



# IDEC PBL

*Change the game, not Africa!*

# Project background

Glocalization well characterizes the 21st century. It refers to the “local-global context”: act locally but think globally. There is a growing number of global challenges we have to face. Although the problems a country has to face have become global, their solutions are still far from global cooperation. In order to change attitude, universities and the youth have a growing role. A lot of international organizations launched initiatives to tackle this: the OECD (“OECD 2030 Future of Education and Skills Initiative”), the United Nations (Sustainable Development Goals), the EU’s DEAR program or the EU Youth Strategy with its 11 European Youth Goals find it important to raise the attention to global citizenship. In order to raise a responsible – glocally-thinking – generation, i.e. glocal citizens, we need to teach them how to behave glocally. Theory is not enough, it should be practice-oriented.

We also noticed that students would prefer more practice-oriented learning methods, and creating and delivering a presentation is an important skill but it does not feel inclusive enough for them. The international accreditation institutions (e.g. EFMD) also require active learning elements (including project-based learning) for high-quality education. Project-based learning is a general requirement of students. Furthermore, in the 21st century, digitalization gained momentum, affects all economies in the world, and it has become one of the most significant megatrends. Digital technologies fundamentally change the way we live, work and socialize, and we simultaneously live online and offline. Digital tools have become crucial elements in higher education, especially owing to COVID-19.

Students admitted that they have limited knowledge on the wider global challenges and the challenges of developing countries, though these also affect the EU, the partner countries and our lives. These spillover effects often stem from unresolved conflicts in developing regions, e.g. in the case of migration waves. Thus, we need to understand how we can help them, and we need to increase the sensitivity of our students to the problems in developing countries, with Africa being in the centre of our project initiative. We cannot close our eyes any more. students would prefer more practice-oriented learning methods, and creating and delivering a presentation is an important skill but it does not feel inclusive enough for them.

The IDEC PBL project builds on digitalization and the interaction between practice, research and policy. Its aim is completely in line with the Sustainable Development Goals. IDEC PBL mainly contributes to achieve SDG4.7 (global citizenship) and SDG 17 (global partnership).



# Project objectives

IDEC PBL aims to improve the quality of education with integrating project-based learning as active learning element in the field of international development cooperation. The project focuses on preparing a serious game for students. Even though there are several serious games available and prepared in previous Erasmus+ projects, they rather concentrate on entrepreneurial skills and less attention is paid to international development cooperation (aid activity).

The IDEC PBL serious game will be integrated into courses in all partner institutions (except for the Foundation for Africa), so the newly developed innovative and creative digital content will have a purposeful use. Thus, IDEC PBL stimulates innovative learning and teaching practices with supporting the development of learning outcomes and student-centred curricula that better meet the learning needs of students and reduce skills mismatches, while also being relevant for the labour market and for the wider society.

## Partners who joined to the project:

- UNIVERSITY OF SZEGED
- FOUNDATION FOR AFRICA
- STUCOM SA
- UNIVERSITE LYON 3 JEAN MOULIN

*La Providence Orphanage, Kinshasa, DR Congo  
Second from the left, the President of the Foundation for Africa, France Mutombo with the Foundation's Congolese colleagues and the orphanage's foster children  
Photo: Foundation For Africa*

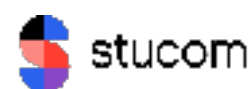
# Partners of the project

## University of Szeged



The University of Szeged (SZTE) is a prestigious institution in Hungary, where study fields of all walks of scientific life are represented in 12 faculties and the Teacher Training Centre. SZTE is one of the largest domestic higher education complexes where about 21,000 university students enrich their knowledge, including more than 3,500 foreign students. The University's main mission – which is inseparable from education – is to maintain its competitive research university character and to ensure a European-level healing work. Also, the University of Szeged being the biggest institution of the Southern part of the Great Hungarian Plain takes an active role in the social, economic and cultural development of the region. Our institution performs outstandingly in international rankings: SZTE is one of the top 500 universities of the world. Research, Development and Innovation activities of the institution are acknowledged internationally and the University is in partnership with numerous industrial enterprises and companies such as the ELI-ALPS Laser Research Centre, one of the largest scientific investments in Europe. Located in southern Hungary, the University of Szeged is a leading workshop of education, science, research, innovation and it has a crucial role in the region's cultural, social and economic activities. **The host of the IDEC PBL project will be the Faculty of Economics and Business Administration at SZTE.** The Faculty was established in 1999. The main objective of the Faculty is to provide and guarantee high quality education and research in the field of Economics and Business. The programs are taught both in Hungarian and in English at bachelor's degree, master's degree and PhD levels, and one of the BSc programs is offered as distance education. The Faculty has become a member of EFMD that is an organization ensuring quality for business/management education. One of the BSc programs at the Faculty has been accredited by the European Foundation for Management Development (EFMD) organization.

## STUCOM



STUCOM was founded in 1980 in Barcelona. It provides training on Higher Education, VET training in: Marketing, Business Administration, general IT, Robotics, Web design, Commerce, Adult Education and training for unemployed people. STUCOM also gives training in companies and online training their students with its e-learning platform. It has more than 1000 students and a staff of 80 teachers plus 50 youth volunteers that collaborate with its youth association, STUCOM follows the UNE-EN-ISO 9001/2008 quality protocols and it is an ISO Organisation.

# Partners of the project

In addition it belongs to "CISCO network systems". It is also a "Microsoft Academy" and a "Cambridge Examiner Centre". STUCOM has been involved in EU projects for 22 years in mobility projects and innovation ones. We have got the Erasmus Accreditation in Vocational training, Higher Education and School Education). The internationalisation of STUCOM is a key in its values so there is an European Department in charge of running and implementing Erasmus programs in the school but STUCOM also trains its students in environmental and social values because they are key points to be citizens of the world, STUCOM is "UNESCO School" and collaborates with this organisation and with "The Vicente Ferrer Foundation" in carrying out campaigns and activities to help the most disadvantaged social groups, including, people with economic difficulties, refugees and immigrants. In its international cooperation project STUCOM thrives to give to students horizontal skills like entrepreneurship, autonomy, self management and a European dimension. This benefit is drawn onto the teachers and trainers, management and students and youth volunteers who have now all claimed ownership of the internationalisation strategy of the school.

## Foundation for Africa



Foundation for Africa (FFA) is a non-government organization established in 2002, working in the fields of international development and humanitarian aid. FFA's aim is to facilitate development and to provide humanitarian aid by offering sustainable solutions in the fields of education, social services and healthcare in African countries as well as to carry out global education activities in Hungary. Foundation for Africa's main aim is to bring about change in line with SDGs 3 and 4, focusing on creating an environment where good health and access to quality education become available to people. The Foundation seeks to help people locally by working closely together with them and by focusing on long-term, sustainable solutions that address the local population's actual needs. Most of its education and healthcare projects are carried out in Munganga, a slum area in Kinshasa, and concentrate on tackling issues in a complex and sustainable manner. In line with SDG 5, focusing on gender equality, the Foundation engages with communities in need, especially women and children, encouraging them to take initiative and improve their daily lives and future opportunities themselves. Foundation for Africa believes in the power of communities and volunteering and constantly endeavours to reduce poverty and inequality as set forward by SDGs 1 and 10. The number of FFA's staff is about 25 persons globally, some working in the headquarters in Budapest, others working in Congo, some of the are paid staff, others are unpaid volunteers and learners.

# Partners of the project

**iaelyon**



iaelyon School of Management is a full-service public School of Management founded in 1956. The School is one of the six schools of Jean Moulin University. With about 8,000 students and 60,000 alumni, iaelyon is the second-largest public School for Higher Education & Research in Management in France, after Paris Dauphine University. Its Education and Research approach is rooted in the seminal principles of the founder of IAE Schools of Management in France, Gaston Berger, a businessman and philosopher who, earlier that decade, had been appointed Director of Higher Education in France. The rationale for the School's creation was to educate business executives and leaders by fostering upward social mobility. One of the main objectives was to help students from various backgrounds to access executive posts, thus enhancing diversity in French companies and organizations. iaelyon applies a development model that is part of its DNA, ensuring constant integration of research, education and business-practice activities with an approach to management informed by a dialogue with the social sciences and humanities. Partnership-building has always been central to the school's remit as has responsiveness to stakeholders' needs. The School is particularly sensitive to the local and global impacts of its activities – economically and financially. Internationalization has been at the heart of iaelyon strategy and mission for over 30 years with early development of academic partnerships in North America and Europe. Nowadays, the 153 international academic partnerships of the School cover student mobility, double-degrees, offshore programs, research projects and faculty and staff mobility. Internationalization is also embedded in the School's activities such as advisory boards, corporate relations, programs and research. As part of its continuous improvement process, iaelyon is a member of EFMD (the Master's in International Management has been EFMD Accredited since 2008), AACSB, EIASM (European Institute for Advanced Studies in Management), UN Global Compact and the PRME initiative (Principles for Responsible Management Education).

# How are we going to raise awareness?

## PROMOTIONAL VIDEO

Partners motivation, importance of serious game and project-based learning, project aims

## SOCIAL MEDIA

Information of partners, points of interest and situations about Africa and aid activity, pictures

## WEBSITE

Information of partners, newsletters, contact information, news, pictures

## E-BROCHURE

Project background and objectives, partners of the project, social media platforms, etc.

## NEWSLETTERS

Information of meetings, news, pictures and points of interest about Africa, relevant contents

## PODCAST TOPICS

Games in education, practical challenges, interviews, perceptions of Africa



# INTERESTED IN MORE?

If you are interested in the IDEC PBL project, join us, do not hesitate to visit our website, where you can find more information:

## CONTACT US FOR MORE INFORMATION



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