: Clearly and concisely articulating ideas or messages	YES	YES	YES
COM4: Communicating with fidelity across distinct modes and mediums	NO	YES	MIXED
COM5: Adapting messages according to audience	YES	YES	YES

Fadel et al. (2024)

Competencies for the age of AI

Global literacy / Systems thinking	Social responsibility / Normative competence	Transformative engagement
understanding complex inter-dependency; history and futures literacy; cultural world views, ...	understanding of social justice, power, citizenship, human rights, peace, (meta-)ethics, SDGs, ...	understanding (geo)politics, media, behaviour change, ...
intercultural communication	moral/ethical reasoning	(g)local 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	critical hope

Figure 1 Evolving framework for Global Citizenship Education at UM (version 2.3). Bright blue fields show knowledge elements, orange fields list skills, and dark blue fields list attitudes, virtues and other characteristics.



16.00h Creative goodbye – find your GCEd spark (Rene Brauer)

*The sculptor chisels, carves, and polishes the stone to reveal the ideal form slumbering within (..).
People come to reflect what their partners “see in them” and “elicit from them”.*

(Rusbult, Finkel, Kumashiro, 2009, p.306)



Michelangelo - Unfinished Captive