

# 2024 Global Minds Conference

– Higher Education cooperates towards a Fair and Just Society –



WEDNESDAY MAY 22ND · THOMAS MORE HOGESCHOOL · CAMPUS SANDERUS · ANTWERP



# World citizenship education by youth engagement and impact education

**Enabel - BeGlobal**

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# Content

- Enabel
- BeGlobal
- Rationale van BeGlobal: gehanteerde kaders
  - Space for Action
  - Derdelijnsactoren
- Inzoomen op kaders en link met de praktijk

# Enabel

## **Belgian Development Agency**

1. Belgian governmental cooperation: 14 partner countries 60%
2. Action for other partners (EU): enhancing Belgium's impact 37%
3. Public service assignments: SDG Agenda 3%

## **Five global challenges**

1. Climate and environment
2. Social and economic inequality
3. Peace and security
4. Urbanisation
5. Human mobility

Global citizenship : BeGlobal

# Enabel

## Expertise

- Agriculture and sustainable food systems
- Governance peace and stability
- Education, training and employment 
- Cities, territories and climate
- Global health, social protection and human rights
- Inclusive growth
- Human mobility

## Transversal theme

- Global citizenship program of Enabel – BeGlobal

# Education, training and employment

## What

- General education
- Skills & employment
- Training, studies & expertise
- Decent work & social protection

## Where

- DR Congo, Uganda, Palestine, Niger, Tanzania, Burkina Faso, Burundi, Rwanda, Ukraine, Benin, CAR, Guinea-Conakry, Jordan, Palestine, Morocco, Niger, Senegal, Tanzania, Tunisia

# BeGlobal

## Main objective

- Young people, aware of global interdependence and the importance of the SDGs, act as global citizens and commit themselves to a fairer, more inclusive, and more sustainable world

## General frameworks



SDG 4.7: Education for sustainable development and global citizenship



The European Declaration on Global Education to 2050



SDG Strategic note

# BeGlobal

## **Results**

1. Facilitating environment
2. Educational practices
3. Youth engagement

## **Projects**

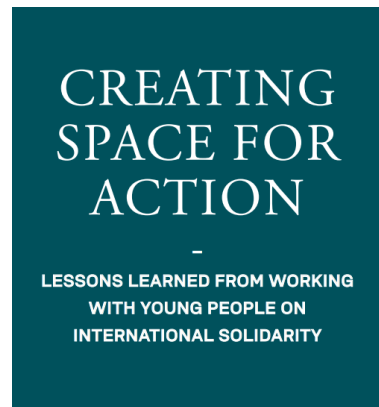
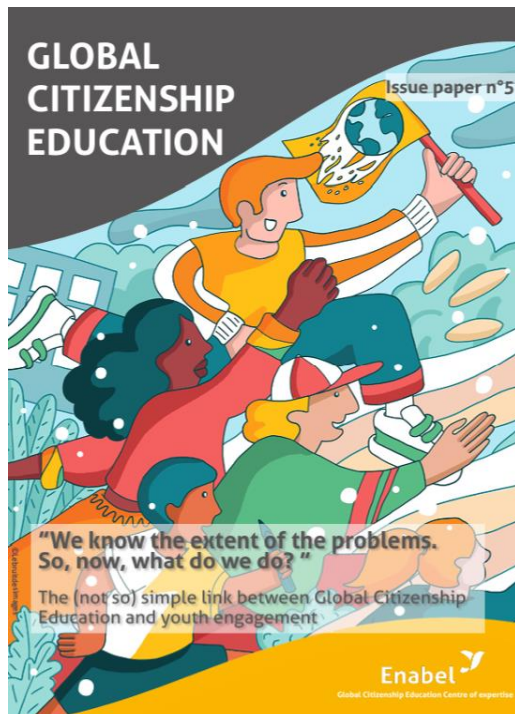
1. Youth engagement
2. GCE in teacher training



# BeGlobal

## Youth engagement

- Creating space for action
- Issue paper



## GCE in teacher training

- Pilot project/experiment





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# Youth Engagement

# Youth Engagement – Questions

- *Are young people still interested in engaging in international solidarity?*
- *What do young people need to engage in international solidarity?*

# Youth Engagement – Creating Space for Action

## CREATING SPACE FOR ACTION

—  
LESSONS LEARNED FROM WORKING  
WITH YOUNG PEOPLE ON  
INTERNATIONAL SOLIDARITY



1. Young people as partners
2. Enabling relationships of trust
3. The process is the product
4. The group as a dedicated on/off collective
5. The need for systemic change binds the group
6. Action-oriented from the start
7. Inductive and iterative work
8. Risk-takers are naturally agile
9. Creative and critical thought engender new ideas
10. Visibility is a key goal
11. Recognizing and preventing power dynamics

# Youth Engagement – SoliDare Hub



Objective: Professionalize international solidarity projects led by young people in Belgium

1. **Action-oriented from the start:** call for projects & participatory trajectory
2. **Enabling relationship of trust:** building a dedicated community
3. **Creative and critical thought engender new ideas:** decolonization coaching to reflect and be critical of one's own project and consider new perspectives
4. **Preventing power dynamics:** creating a safe space, platform to exchange openly
5. **Inductive & iterative work:** step-by-step approach, close follow-up & next editions

# Youth Engagement – SoliDare Hack



Idea: Hackathon on challenge within international cooperation

1. Theme, goal, output, ... defined together with youth: **partnership & trust**
2. Youth expressing the need for concrete change, even if not sure what that change could be: **process BUT action-oriented**
3. Safe space, platform to voice their concerns: **preventing power dynamics**
4. Difference in participants for preparatory session and hackathon: **on/off**
5. Visit of the Minister: **visibility & systemic change**
6. Result - creative concepts for solidarity initiatives: **creative and critical thought**
7. Follow-up and next editions: **inductive and iterative**

# Youth Engagement – Issue Paper: link between Global Citizenship Education and youth engagement

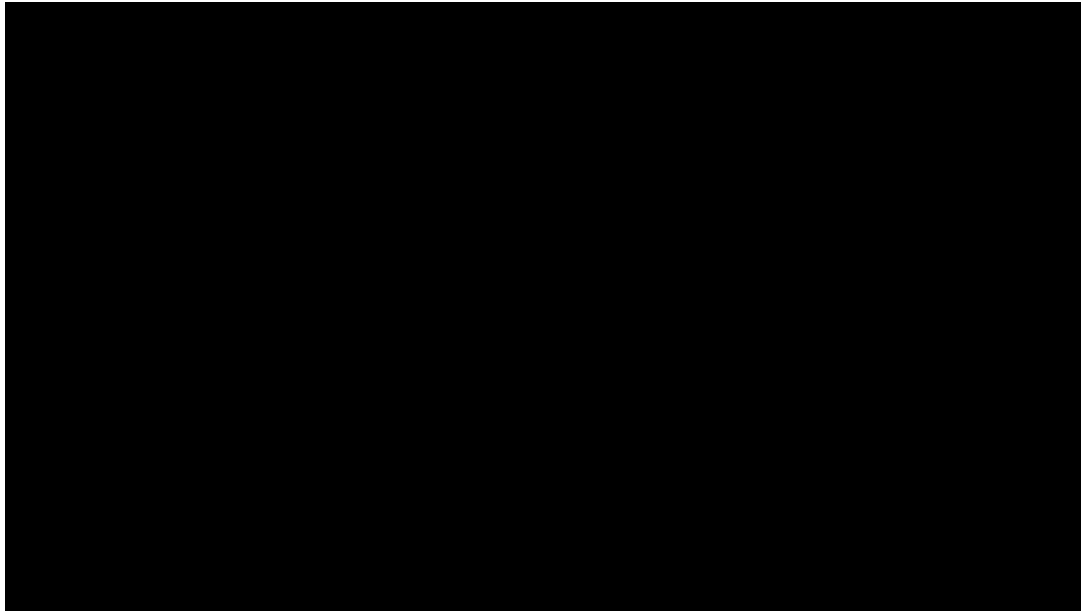


concepts, skills, attitudes' model

1. **Critical access to knowledge:** a problem or an injustice has been identified and analysed, and mobilisation is always organised around a specific way of perceiving the problem
2. **Self-efficacy,** defined as the faith an individual develops in his or her own abilities and chances of success
3. **Fertile soil:** where they can be made aware of the issues of our time, where they can strengthen their critical thinking, where they can discuss a shared challenge and where they can develop the skills to learn to act on the world
4. **Networking:** allows young people to share knowledge and experiences that strengthen all actors, to know how actions are organised elsewhere, (...)

# Youth Engagement – SoliDare Fest

2-day youth festival on international solidarity  
(14th and 15th of February 2025)



1. Workshops, stands, debates, ... : **critical access to knowledge**
2. Inspiring talks by peers, youth ambassadors, ... : **self-efficacy**
3. Stands with opportunities for engagement, artistic interventions in an atmosphere of hope, ... : **fertile soil**
4. Free lunch, a safe space to meet both organisations and like-minded youth, ... : **networking**

The event is co-created with a youth committee  
(**trust, partnership, process**, etc.)





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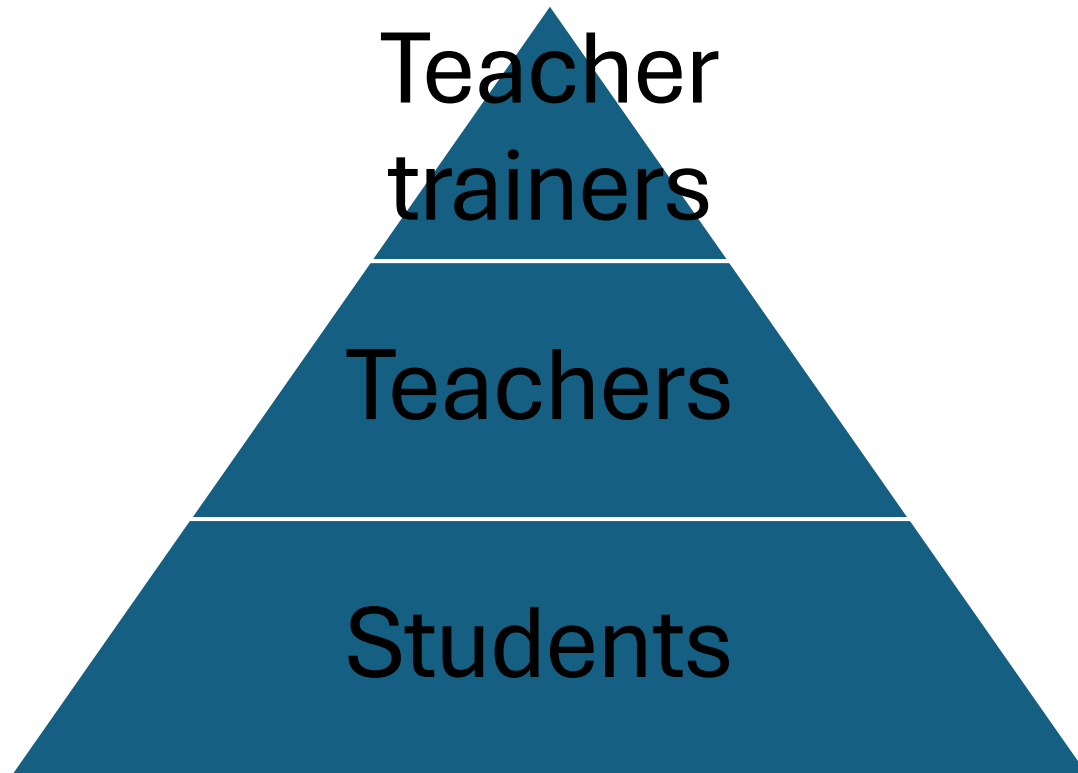
# GCE in teacher training

# GCE in teacher education – Questions

- *How can GCE be structurally implemented in higher education?*
- *How can we work beyond education and across higher education institutions?*

# GCE in teacher training

## Why teacher training



## Literature

- Teacher training does not provide the needed subject knowledge
- Minimal transfer of skills
- Question the role of school/teacher

# GCE in teacher training



## Focusgroups

Teacher trainers

Exchanging

Information

Encounter across institutions



## interviews

Actors outside education

Importance of complementarity

Caution on differing interests



## Kick-off

Teacher trainers & NGO's

Neoliberal aspect of higher education

Complementarity with non-educational actors

# Kick-off GCE in teacher training

- **Panel discussion** on GCE in education: policy, network, research, practice
- **Building together:** beyond education

- Leader
  - Broker
  - Lobbying
  - Research
  - Inspiration days
  - Curriculum comparing
- => experiment**



# Interested in more?

**BeGlobal newsletter**



**Youth engagement newsletter**





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