



## Information Pack 1 GALESS Vienna Conference

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### Introduction

Welcome to the fourth edition of the GALESS TiltShift Challenge, domain: Empty Pocket.

With this document, we send you more detail information about the Tiltshift “Empty Pocket” to be held in Vienna from **April 22-26, 2025**. The organizing school is Wiedner Gymnasium / Sir Karl Popper Schule in Vienna, Austria.

The TiltShift Challenge includes a period for research efforts followed up by physical conference. The research period is starting in June 2024 and will be ended on March 24, 2025. During this period the GALESS Helpdesk and the local organizing team in Vienna are available for any possible questions regarding this TiltShift Challenge.

The research activities are meant to be set in a school environment, in a school team of 4 students and max two guiding teachers. Reference contacts from your school, local community and region who may serve as living libraries are also requested. In week 13 of the year 2025 (March 24, 2025) , a written report and a concept Powerpoint-presentation to be used in a “challenge setting” are part of the required deliveries. The presentation of the report will take place during the conference in Vienna.

This TiltShift Challenge addresses an effort to contribute to awareness about complex questions in the domain “Empty Pocket”, looking for sustainable and responsible answers from our young generation in each part of the world.

Research Setting: a timetable is included, website information provided and information about delivery, including judging/assessment aspects are added as well in three Information Packs during the research period. Certificates for each team participating in the TiltShift Challenge will be part of the full concept and will be awarded at the end of the challenge.

In whatever circumstances, our efforts will always be connected to our GALESS mission to motivate our students towards global sustainability.

## GALESS Research Setting



### TiltShift Challenge

The TiltShift Challenge is meant to enthuse students to undertake action to ‘catch their future’ through a process of contemplation, research and creativity. Students are asked to complete academic assignments or tasks and will then be presented with group challenges among various schools all over the world. We invite students to engage in the larger problems facing them, their school, their community and beyond borders, thus enticing them to extend their learning boundaries beyond their classroom-walls, with challenges that are invariably more complex.

### Structure of TiltShift Challenges

There are three basic features that characterize these challenges:

- The challenge presents the task, the question (thesis), or the issue which the students will address and contribute to solve. The challenge is presented by either a well-known politician, a specialist or a practitioner, or an expert team connected to the organizing school.
- In groups of 4, the students will complete the task guided by a Teacher-Mentor. Either a well-known politician or specialist or practitioner from your immediate local living environment, whose function can be described as a ‘living library’ is available for advice and consultation.
- The solutions or tasks completed will be presented twofold. First, there must be a written description of the solution or task completed in a research-report. Secondly, the solution/task needs to be presented in a challenge situation with other teams during a conference. A group of experts will act as critical panel (CP), judging the contributions. The CP consists of a local team and the GALESS Jury Board. The research reports of all teams, involved in the same challenge during the calendar-year, will be published in a Challenge year-book as well as on the GALESS website.

## “Empty Pockets 2025” Vienna –

### Thesis description from the expert team:

We understand the topic ‘Empty Pockets’ as a metaphor for a lack of something. Your research project could refer to one of the following areas:



**1. Economic Inequality:** The metaphor can allude to economic disparities and poverty, emphasizing the importance of addressing issues related to wealth distribution and ensuring that no one is left with "Empty pockets" in terms of basic necessities.

**2. Social Equity:** In the context of social sustainability, "empty pockets" can refer to the lack of access to education, healthcare, and basic human rights. The emphasis can be put on promoting social equity to ensure that everyone has the means to lead a dignified life.

**3. Sustainable Consumption:** "Empty pockets" can be a metaphor for promoting responsible and sustainable consumption patterns. Encouraging mindful consumption and production practices is crucial for achieving sustainable development goals.

**4. Resource Depletion:** "Empty pockets" can also symbolize the depletion of natural resources, emphasizing the need for sustainable practices to ensure that we do not exhaust essential resources such as water, soil, or biodiversity.

For us, this metaphor stresses the idea that addressing global challenges, as outlined in the SDGs, requires collective efforts. "Empty pockets" must address the inadequacy of individual or isolated actions, emphasizing the need for collaborative solutions also on a global scale. This is why we want you to start your research from a local perspective and then extend your ideas to a global scale.

**Investigate one** aspect of “Empty Pockets” (1-4) in your local or national area.

- a. Define the problem you see/experience/observe in your local or national area.
- b. Identify 3-4 key questions relating to this problem.
- c. Gather information to support an extended investigation of this problem.
- d. Define the key focus of the research.

Following extensive research and discussion, **propose** sustainable solutions and/or strategies relating to research focus.

- a. Specify whether you are addressing an issue, raising awareness, or gaining deeper understanding.
- b. Analyze key ideas.
- c. Use critical and creative thinking to respond to your research questions.

**Examine** a similar problem in another country based on your key focus research area. Compare and contrast the two situations.

- a. Explain the insights and learnings gained. What are some of the challenges and/or possibilities?
- b. What can we learn from other countries?
- c. How might our investigation findings contribute to a global perspective of “Empty Pockets”

## Written Report

- Word length 2500-5000
- References and all other sources must be acknowledged
- Word length of the written report must be shown clearly on the report. Reports that are **10% over** the permitted word length will not be accepted.



## **Information gathering and application**

Sufficient breadth and depth of pertinent information; information extends beyond local context to regional context. Identifies the dilemma, including pertinent facts; states what course of action must be decided

## **Analysis of Arguments**

Determines stakeholders involved and Identify 2-3 arguments and evaluates their consequences effectively

## **Weighing and Balancing Arguments**

Arguments are *sufficiently* evaluated. Identifies and applies at least one appropriate theoretical or ethical framework for evaluating alternatives

## **Formulation of Conclusion**

Identifies and explains an appropriate conclusion, and proposes a plan for implementing it. Linkage between content and global sustainability issues or threats is *sufficient*; *significance at a global level is sufficient*

## Step-by-step Guide for Dealing with Ethical Dilemmas



### Phase 1: Explore dilemma

Make an inventory of the questions and try to find an answer.

The goal is to get a complete picture of the situation by gathering facts. You ask questions such as: Is the issue clear?

What factual information is still missing? What does the situation look like from different angles and perspectives? What else do we need to know? Which studies still need to be done?

When you work out the dilemma in a conversation, you involve the different disciplines involved in /connected to this case.. Try to empathize with the viewpoints of the different disciplines. In this phase, it is important to focus on the facts -there is no room for your own opinion (yet).

### Phase 2: Identification

Identification of those involved and analysis of their arguments. Identify who is involved in the situation, what their responsibilities are and what arguments the parties involved have. Pay attention to the moral substantiation of the arguments such as underlying values and norms.

### Phase 3: Weighing arguments

This phase is the most important one. Here you compare the pros and cons of the various arguments. This is preferably done as systematically as possible. Important: it is about valuing the arguments to make a proper assessment for this specific case. Weighing and balancing arguments is perhaps the most important phase in the roadmap, but it also is the most difficult. Ethics is never of paramount importance. Sometimes consensus can be reached, though not always possible. It is about valuing the arguments and weighing up what is most important in the case in question. Ethical theories can be helpful here. It can also help to consider ethical concepts such as subsidiarity and proportionality. In addition, it can sometimes be useful to apply thought experiments to the case. For example, by hypothetically changing certain facts, you may better highlight the relevant aspects in the case presented. In addition, you can clarify and balance the arguments better.

### Phase 4: Formulating the conclusion

At the end of the thinking process you formulate the conclusion. Here you have to consider whether and how you can minimize the negative impact that may arise from the conclusion.

## Final Team-Registration

Details for final team-registration will be collected by the GALESS front-desk September 15, 2024.

We require at that time :

- full school-name
- student-name details, gender and date of birth
- guiding teacher name(s) & contact details
- name(s) of living library/ (ies)
- name reserve stand-by student

(Data only to be used for GALESS Certificate production)





## Timetable Conference Vienna:

<b>May 30, 2024</b>	Closing date for pre-registrations.
<b>June 3, 2024</b>	Full registration, confirmation via mail.  Invoice GALESS CA fee (EUR 50,- per student and teacher).
<b>June 20, 2024</b>	Information Pack 1
<b>September 15, 2024</b>	Team-registrations
<b>September 20, 2024</b>	Closing date upload of the research abstract.
<b>October 1, 2024</b>	Information Pack 2
<b>March 1, 2025</b>	Information Pack 3 with conference week agenda and activities.  Invoice Conference fee (EUR 200,- per student and teacher)
<b>March 24 2025</b>	Closing date research paper (send to <a href="mailto:info@galess.org">info@galess.org</a> )
<b>April 22-26 2025</b>	Conference week.

## Provisional Agenda Conference Vienna:

The provisional agenda for the conference week will be published in Information Pack 2 (Final agenda in Information Pack 3). The local organization team will provide more information about accommodation possibilities during the conference close to the school early September 2024.