



1st INTERNATIONAL CONFERENCE OF FEE ECOCAMPUS

Getting Higher Level Education Climate Ready

26-27th April 2024

EMPOWERING YOUTH AS ACTIVE GLOBAL CITIZENS: A NEW MODEL FOR CONTRIBUTING TO SDG 17 IN SECONDARY AND TERTIARY EDUCATION

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What is New Global Normal?

New bal Normal

- Youth-led not-for-profit organization
- Established in 2020
- Contributes to UN **Sustainable Development Goal 17** (Partnership for the Goals)
- Empowers young people to be **leaders** in the promotion of **active global citizenship** and **intercultural dialogue** within their local communities
- Active chapters in **Europe** and **Asia**



What is New Global Normal?

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Mission

Foster increased intercultural communication and active global citizenship in youth communities worldwide.



Vision

Unite a divided world.



What is New Global Normal?

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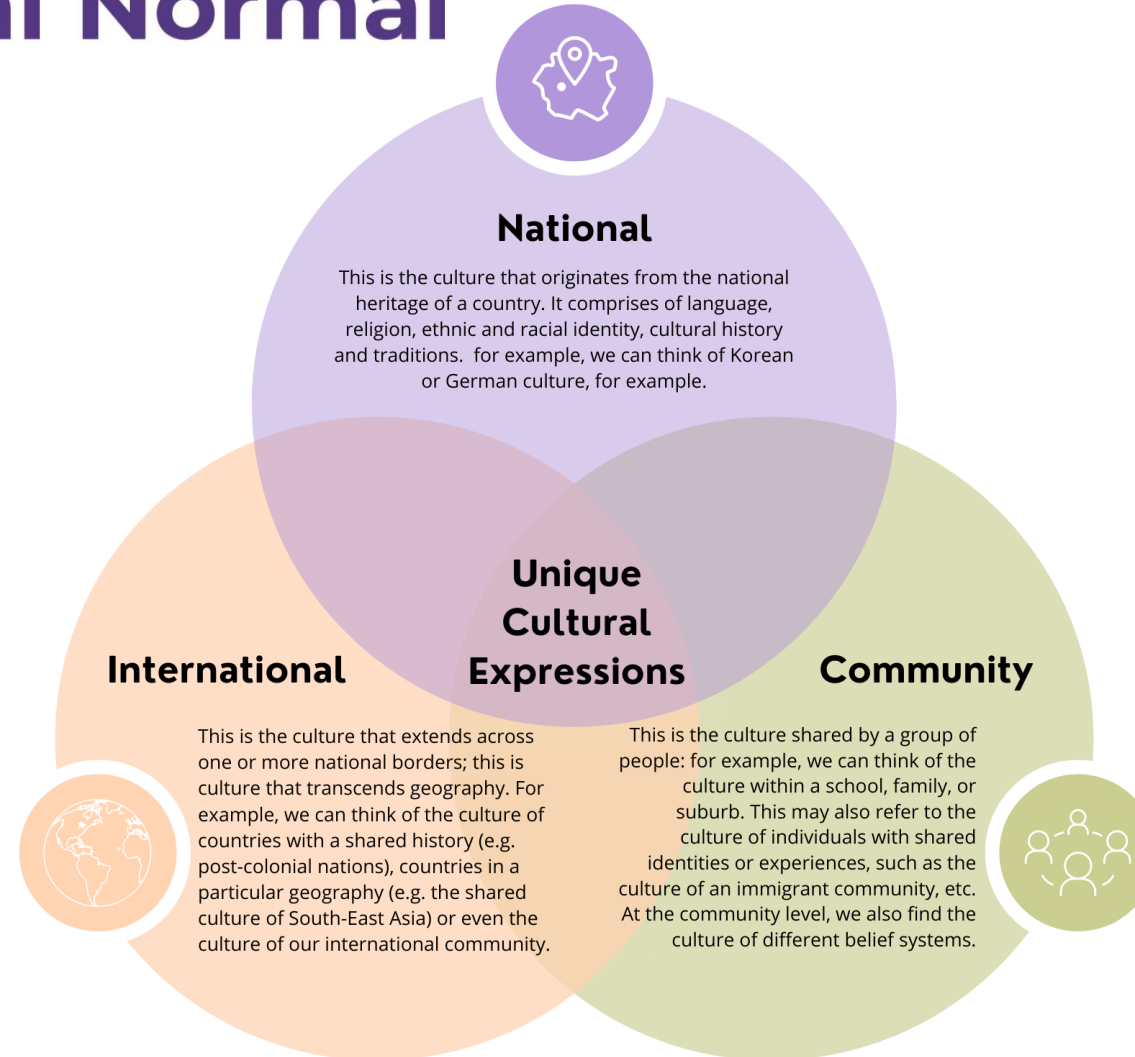
Four Main Objectives

- Advocate and inform purposeful engagement between cultures.
- Foster meaningful connections between individuals in different cultures.
- Encourage cultural humility, curiosity, and awareness.
- Raise awareness of the importance of active global citizenship.



Understanding Culture: Our Framework

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Active Global Citizenship: Our Framework

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- Global citizenship is a **conscious** framework that can be adopted in both micro- and macro-level processes
- **Cultural Humility**: conscious of how our own culture and experiences shape how we engage with the world
- **Cultural Awareness**: knowledge of different cultures amassed through authentic interaction
- **Cultural Curiosity**: desire to learn and understand cultural backgrounds, perspectives and experiences that differ from our own



NGN Chapters

New Global Normal

CHAPTER HANDBOOK

STUDENT EDITION

Publication Date:
March 2024



The definitive guide to establishing & running a successful NGN chapter

Starting a Chapter

There are three stages to starting and maintaining an NGN chapter: registration of interest, affiliation, and re-affiliation.

All chapters are registered as members of New Global Normal under the 'Chapter' tier of membership. Chapter tier membership and its associated benefits is automatically conferred upon all committee members and local chapter members upon affiliation.

All chapters are required to adopt bespoke laws as the official governing document of their organisation. Chapters will also conduct an annual review of the by laws as a part of the re-affiliation process.

Registration of Interest
Submit the application form to register your interest in starting an NGN chapter, or make direct contact with NGN to note your interest in establishing a chapter. After this, a call will be arranged between the applicant / school and New Global Normal. The call will cover steps to affiliate, your ideas and vision for your NGN chapter, and provide space for you to ask any questions.

Affiliation
Submit chapter by laws, a signed agreement to the terms and conditions of membership to New Global Normal, a list of committee members and proof of permission to operate in your school / university from the relevant administration. These documents shall be submitted via the affiliation form.

Re-Affiliation
Each year we require chapters to re-affiliate. This allows us to keep track of chapter progress and ensure that chapters are operating smoothly. To re-affiliate, we require the submission of bespoke by laws, an up-to-date list of committee members, and an annual report. These documents shall be submitted via the re-affiliation form.

Organisational Structure

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Key to NGN's organisational structure is membership tiers employed at an administrative level. There are two paid membership tiers, and one free membership tier. The paid membership tiers provide an opportunity for individuals and corporate entities to support New Global Normal, with all membership fees going into financing NGN's social impact work. Chapter membership is free. Chapters must go through an affiliation process to receive membership benefits to New Global Normal. Re-affiliation occurs in June-July of every year.

	Supporter	Partner	Chapter
Who	Individuals who wish to engage with and support New Global Normal	Registered companies and organisations who wish to engage with and support New Global Normal	Students at registered high schools or universities passionate about intercultural communication
Fees	Annual sum per year	Annual sum per year	Membership is free for all affiliated chapters
Benefits	<ul style="list-style-type: none"> Digital bi-annual update on the organisation's growth, development, and programming. Complementary invitation to any NGN event. Name listed as a supporter on website 	<ul style="list-style-type: none"> Digital bi-annual update on the organisation's growth, development, and programming. Complementary invitation to any NGN event. Prominent listing as a partner on the organisation's website and in official publications. Access to content support for achieving company CSR and D&I objectives. The organisation may act as an external partner to relevant external initiatives, such as through the provision of guest speakers during staff events. 	<ul style="list-style-type: none"> Endorsement to run organisation-endorsed and branded student chapter. Chapter-specific subpage on the organisation's website. Google Workspace account for committee members. Access to online subscriptions held by the organisation, including Canva Pro and Zoom. Online community platform access. Free entrance to all NGN events. Access to inter-chapter NGN events coordinated by the organisation, including a yearly virtual symposium. Support and advice on chapter activities and programming provided by the organisation. Access to the organisation's framework for teaching intercultural understanding, including the provision of key resources.



Case Study: Dulwich College Seoul



Case Study: Dulwich College Seoul

ARTICLE II. MISSION, GOALS AND OBJECTIVES

Section 1. MISSION - The mission of this Student Chapter shall be to promote and embrace the normalisation of cultural diversity in South Korea.

Section 2. OBJECTIVES - Consistent with the objectives of NGN, the objectives of this Student Chapter are:

CLAUSE A - To advocate and inform purposeful engagement with individuals from different cultures.

CLAUSE B - To foster meaningful connections with individuals from different social and cultural backgrounds;

CLAUSE C - To encourage cultural curiosity in individuals and communities by broadening exposure to and engagement with different cultural backgrounds, experiences, and perspectives; and

CLAUSE D - To raise awareness of the importance of intercultural communication and active global citizenship.

CLAUSE E - Moreover, the objectives unique to this Chapter are:

- (i) To raise awareness on the importance of cultural diversity in our multicultural student community.
- (ii) To encourage students to engage with their identities as third culture kids (TCKs), including the unique mindset, challenges, and benefits of growing up as a TCK.
- (iii) To foster an engagement between students and local Korean culture.



Case Study: Dulwich College Seoul

The NGN DCSL Chapter team collaborated with students in the Indian community around our school to hold a Diwali arts and crafts session where we made paper rangolis and lanterns to display around the school. During the Friday assembly on the 21st, we also had students present Diwali's origins and customs to educate more people about the holiday, and one student even performed traditional Indian singing!

- NGN DCSL Committee



Nature & Culture



Introduction

This discussion prompts us to consider the ways in which culture shapes our relationships with nature and, in turn, how nature itself influences our cultures. Examining nature as an active global citizen reveals the diversity of human relationships to the environment, with important implications for global conservation and sustainability efforts. It is often surprising to realise how deeply our own understandings of nature are connected to our cultural identities!

- Think of a festival, celebration, or ritual in your culture. Does this event incorporate any elements of nature? If so, how? (For example, when celebrating Christmas many families put up 'Christmas trees'. Some festivals, such as harvest festivals or solstice celebrations, revolve around natural events)
- How are nature and natural events portrayed in the music, visual arts, and literature of your culture? What emotions or messages do these artistic expressions convey about the environment?
- Do any natural disasters commonly take place in your local region, such as typhoons, earthquakes, droughts, or wildfires? How do these events influence the way of life in this region?
- Try to identify an animal that carries symbolic meaning or is otherwise significant to your culture. Explain this animal and its meaning to your partner.
- Think of an interaction that you have had with nature within a different culture. How did this interaction shape or influence your understanding of the environment?

Get Inspired!

Listen to Aboriginal Australian elder of the Yankunytjatjara people [Bob Randall discuss the relationship between Indigenous Australians and land.](#)

Exchange Questions

When answering each question, think about your international, national, and community cultural experiences.

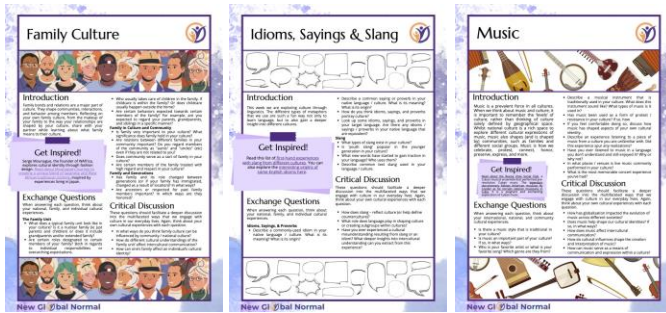
- Can you identify any natural spaces in your local community, such as beaches or parks? What significance do these spaces hold to this community? (Consider who visits these spaces, what activities or events take place, what meaning these spaces hold to different people, etc.)
- What natural landmarks are important to your culture and/or community? (For example, mountains, beaches, rivers, trees, etc.)

Critical Discussion

These questions should facilitate a deeper discussion into the multifaceted ways that we engage with culture in our everyday lives. Again, think about your own cultural experiences with each question.

- How can intercultural communication contribute to sustainability and conservation efforts?
- Why is engaging with diverse cultural perspectives on the environment important to us, as individuals and as a global society?

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Case Study: University of St Andrews

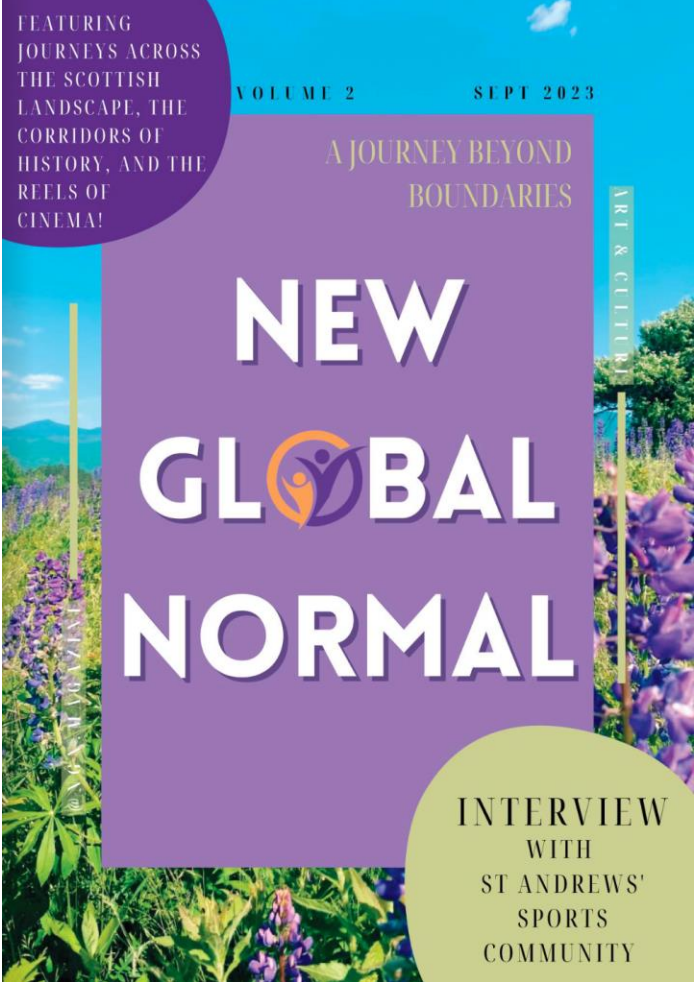
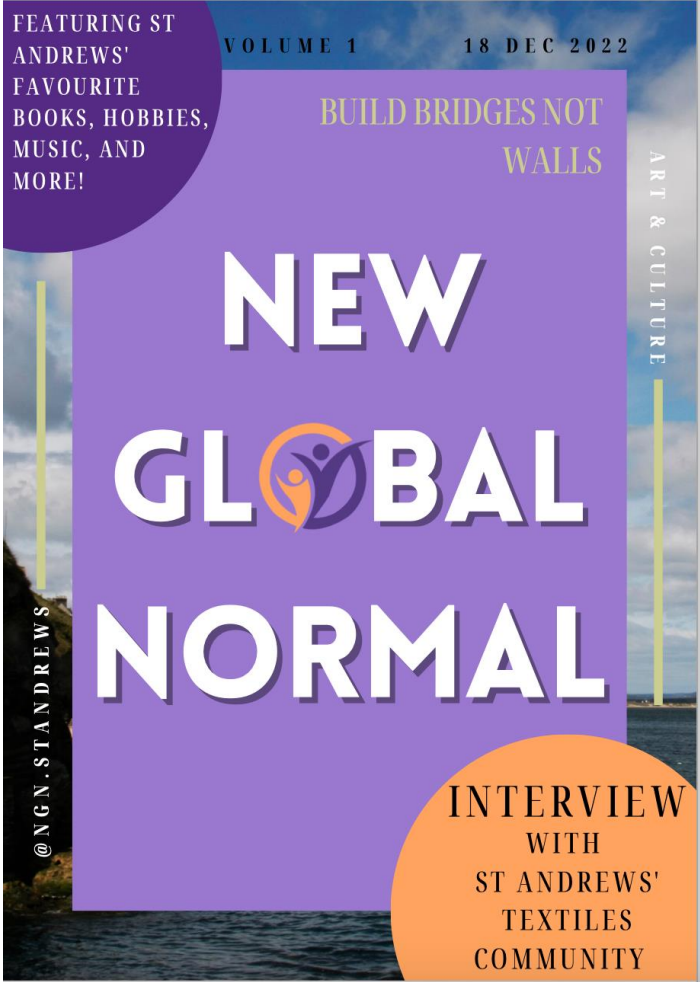
- Implementing global citizenship on the university level
- Giving young people the space to have the answers to our biggest questions



Case Study: University of St Andrews



Case Study: University of St Andrews



Case Study: University of St Andrews

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SPOTLIGHT INTERVIEW



Welcome to 'Spotlight Interview', a captivating column that delves into the vibrant tapestry of multicultural experiences in our small town. In each magazine instalment, we engage with the rich and varied stories of our community that brings a global mosaic of backgrounds, perspectives, and cultures to St Andrews.

In this instalment of New Global Normal Magazine, we travel to the courts and fields of the Sports Centre. Join us as we illuminate the perspectives of a staff member from the Athletic Union, and celebrate the diversity within our local sporting scene.

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SPOTLIGHT INTERVIEW DIVERSITY IN SPORT AN INTERVIEW WITH EUAN, TENNIS COACH AT ST ANDREWS BY KENNETH HUANG

Sports provide a common platform where individuals from diverse cultures and backgrounds can showcase their unique talents, bridge cultural differences, and foster a sense of comradeship around sporting events.

Euan Bell is one of the current head coaches for the University of St Andrews Tennis Programme. As a result of his years of experience, he offers an insightful view into the varied cultural world of sports and its community here in St Andrews.



As a leading university, we must be seen supporting diversity and individuals from all backgrounds.

You've been here for 6 years now, Euan; what do you think about the cultural diversity in St Andrews?

I think St Andrews is always going to attract people from all over the world because it is a prominent, well-known university. Additionally, the University of St Andrews appeals to many students because they have the unique opportunity to further their education and their sporting endeavours, simultaneously.

How has the cultural diversity within tennis in St Andrews changed since you started?

In the 2022-23 academic year, the university Tennis Club had more members than ever before. The club has always been diverse; when I first started, there were students from all over the world. If the membership continues to attract more members, there may be a greater chance of further increasing diversity within the club.

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RECIPES & CUISINES



Welcome to 'Recipes & Cuisines'. We invite you to tie your apron and join us in the virtual kitchen, where the aromas of diverse cuisines converge. On this gastronomic journey, we will delve into the universal language of food and how cuisines from around the world meld traditions, heritage, and flavours that tell stories of people and places.

In the featured recipe of this instalment, we are transported to the heart of Bulgaria's culinary traditions. As you prepare this authentic dish, you will find yourself not only cooking but also experiencing a slice of Bulgarian tradition from the comfort of your own kitchen.

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RECIPES & CUISINES

A RECIPE FOR BANITSA A DELICIOUS TRADITIONAL BULGARIAN DISH BY JULIA PETKOV



Bulgarian Banitsa

Banitsa (банита) is a pastry dish that is a staple in Bulgarian cuisine. It is somewhat of a Balkan rendition of a quiche. Banitsas can be found in every bakery throughout Bulgaria, and can be eaten for breakfast, or as an afternoon snack. The dish is made on special occasions and religious holidays. On New Year's Day, a coin is placed inside the Banitsa representing good fortune and prosperity for the new year. The dish is often made every Sunday in Bulgarian households, with every grandma having their own Banitsa recipe.



A delectable slice of Banitsa

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Case Study: University of St Andrews



Language and Asylum Speaker Panel

Case Study: University of St Andrews



Conclusion: New Global Normal, Global Citizenship & and Eco-Schools



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