



Global Student Forum

Academy in Activism, Leadership and Advocacy

Programme Guide

2021 - 2022



Module 1



Lecture 1
03 October 2021 - 13:30 - 16:00 CET

Dr. Manja Klemenčič -
The Theory and Practice of
Student Participation in Higher
Education Governance



Lecture 2
17 October 2021 - 13:30 - 16:00 CET

Mike Day -
The History of the Student
Movement: Understanding
the Past to Shape the Future



Lecture 3
31 October 2021 - 13:30 - 16:00 CET

Haldis Holst -
Leadership of Membership Based
Organisations: What can we learn
from the Trade Unions Sector and
other Civil Society Organisations?



Lecture 3
31 October 2021 - 13:30 - 16:00 CET

Refat Sabbah -
Leadership of Membership Based
Organisations: What can we learn
from the Trade Unions Sector and
other Civil Society Organisations?



Lecture 4
14 November 2021 - 13:30 - 16:00 CET

Fred Van Leuwen -
Understanding International
Decision Making Spaces and
Processes: An Excursion into the
World of Global Education Politics



Lecture 4
14 November 2021 - 13:30 - 16:00 CET

Camilla Croso -
Understanding International
Decision Making Spaces and
Processes: An Excursion into the
World of Global Education Politics



Lecture 5
28 November 2021 - 13:30 - 16:00 CET

Dr. Scott Timcke -
Communications and Public Relations:
Theory and Practise of effective
Political Communication



Lecture 6
12 December 2021 - 13:30 - 16:00 CET

Sebastian Berger -
The Theory and Practise of
Principled Negotiation



Lecture 7
09 January 2022 - 13:30 - 16:00 CET

Dr. Sjur Bergan -
The Fundamental Values of
Higher Education



Lecture 8
23 January 2022 - 13:30 - 16:00 CET

Hugh McLean -
Finances and Sustainable
Funding of Student Organisations
and Movements



Lecture 9
30 January 2022 - 13:30 - 16:00 CET

Dr. Manja Klemenčič -
Student Politics: Public
Narratives and Power

Module 2



Lecture 1
06 March 2022 - 13:30 - 16:00 CET

Alex Rafalowicz -
Environmental Justice, Sustainable
Development and the SDGs



Lecture 1
06 March 2022 - 13:30 - 16:00 CET

Antonia Wulff -
Environmental Justice, Sustainable
Development and the SDGs



Lecture 2
20 March 2022 - 13:30 - 16:00 CET

Dr. Katarina Popovic -
Democracy, Human Rights and
Active Global Citizenship Education



Lecture 2
20 March 2022 - 13:30 - 16:00 CET

Dr. Henry Charles -
Democracy, Human Rights and
Active Global Citizenship Education



Lecture 3
03 April 2022 - 13:30 - 16:00 CET

Ninoslav Scukanec Schmidt -
A new Decade for the
Social Dimension within
the Bologna Process



Lecture 4
17 April 2022 - 13:30 - 16:00 CET

Dr. Shelene Gomes -
Racial Justice and the
Decolonisation of Education



Lecture 5
01 May 2022 - 13:30 - 16:00 CET

Carmen Romero -
Feminism, LGBTIQ+ and
Gender Justice



Lecture 5
01 May 2022 - 13:30 - 16:00 CET

Bianca Borges -
Feminism, LGBTIQ+ and
Gender Justice



Lecture 6
15 May 2022 - 13:30 - 16:00 CET

Dr. Fernando Galán -
Higher Education Quality Assurance,
Recognition and International Mobility



Lecture 7
29 May 2022 - 13:30 - 16:00 CET

Merith Basey -
COVID-19 and the Politics of Health



Lecture 8
12 June 2022 - 13:30 - 16:00 CET

Prof. Dr. Goski Alabi -
Digitalisation: The digital Revolution
and its Impact on our Everyday Life
and Education Systems

Introduction to the Programme



In 2020, the All-Africa Students Union (AASU), the European Students' Union (ESU), the Organising Bureau of European School Student Unions (OBESSU), the Commonwealth Students Association (CSA) and the Latin American and Caribbean Continental Students Organization (OCLAE) joined forces and founded the Global Student Forum. An international organisation with the mission to represent the political, economic, cultural and educational interest of secondary and tertiary level students across the world towards the international community.

This formation has been a direct response to the renewed importance of internationalism and global solidarity demonstrated by the COVID-19 pandemic's devastating consequences on the most vulnerable among us. However, the GSF's existence is also a result of decades of tireless, and until now unsuccessful efforts of students before us to create a formal global student governance structure since the collapse of the International Union of Students and the International Student Conference during the Cold War.

As political actors, student unions are united by the recognition that despite their differences, students worldwide are confronted with similar issues; the lack of quality education for all, rising tuition fees, commodification of our education systems, the environmental catastrophe, the contemporary spring of authoritarianism, the systematic erosion of democracy and rule of law and the immoral distribution of global wealth and the suffering that comes with it. We came together in solidarity to create a network for mutual empowerment and to amplify the voices of our constituency.

Student representation on all levels is a complex game of collaboration and conflict. The development of skills and the cultivation of knowledge within the leadership of our unions is pivotal to enable student representatives to speak on equal grounds with academic and political decision makers. Facilitating these capacity building efforts in the spirit of international cooperation is one of the core missions of the Global Student Forum and we are delighted to roll out this first edition of the Academy in Activism, Leadership and Advocacy (ALA).

The ALA is a one-year educational programme for 60 student leaders from the regional and national membership of our organisation and it is composed of online master-classes aimed at supporting student representatives in developing their competences for quality advocacy and successful campaigning as well as mobilisation and leadership of membership-based organisations. Each session is facilitated by a handpicked guest lecturer, with invited speakers from international organisations, renowned higher education institutions, civil society organisations, formal value-aligned political actors and professional skill trainers.

Alongside building up crucial knowledge, the programme aims to encourage worldwide networking between leaders of the student movement, fostering critical global thinking and cooperation through personal connections and organisational collaborations.

In parallel, we are also putting in place an online knowledge hub that will enable our membership to share learning resources and experiences between each other. This is especially important since it lies in the nature of student unions to have a fast paced generational turnover that in the worst case scenario almost equals a reset button in the organisational development of our federations.

If we want to be effective and strong as an international student movement we need to ensure that our organisations and their representatives are equipped with the tools to create impactful work. The Global Student Forum is determined to support its membership in delivering these opportunities to their national and local student communities.

A handwritten signature in black ink, appearing to read 'Sebastian Berger'.

Sebastian Berger
Executive Director
Global Student Forum



Overview of Modules

The first module of the academy (October 2021 - January 2022) focuses on the development of leadership skills and practical knowledge relevant to the work of student organisations. The lectures touch upon the history of the student movement and student participation in diverse geographic contexts, educational governance and policy making, international organisation and decision making spaces, organisational development and management of membership based organisations, communication, negotiation and financial leadership.

The second module of the academy (March 2022 - June 2022) is centered around policy and advocacy issues in line with the political priorities of the Global Student Forum. Thematic priority is given to learning about sustainable development and the SDGs, democracy, human rights and active citizenship, social justice and students wellbeing. It furthermore covers lectures related to higher education quality assurance, recognition and international mobility, COVID-19 and the politics of health, digitalisation and big data as well as the decolonization of curricula.



Module 1 - Lecture 1

03 October 2021 - 13:30 - 16:00 CET



Dr. Manja Klemenčič -
The Theory and Practice of Student
Participation in Higher Education
Governance

Manja Klemenčič researches, teaches, advises and acts as a consultant in the area of sociology and politics of higher education and international and comparative higher education. Her major research contribution is in the study of student governments and student representation in higher education which is part of her broader research agenda on student agency and the impact of students on higher education. Her research seeks to correct the one-directional study of college impact on students. She is partnering with Global Student Forum to research student agency and student impact in higher education globally in the largest ever international comparative research on this topic and in a unique equitable research partnership between an academic and student union leaders.

Manja is Lecturer on Sociology offering higher education courses at the Department of Sociology, Faculty of Arts and Sciences, Harvard University and Lecturer in General Education at Faculty of Arts and Sciences. Klemenčič is also a local affiliate at the Minda de Gunzburg Center for European Studies at Harvard University.

Session Design

This session will first address student organising and the organisational characteristics of representative student associations. We will focus in particular on the organizational characteristics of representative student associations in terms of organisational resources and capabilities, the logic of membership and logic of influence that shape the design of organisational structures, and autonomy and legitimacy of these associations. Next, we will look into the different mechanisms of student representation ranging from contentious politics to informal cooperative involvement to formalized and institutionalised participation of student representatives in higher education governance.

We will address the differences in both organisational and representational models across different levels of governance (from departments to national to transnational level) as well as across different types of institutions and different higher education (and broader political) contexts. Apart from discussing the impact that students have on higher education policies and decisions, we will also consider some of the pitfalls in student representation, such as tokenistic involvement, domestication of student representatives and lack of autonomy/legitimacy.

Module 1 - Lecture 2

17 October 2021 - 13:30 - 16:00 CET



Mike Day-
**The History of the Student Movement:
 Understanding the Past to Shape the
 Future**

Mike Day graduated from Lancaster University in Ancient History and holds Diplomas in Training Management and Genealogy/History of the Family. He has over forty years' experience of working within the student movement at a local, national and international level. He currently works as an International Learning and Development Consultant, immediately before this he served as a senior Director with NUSUK where amongst other responsibilities he developed and led on their international strategy providing support for elected officers working at an international level.

He has always had a strong commitment to the international student movement. He worked on the Global Student Summit (London) London 2012 and served as a member of ESU's International Co-operation Working Party which developed the Bergen Agreement (2016). He has also worked closely with the Commonwealth Students' Association (CSA) and the Association of College Union International (ACUI), as well as the European Students' Union (ESU) having first attended meetings of the Western European Students' Information Bureau (WESIB) in the early nineties.

Session Design

The session will provide an overview of the history and development of national student organisations and examine the successes and failures of global student cooperation over the past century. It will look at the way in which student leadership has brought about positive social change and emphasise the importance of solidarity between national student organisations. By the end of the session participants will be able to: explain how and why some national student organisations emerged when they did and reflect on why previous attempts to create a student international have largely failed.

We will identify the role of student movements in furthering other social movements and appreciate the importance of international solidarity between national student organisations while celebrating examples of student led solidarity action.

Module 1 - Lecture 3

31 October 2021 - 13:30 - 16:00 CET



Haldis Holst and Refat Sabbah -
Leadership of Membership Based
Organisations: What can we learn from the Trade
Unions Sector and other Civil Society Organisations?

Haldis was born in Oslo, Norway in 1960 and graduated as a teacher in 1983, after majoring in English and Physical Education. All through her teaching career Haldis has been a union representative at local, regional and national level in Norway. She was Vice President of the Norwegian Union of Teachers and was part of negotiating and implementing the merger of the two major unions in the education sector. She later became Vice President of the merged union – Union of Education Norway. She has experience from national bargaining as well as policy dialogue. Haldis has also served as Norway's representative on the European Trade Union Committee for Education (ETUCE) and been a member of the Executive Board of Education International (EI) which is the Global Union Federation representing organisations of teachers and other education employees. She was Vice-President of EI from 2009 – 2012.

Haldis has been Deputy General Secretary of EI since 2013. On behalf of EI Haldis serves on the Board of Directors of the Global Partnership for Education (GPE), the Education 2030 Steering Committee and on the Board of the Global Campaign Against Child Labour. She is also a member of several advisory groups on education policies.



Refat Sabbah -
Leadership of Membership Based
Organisations: What can we learn from the Trade
Unions Sector and other Civil Society Organisations?

Refat Sabbah currently serves as the president of the Global Campaign for Education. He also is the General Director (and founder) of the Teacher Creativity Center. The Center is part of a number of international initiatives, including the Global Campaign for Education (GCE) and Global Call to Action Against Poverty (GCAP). Refat is the regional coordinator of Arab Campaign for Education for all. He is also the Chair of the Arab Network for Human Rights and Citizenship Education (ANHRE). He holds an honorary PhD from Almaref University for his work to support the education in Yemen.

Refat completed his Masters degree in 2004 from Birzeit University, Palestine, in Women Development and Law. He completed a Diploma degree in adult training development, from Toronto University, Canada, 1999, in addition to his Bachelor Degree in Arabic Language, and a Diploma in Journalism from Birzeit University, 1997. He furthermore holds a master's degree in Educational management from Al Quds open University.

He is the vice chair of the Regional support group for the ED2030 with UNESCO and a member of the ED2030 steering committee led by UNESCO as well as the ECW Steering Committee.

Session Design

The session will focus on the lessons student leaders can learn from membership based organisations. Participants will hear how democratic practice is organised in Education International and the Global Campaign for Education, the two largest representative civil-society organisations in the education sector. Together we will understand how their internal structures align with and support their political goals.

Module 1 - Lecture 4

14 November 2021 - 13:30 - 16:00 CET



Fred Van Leeuwen and Camilla Croso -
Understanding International Decision Making Spaces and Processes: An Excursion into the World of Global Education Politics

Fred van Leeuwen (1950) is a former teacher and union official in The Netherlands. He was General Secretary of the International Federation of Free Teachers' Unions (IFFTU) from 1981 until 1993 and one of the founders and architects of Education International (EI). He was the organisation's General Secretary from 1993 until 2018. Under his leadership Education International became the voice of the teaching profession in the international community, representing 386 national education unions in 178 countries and territories with a combined membership of 32.5 million.

Promoting democracy, civil rights, academic freedom, free quality education for all, and a better status of teachers are Van Leeuwen's life mission. He is the author of "On Education & Democracy, 25 Lessons from the Teaching Profession" (2019)



Camilla Croso -
Understanding International Decision Making Spaces and Processes: An Excursion into the World of Global Education Politics

Camilla Croso is the Director of the Education Program at the Open Society Foundations. She has worked in promoting the right to education at national, regional, and global levels for over twenty years. Prior to joining OSF, she coordinated the Latin American Campaign for the Right to Education and served as the President of the Global Campaign for Education. In her earlier years, she worked for the Kellogg Foundation's regional Latin American office in São Paulo. Camilla holds an MSc from the London School of Economics in Social Policy and Planning in Developing Countries and is currently undergoing her PhD studies. Her academic publications relate to education financing, non-discrimination, the right to education and the right to social participation and democratic governance. She has integrated the regional and global SDG4/ Education 2030 Steering Committees, as well as the Board of the Global Partnership for Education.

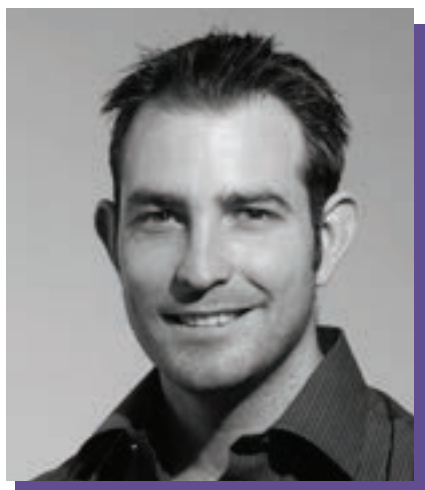
Session Design

In the past three decades the international education debate involves two competing visions. The first vision is grounded in the understanding that without publicly funded schooling and highly qualified teachers and lecturers, there is little chance of all children and young people getting the quality education they deserve; the second vision is supported by the idea that education is a commodity that can be delivered more cheaply and efficiently by the free market with fewer, less qualified staff and a liberal dose of one-size-fits-all online programs and standardised testing.

This session will examine these conflicts and discuss the purpose of education and learning, the right to education, the importance of academic freedom, the responsibility of governments and the role of the private sector. We will look at the international governmental agencies that influence national education and teacher policy and together explore the most relevant international conventions, recommendations, agreements and studies pertaining to education. Civil society organisations have created international spaces and consultation mechanisms with the purpose of participating in discussions on global education issues and influencing global education strategies, policies and programs: this session will share who the leading actors are in international education policy-making and discuss what can be learned from their successes and failures.

Module 1 - Lecture 5

28 November 2021 - 13:30 - 16:00 CET



Dr. Scott Timcke -
Communications and Public Relations:
Theory and Practise of effective
Political Communication

Dr. Scott Timcke is a comparative historical sociologist with an interest in race, class, and technology in modernity. He is a research associate with the University of Johannesburg's Centre for Social Change and a fellow at the University of Leeds' Centre for African Studies. His second book, *Algorithms and The End of Politics: The Shaping of Technology in 21st Century American Life* (Bristol University Press) was released in February 2021.

Session Design

Effective political communication is essential for student leaders, who are often responsible for conveying information, stories and demands across multiple audiences and channels. This session will discuss the importance of communication in organising and mobilising for change, share contemporary case-studies of both best and worst practice and equip student leaders with practical steps they can take to harness the power of communications and public relations.

By the end of the session participants will have learnt core skills such as the different approaches needed when communicating with their constituency as opposed to on behalf of their constituency, how to engage the media productively and the key elements of a crisis communication plan when responding to an urgent issue or emergency policy-making and discuss what can be learned from their successes and failures.

Module 1 - Lecture 6

12 December 2021 - 13:30 - 16:00 CET



Sebastian Berger -
The Theory and Practise of Principled Negotiation

Sebastian Berger is the Executive Director of the Global Student Forum (GSF). He previously held the office of Vice President in the European Students' Union (ESU) and was a founding representative in the GSF Steering Committee. Sebastian has been an active member of the international student movement for years, holding various leadership positions on the local, national and international level. Alongside his activism in student politics, he serves as the treasurer of the 100 Million Campaign Foundation, where he advocates for access to quality education for all and putting an end to child labour.

As the former national spokesperson of the Green party youth and student wing in Austria he has a strong background in the environmental justice movement and focuses on promoting education on sustainable development as a tool to achieve the SDGs. He has extensive experience in practising and training negotiation techniques, having held multiple seminars for political student and youth organisations in the past. Sebastian holds a Bachelor's degree in political science from University of Vienna and currently undergoes a Master programme in International Relations, Strategy and Security at Neapolis University Pafos.

Session Design

A big part of student union work is the representation of constituency interests towards relevant actors in academia and policy making. Elected student leaders negotiate on behalf of their peers to achieve the best outcomes for those who they represent. A clear understanding concerning the theory and practise of principled negotiation is fundamental to ensure the best possible agreement between student unions and relevant stakeholders.

This session will examine how successful negotiation according to the Harvard Concept functions before putting participants into real life simulations that will allow them to test the newly acquired knowledge and strategies in a practical setting, negotiating with their colleagues under the supervision of the trainer. At the end of the session, participants will have a better understanding of strategies, tools, roles and techniques that can support better negotiation outcomes for all parties involved, from the preparatory to the execution stage of a negotiation.

Module 1 - Lecture 7

09 January 2022 - 13:30 - 16:00 CET



Dr. Sjur Bergan -
The Fundamental Values of
Higher Education

Sjur Bergan is Head of the Council of Europe's Education Department and leads the current Council of Europe projects on Competences for Democratic Culture and the European Qualifications Passport for Refugees. He has represented the Council of Europe in the Bologna Follow Up Group and Board since 2000 and chaired three successive working groups on structural reforms in 2007 - 15. Sjur was a member of the editorial group for the Council's White Paper on Intercultural Dialogue and a main author of the Lisbon Recognition Convention as well as of recommendations on the public responsibility for higher education; academic freedom and institutional autonomy; and ensuring quality education.

Sjur Bergan is series editor of the Council of Europe Higher Education Series and the author of *Qualifications: Introduction to a Concept and Not by Bread Alone* as well as of numerous book chapters and articles on education and higher education policy. Sjur was also one of the editors of the *Raabe Handbook on Leadership and Governance in Higher Education* (2009 – 15) and one of the session coordinators at the Bologna Process Researchers' Conferences in 2015, 2018 and 2020. He is the recipient of the 2019 European Association for International Education Award for Vision and Leadership.

Session Design

The session will examine the fundamental values of higher education as defined in the European Higher Education Area: academic freedom and integrity, institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education. It will seek to identify salient issues and look at some recent cases concerning, in particular, academic freedom and institutional autonomy.

The focus will mainly be European, but the session will also seek to draw on experience from some other parts of the world, in particular in contrasting European and North American approaches to academic freedom and institutional autonomy. It will also look at recent evolutions in the governance models for higher education and their impact on student and staff participation.

Module 1 - Lecture 8

23 January 2022 - 13:30 - 16:00 CET



Hugh McLean - Finances and Sustainable Funding of Student Organisations and Movements

Hugh McLean is senior advisor to the Open Society Foundations Education Program, which is dedicated to promoting the right to education and education as a public good. Hugh was active in the student movement in South Africa from 1976, he trained as a teacher and started teaching in the early 1980s in a remote rural forced-resettlement village for Black farmers who had been dispossessed of their land and where started an education project for local youth. This was shut down by the Apartheid government after a few years. Hugh worked in the adult literacy movement with trade unions and rural farm workers for most of the 1980s.

After the unbanning of the ANC and South Africa's first democratic government in 1994, Hugh worked for a corporate philanthropy, supporting early childhood care and education, strengthening democracy, distance learning and youth skills training. Hugh completed an MBA in the 1990s and ran an evaluation and strategy consultancy. He joined OSF's education program in Budapest in 1999 where he worked on evaluations and research and led OSF's education work in Russia and Pakistan. After moving to the U.K. in 2006, he established OSF's Education Support Program, a global program that became widely recognized and highly regarded internationally, which he directed until June 2020.

Session Design

Looking back at vast experience in the field, the session will guide participants to a better understanding of the potential funding opportunities for student activism and unions. Maintaining independence is a key goal for the student movement, and it can be quite complicated in a world where acquiring funds potentially has strong political or commercial strings attached. Inspired by the best practices of cooperation among foundations, philanthropies and student organisations, this session explores how to ethically approach funding, keeping student-led agendas at the centre while designing trustworthy and reliable projects and more stable connections.

This session will also provide an overview of the existing funding opportunities, enlisting the philanthropies and foundations which are more open towards learners' needs and their will to organise for a better future, inside and outside of their educational institutions.

Module 1 - Lecture 9

30 January 2022 - 13:30 - 16:00 CET



Dr. Manja Klemenčič -
Student Politics: Public
Narratives and Power

Manja Klemenčič researches, teaches, advises and acts as a consultant in the area of sociology and politics of higher education and international and comparative higher education. Her major research contribution is in the study of student governments and student representation in higher education which is part of her broader research agenda on student agency and the impact of students on higher education. Her research seeks to correct the one-directional study of college impact on students. She is partnering with Global Student Forum to research student agency and student impact in higher education globally in the largest ever international comparative research on this topic and in a unique equitable research partnership between an academic and student union leaders.

Manja is Lecturer on Sociology offering higher education courses at the Department of Sociology, Faculty of Arts and Sciences, Harvard University and Lecturer in General Education at Faculty of Arts and Sciences. Klemenčič is also a local affiliate at the Minda de Gunzburg Center for European Studies at Harvard University.

Session Design

In this session, we will discuss Marshall Ganz's classic article on Public narrative, collective action, and power in the context of student politics. Marshall Ganz considers public narrative (a public account of your role or association or movement) as a leadership practice of inspiring others to act by telling stories of self, of us and or of now. He argues that such narratives not only define us, they also create pathways for action.

Taking Ganz's propositions as a starting point, this session seeks to address the following questions: Why should student leaders create public narratives of their collective action? What are the challenges in creating public narratives? Is creating public narratives something you and your student associations already do? How should student leaders go about creating public narratives?

Module 2 - Lecture 1

06 March 2022 - 13:30 - 16:00 CET



Alex Rafalowicz -
Environmental Justice, Sustainable Development and the SDGs

Alex Rafalowicz has worked as a policy analyst, campaigner, organiser and strategist for climate justice for 15 years including with the Global Campaign to Demand Climate Justice, the Climate Action Network, and 350.Org. He has worked on digital and electoral campaigns across the Americas, Europe, and Australia. He spent 5 years as a law fellow at the Institute for Governance and Sustainable Development following issues of sustainable development and the UNFCCC climate negotiations.

He has a first class honours degree in law from the Australian National University and Masters in Economics from the Indira Gandhi Institute for Development Research. As a student activist he was the National President of the UN Youth Association of Australia and Chair of the World Federation of UN Associations Youth Committee, Treasurer of the Australian National University Student Union, and a founding member of the Australian Youth Climate Coalition. He lives in Bogotá, Colombia with his family.



Antonia Wulff -
Environmental Justice, Sustainable Development and the SDGs

Antonia Wulff is the Director of Research, Policy and Advocacy at Education International (EI), the global federation of teacher unions. She led EI's advocacy on the global Sustainable Development Goals and her work is now focused on the implementation and monitoring of the SDGs. Prior to joining EI, Antonia managed a project on democratic education in Finland.

She has a background in the student movement and is a former chair of the Council of Europe Advisory Council for Youth. She has a Master in Sociology from the University of Helsinki.

Session Design

In this session we will discuss the history of climate and environmental justice principles and demands, particularly at an international level and how these impacted, or were impacted by, students. We will look at how these demands were taken up, reflected in, and/or ignored in major international environmental legal instruments and policymaking. We will then consider the next frontier for international climate justice demands - a fossil fuel non-proliferation treaty.

The session will furthermore explore the history of the Sustainable Development Goals, the process that led to their adoption and the state of play when it comes to achieving the SDGs. We will look into the frameworks established for monitoring the SDGs and discuss in depth around SDG4 and what quality climate education can contribute when it comes to combating the environmental catastrophe.

Module 2 - Lecture 2

20 March 2022 - 13:30 - 16:00 CET



Dr. Katarina Popovic -
Democracy, Human Rights and Active Global
Citizenship Education

Dr Katarina Popovic studied Andragogy (adult education, lifelong learning) at the Faculty of Philosophy, University of Belgrade, Serbia and has PhD in philosophy/adult education from University of Aachen, Germany. She is Professor at the Department for Andragogy, Faculty of Philosophy, University of Belgrade and the Chair of the same Department. She is also a visiting professor for adult education at several European universities, most recently in Germany.

Dr Katarina Popovic is Secretary General of ICAE – International Council for Adult Education and Vice-President of the ISCAE – International Society for Comparative Adult Education, and the President of the Serbian Adult Education Society.

For many years she was the vice president of EAEA (European Association for the Education of Adults), and coordinator of German DVV International for South East Europe, participating and coordinating numerous projects, both research and applied ones, also national, regional and global. She currently holds the position of the co-chair of the Academia and Education Stakeholder Group in the United Nations DESA system and she is member of the Steering Group of the HLPF Coordination Mechanism in the UN DESA system.



Dr. Henry Charles -
Democracy, Human Rights and Active Global
Citizenship Education

Henry Wallace Charles is an Internationally recognized Youth and Policy Development Expert, with over 30 years of practice in various aspects of child, adolescent and youth Development. He has served as the lead Consultant for the Caribbean Development Bank's first Youth Policy and Operational Strategy. He has also developed youth policies for the governments of Anguilla, the Turks and Caicos Islands, Belize, the Republic of Trinidad and Tobago, the Commonwealth of Dominica, Saint Lucia and Grenada. He is currently engaged as a Senior Programme Specialist (Child Resilience) with UNICEF the Netherlands to support the Government of Saint Maarten roll out a Child Rights, Child Protection and Adolescent participation project.

Session Design

Moving away from the traditional concept of active citizenship, developed primarily within European and Western understandings, the new discourse of civic education is deeply rooted in a human rights approach and guided by the principles of global citizenship. Whilst retaining the core elements of active participation and democratic rights and responsibilities, the concept has expanded to also include topics of global importance, such as peace and conflicts, poverty and inequality, climate justice and sustainability, as well as critical reflection of global power dynamics.

This session will outline these developments and discuss how the approach to education for human rights and democracy also requires deep insight into the contextual and cultural differences that shape the very notion of citizenship itself. By the end of the session participants will have a greater understanding that global active citizenship is much more than the set of skills, but includes knowledge, a strong emotional component and development of agency – capacity and willingness for action.

Module 2 - Lecture 3

03 April 2022 - 13:30 - 16:00 CET



Ninoslav Scukanec Schmidt -
A new Decade for the Social Dimension
within the Bologna Process

Ninoslav Scukanec Schmidt is Executive Director of the Institute for the Development of Education in Zagreb, Croatia. He is currently co-chairing the Bologna Follow-up Working Group on Social Dimension for the period 2021-2024. He successfully co-chaired the previous 2018-2020 Bologna Follow-up Advisory Group on Social Dimension that created the strategic document "Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the European Higher Education Area" to help 49 countries in the European Higher Education Area improve social dimension policies. His main expertise is in the social dimension of higher education, institutional governance and strategic management of higher education, financing of higher education, and quality assurance in higher education.

He is a senior expert of the European Expert Network on Economics of Education, which includes some of the leading European experts in education, and advises the European Commission. He has repeatedly served as consultant and expert in prominent international organizations like the World Bank and the European Commission, various government bodies, higher education institutions and professional organisations.

Session Design

In 2020 and 2021 the impact of COVID-19 on the social dimension of higher education has been the emergence of new challenges that negatively affect students' access, study progress and retention. The session will summarize findings of recent European surveys on the impact of COVID-19 on the social dimension, which demonstrate negative impact on studying conditions, students' funding and students' well-being. However, although there are serious risks facing the social dimension of higher education in the long term due to COVID-19, the session will consider what opportunities the crisis provides for placing the social dimension as a top priority in the efforts to address the disruption caused by COVID-19 in higher education.

The Bologna Follow-up Group (BFUG) released a new strategic document "Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA" at the end of 2020. The presenter will explain how this document could help public authorities and higher education institutions ameliorate negative consequences of COVID-19 in higher education. He will explain the importance of interconnecting the principles of accessibility, equity, diversity, inclusion, and community engagement for the future development of the social dimension in the EHEA.

Module 2 - Lecture 4

17 April 2022 - 13:30 - 16:00 CET



Dr. Shelene Gomes -
Racial Justice and the
Decolonisation of Education

Dr. Shelene Gomes (she/her) is a Caribbean socio-cultural anthropologist based at the University of The West Indies, St. Augustine campus in Trinidad and Tobago and a senior research associate in the Department of Anthropology and Development, University of Johannesburg. Trained in Anthropology and Women's Studies at Barnard College, the School of Oriental and African Studies and the University of St. Andrews, her research interests include migration and mobilities, ethnography, postcolonial religion and spirituality as well as the politics of race, class and gender. She has done ethnographic fieldwork in East Africa tracing the linkages between African diasporic imaginings and Caribbean cosmopolitan sensibilities.

Her monograph, *Cosmopolitanism from the Global South*, is forthcoming with Palgrave Macmillan's series in *Literary Anthropology*. She is also co-editing a volume, *Race, Class and Nationalism in the 21st Century Caribbean* (Georgia University Press) with Dr. Scott Timcke, comparative historical sociologist. Gomes' public and scholarly writing is unified by a focus on contemporary solidarities, acts of agency and place-making within the context of unequal historical conditions of modernity.

Session Design

In this session we will situate racial justice within a wider social justice framework to consider the decolonisation of education as praxis. This orientation can help us better navigate questions like: what does it mean to decolonise education? How is racial justice universal while at the same time it is necessary to consider the differential contexts of the 'Global North' and the 'Global South' as broadly defined? What happens when scholars and universities in the Global South / Majority World also reproduce colonial paradigms, under the guise of essentialist framings of postcolonial nationalism, for instance? Does a diverse and inclusive curriculum mean adding black and brown authors to a university reading list? Arguably, greater representation of non-European thinkers does not signal significant positive change toward decolonial education if canonical texts are not reinterpreted from decolonial and anti-colonial positions.

We will take examples of decolonisation from the Caribbean, and the English-speaking Caribbean in particular, as well as examples from U.K. universities while cognisant of the commodification of education. Finally, we will discuss the role of student unions in furthering this decolonial agenda as well as toolkits for implementation.

Module 2 - Lecture 5

01 May 2022 - 13:30 - 16:00 CET



Carmen Romero -
Feminism, LGBTIQ+ and Gender Justice

Carmen got involved with the student movement in Spain for the first time in high school. Since then she held multiple leadership positions on the local, national and European level. She is the former president of the student council at Complutense University of Madrid and former president of the national unions of students in Spain, CREUP as well as the current membership coordinator of the European Students Union.

Carmen holds a Bachelor degree in Political Science and Public Administration and currently follows a master programme in the field of international politics at Université libre de Bruxelles. She is passionate about organisational development and the role of civil society and strives towards building a positive and inclusive culture within student organisations and movements worldwide.



Bianca Borges -
Feminism, LGBTIQ+ and Gender Justice

Bianca Borges dos Santos is a 21 year old law student at the University of São Paulo, where she is a member of the academic center and the central directory of students. She currently holds the office of Director at the national union of students in Brazil and is a member of the executive secretariat of the Organización Continental Latinoamericana y Caribeña de Estudiantes (OCLAE). She serves as a Steering Committee member in the Global Student Forum, representing the Latin American continent.

Session Design

The aim of this session is to provide participants with a holistic understanding of the role of women and the LGBTIQ+ community in the student movement and within educational institutions. The session will discuss the historical engagement of the student movement in causes that go beyond education, with the aim to understand the student movement as a social movement with an important potential to support other movements. Participants will be guided to analyse the importance of diversity within the student movement. Students come from a diverse set of social groups, with women, men, LGBTIQ+ people, racialized people and people living with disabilities part of the student body and movement.

This combination of intersectionalities provides student unions with a series of characteristics that are potentially less visible in other social movements. The session will also examine the role of education institutions in promoting equality as well as sharing practical examples of how to make learning environments accessible and safe for all students.

Module 2 - Lecture 6

15 May 2022 - 13:30 - 16:00 CET



Dr. Fernando Galán -
Higher Education Quality Assurance,
Recognition and International Mobility

Fernando Galán is the Consortium Manager of the Arqus European University Alliance and has over 5 years' experience working on European higher education policies. Before joining Arqus, Fernando was head of the international engagement unit at Crue Universidades Españolas, the Spanish rectors' conference. He has also worked as policy and project officer at EURASHE, the European Association of Higher Education Institutions offering professional oriented programmes, and as President of the European Students' Association (ESU), being responsible for the coordination of its policy work.

Fernando has been a member of the governing bodies of the European Higher Education Area / Bologna Process, and of different expert groups from the European Union, the Council of Europe, UNESCO and the OECD, among others. In these roles, he has contributed to relevant documents at European level in the field of higher education, such as the Ministerial Communiqués of Bucharest (2013) and Yerevan (2015), the European Standards and Guidelines for Quality Assurance in the Higher Education Area (ESG 2015), several EU initiatives, such as U-Multirank, and the work of UNESCO and the Council of Europe on the recognition of qualifications.

Session Design

Internationalisation and international cooperation have always played a very important role in higher education, in an increasingly globalised world, student leaders understanding these concepts is vital. This session will discuss the main motivation for internationalising a higher education system or individual institution and how these vary between different stakeholders. It will also explore the interlinkages between international cooperation in higher education and mobility. Mobility is now often considered a key performance indicator of an individual higher education institution (HEI) or system and its attractiveness. The great importance given to mobility in higher education has coincided with the development of various tools to facilitate it. Mobility and recognition are closely interlinked, as a central aim is that this internationalisation mechanism will be a meaningful experience in the learning path of the students. Participants will gain greater understanding of how the first step in achieving a smooth recognition of the mobility periods or qualifications obtained abroad is building a considerable level of trust between different higher education systems.

The session will share practical examples of tools being developed at international level in order to facilitate the mobility of students and graduates, involving many international organisations devoting part of their efforts towards the development and correct implementation of those tools. For example, the European model of Quality Assurance in higher education, where students are very actively involved, plays a considerable role in the trust building process between the participating countries of the European Higher Education Area. The implementation of this model and of the recognition mechanisms has been facilitated by other tools developed within the Bologna Process, such as a qualification framework or the credit system.

Module 2 - Lecture 7

29 May 2022 - 13:30 - 16:00 CET



Merith Basey -
COVID-19 and the Politics of Health

Merith's commitment to health equity and justice began through her love of language and Latin America. She spent several years leading AYUDA, focused on growing youth-led programs for type 1 diabetes communities across Latin America and the Caribbean. Through this formative grassroots organising combined with a Master's degree at the London School of Hygiene and Tropical Medicine she was motivated to co-found the 100 Campaign in 2012, aimed at re-framing insulin access as a human rights issue and reducing the barriers to access. Since 2014, Merith has been responsible for guiding UAEM's activism at over 50 universities in North America and beyond working to radically shift the way we research and develop medicines.

In 2020, she co-founded the global Free the Vaccine for COVID-19 campaign, led by UAEM and the Center for Artistic Activism, to respond to the COVID-19 pandemic and to grow the access to medicines movement in new and creative ways including through building the pipeline of young underrepresented leaders. She also serves on the Technical Advisory Committee of the ACCISS study addressing the Challenges and Constraints of the Insulin Sources and Supply and speaks French, Spanish and Portuguese.

Session Design

The COVID-19 pandemic has exposed to the masses what the access to medicines movement has known for more than 20 years: that the profit-driven model used to research and develop medicines has led to a health system that has failed everyone, everywhere. People all over the globe from all backgrounds, ethnicities, levels of status and wealth have been impacted by this failure, and will continue to be for generations if action is not taken urgently. However, this unprecedented crisis has created a unique global moment with a common enemy that must be fought together in solidarity. This session will explain how without systemic change, the world will inevitably experience further pandemics in our lifetimes, including the greater challenge of facing a pandemic in the form of antimicrobial resistance. COVID-19 has taught us that whilst viruses do not discriminate, systems do: today while high income nations hoard vaccines and push for 3rd booster shots, other lower income nations are being blocked access.

In this extraordinary moment of intersection between people, process, policy and power, we have a unique opportunity to build on collective agency that will lead to impactful social and systemic change. This session will outline the role of student leaders in taking coordinated collective action for health justice and emphasise the need to act with a renewed sense of urgency for an immediate solution, whilst keeping in mind that we need to work towards a more long-term response to global health needs.

Module 2 - Lecture 8

12 June 2022 - 13:30 - 16:00 CET



Prof. Dr. Goski Alabi -
Digitalisation: The digital Revolution
and its Impact on our Everyday
Life and Education Systems

Prof. Dr. Goski Alabi is an academic, a consultant and an accomplished entrepreneur with more than 19 years of professional experience in academia, consultancy, regulation, advocacy and business. She is one of Africa's leading Full Professor in total quality management, and a consultant in strategic leadership and corporate governance. In June 2019, Prof. Goski was a lecturer at the prestigious Oxford University's Sir David Watson Memorial Lecture at the Human Welfare Conference. Prof. Goski co-edited the Book "Quality Assurance Capacity Needs of Africa" published by the A(<https://www.youtube.com/watch?v=6Ch7vU7p2uc>). AU.

She serves on several public, corporate and international boards and was awarded Africa's Most Respected CEO, Education Category in Dubia in July, 2021 by the Business Executive Magazine for Establishing and Managing Laweh Open University College, the first Accredited Open University in Ghana and second in West Africa. She is currently President, African Council for Distance Education (ACDE), April, 2021, Chair of the African Network for Internationalization of Education – ANIE (September 2016 to date), Co-Chair of the International Scientific Advisory Board of The World Bank, African Centre of Excellence for Innovative and Transformative STEM Education, Lagos State University (July 7th, 2020)

Session Design

The past decade was dominated by an unprecedented digital transformation in all sectors of society, including the field of education. COVID-19 has accelerated this development and exposed how unprepared governments and educational institutions were when it comes to supporting the most vulnerable with access to internet and digital learning tools.

Distance learning and digital assessment methods need to be critically reviewed by teachers and students alike to achieve student centered learning and educational quality. This session will look into the present and future challenges of online and distance learning while presenting recommendations and potential solutions for immanent problems associated with the digital revolution of the way we teach and learn.

About the Global Student Forum

Networking

The Global Student Forum is a platform for student movements to exchange ideas, practices and organising strategies. It allows us as student organisations and movements from around the world to build relationships and networks with our counterparts abroad. This provides a chance to gain experience and ideas which we can use to strengthen our work at home as well as building the common understanding that is the foundation for deeper cooperation. Through coordination with civil society movements on a global scale, it enables us to build stronger coalitions with teachers, academics, workers and other allies in these fights.

Capacity Building

The Global Student Forum builds the capacity of student organisations and movements where they lack institutional resources, are weak or nascent. It organises training sessions and exchanges through which we can learn from each other and strengthen our work. The overarching objective is to establish a culture that ensures the sustainable transfer of knowledge and preservation of organisational memory within student movements, so we can bridge the gaps caused by a high turnover of activists and leaders.

Solidarity

The Global Student Forum amplifies the struggles of student organisations and movements around the world, whether campaigns against rising costs for education or violence in our institutions, drawing attention to student organisations and movements where they face political repression, discrimination and police brutality. It enables us, as student activists and leaders, to connect with our counterparts, across all geographical regions, lessening our sense of isolation, building solidarity and mobilisation. In this way, it is mutually empowering and acts as a beacon in the darkness for students facing social injustice and rights abuses.

Cooperation

The Global Student Forum is a platform for student organisations and movements to work together on issues of common concern. It facilitates the engagement of genuine, representative and legitimate student organisations and movements with the institutional framework of the United Nations and UNESCO specifically. Specific attention is being paid to the ongoing discourse on sustainable development, financing of education as well as the democratisation and accountability of governance structures.

About the Global Student Forum

Analysis and Strategy

The Global Student Forum provides a space for student organisations and movements to engage with experts on issues such as social and economic inequalities, political repression, democratic recession, closing spaces for civil society, disinformation and the changing public sphere, to build a stronger analysis of the political economy that is shaping our societies and education systems, identify strategies by which we can respond effectively and build alliances and partnerships to better reach our objectives.

Advocacy

The Global Student Forum strengthens and amplifies the voice of student organisations and movements on the global level by engaging in advocacy issues and lobby work on behalf of its membership. With a strong emphasis on formal and informal international decision making spaces, it combats practises of tokenism and cherry picking to ensure fair and legitimate representation of students on the global level. Informed by the first hand experience of its constituency, it provides space for genuine dialogue with the overarching aim to influence policy outcomes.





-  <http://www.globalstudentforum.org/>
-  @GlobalStuForum
-  GlobalStudentForumGSF
-  globalstudentforum
-  secretariat@globalstudentforum.org

Global Student Forum
Education International
Stephane Ponsard
Boulevard Bischoffheim 15,
1000 Brussels, Belgium.