Making the SDGs Relevant for the Young Workforce:

Global Citizenship Education through Local Action

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BeGlobal, Enabel

Enabel

Session overview

- **Enabel & BeGlobal's missions**
- **Connecting concepts: *Global Citizenship Education* and *Sustainable Development Goals***
- **Interactive exercise**
- **Adopting a GCE-inspired approach within your professional practice: drawing on BeGlobal' project *GCE in TVET***
- **Conclusion & Q&A**

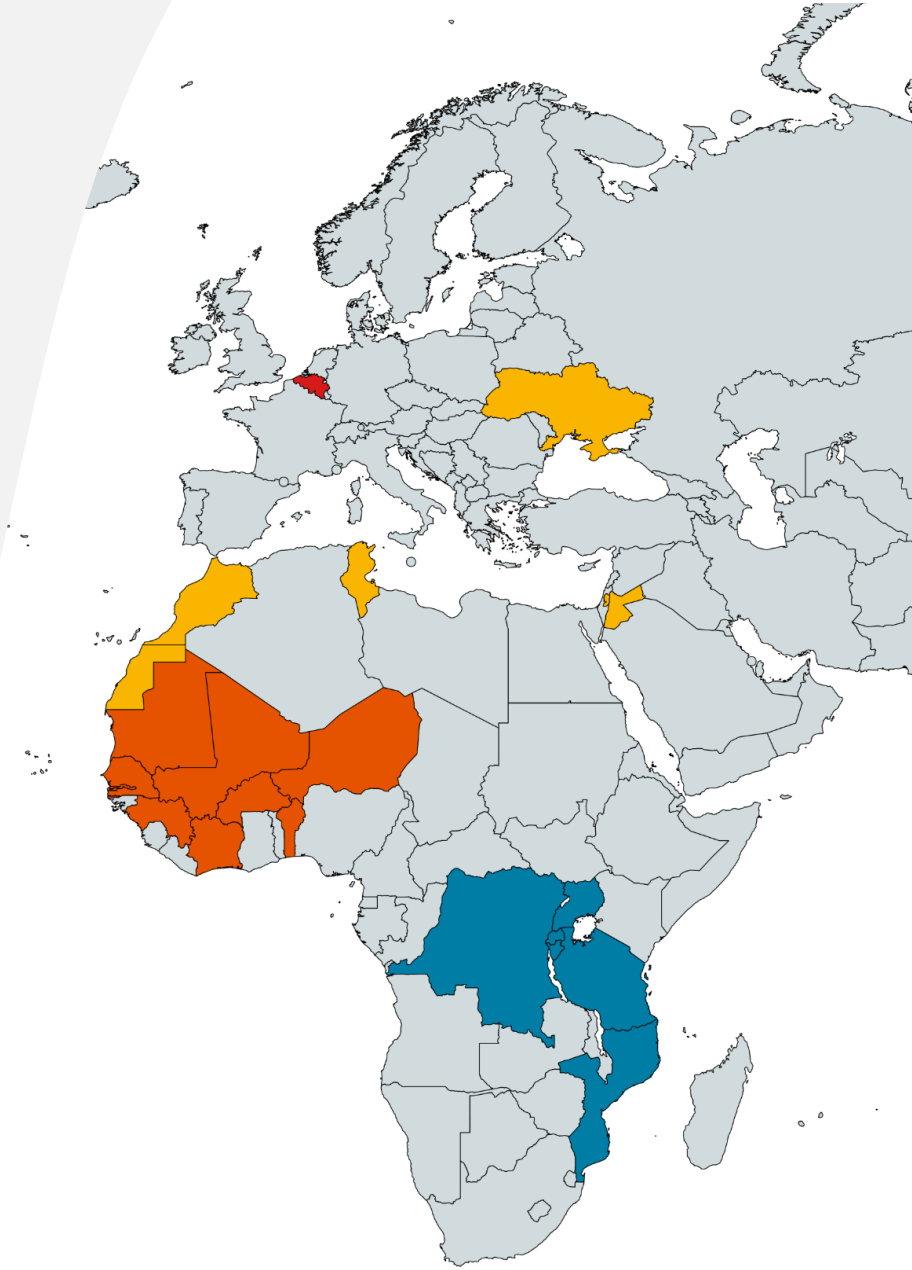
Enabel, Belgian Agency for international cooperation

Social and economic empowerment

Climate & environment

Demographic trends

Peace – stability – democracy



Gender - Inclusion

Youth empowerment

Digital transition

Decent work

Environment

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THEORY OF CHANGE

BeGlobal

A broad and diverse group of young people in Belgium have competences, opppotunities and networks to engage with global challenges

Young people have the competences to engage **1**

There are opportunities and relevant networks adopted to their needs and supporting **2**

Formal education actors
Non-formal education actors

Non-formal education actors
Private sector, tondations

The environment is **supportive** to youth engagement **3**

Formal, non-formal and informal education actors
Bilateral, multilateral and international actors at national
Belgian public sector, authorities and (international) actors rent levels

GCE: Global Citizenship Education

SDGs: Sustainable Development Goals

"Global education is education that ***enables people to reflect critically on the world and their place in it****; to open their eyes, hearts and minds to the reality of the world at a local and global level. It* ***empowers people*** *to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding."*

Dublin Declaration, 2020

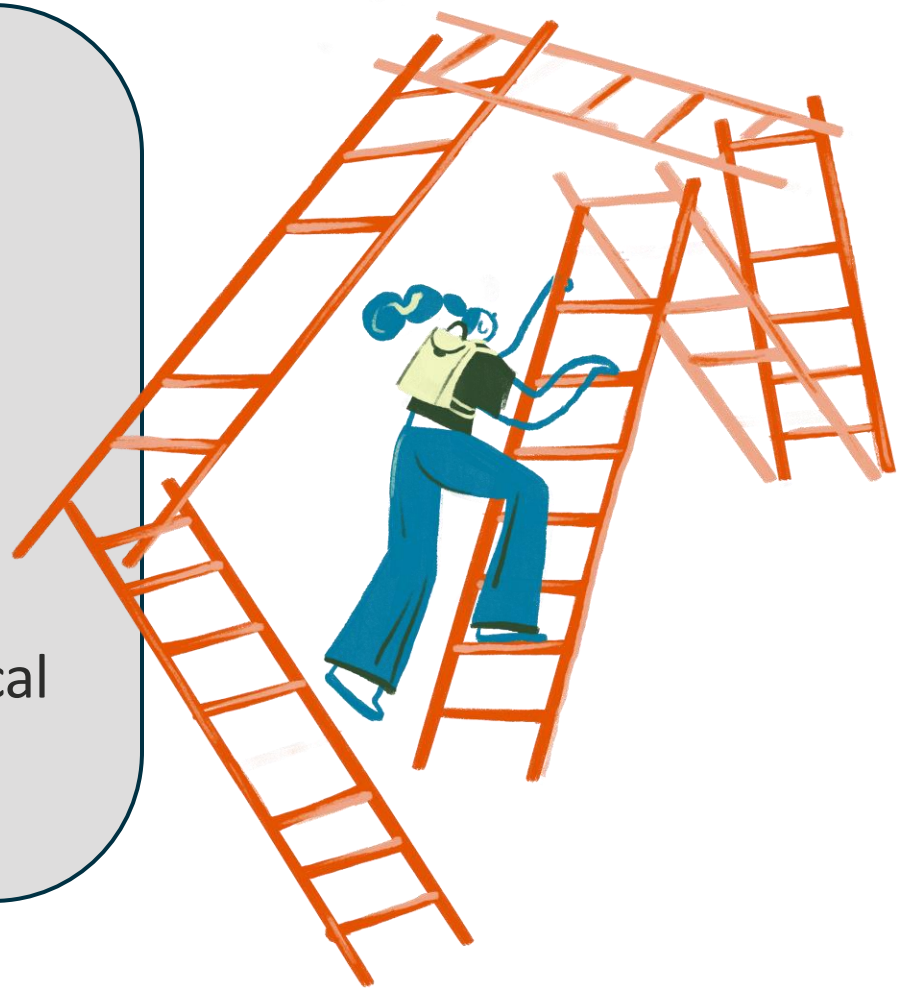
Global Citizenship Education is rooted in ***critical thinking****, and it needs to be* ***action-oriented****.*

Global Education Network Europe (GENE)

GCE + SDGs
How does these two connect?

GCE competencies

- Critical thinking;
- Multiperspectivity;
- Intercultural competences;
- Empathy;
- Participation and co-construction;
- Systemic thinking
- Democratic participation: engagement in local action and (civic) responsibility
- Future-thinking ability



https://app.wooclap.com/events/LRDZES/live-session

Perspective of workers

Thinking about target audiences

Research for projects

Building company culture

Having now explored what GCE can mean, which links do you see with your work context?

Diversity

POVs from different backgrounds

Empathy within team

Putting a GCE-inspired approach into action

1. **Action-oriented approach**
2. **Locally anchored action**
3. **Development of a nuanced self-image**

Drawing on GCE implementation in the Belgian TVET context, a project by BeGlobal

Our project: GCE in TVET

Desk study

2 pilot projects

Community of practice

Examples from the TVET context

Action-oriented approach

Active methodologies

Theory follows

Examples

- Telling stories
- Making collages
- Conducting interviews

Examples from the TVET context

Locally anchored action

Community & local environment

Locally-relevant

Examples

- Visit to local eco-construction site
- Collaboration with local hairdresser business

Examples from the TVET context

Development of a nuanced self-image

Better understanding of the self

Co-creative role

Empowered self-perception

Why this method?

- Strengths & weaknesses
- Preferred learning strategies
- Ability to troubleshoot
- Working community synergy

Relating to the professional context

Action-oriented approach

Push workers of all levels to participate in "micro-actions" that might stimulate their critical thinking

Locally anchored action

Collaborate with local community partners or NGOs related to the organization's sector

Development of a nuanced self-image

Encourage workers to identify personal values and link them to the SDGs they feel most aligned with

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Interactive check-in & reflection

Based on the information we have covered in this workshop and now looking at your own practice, discuss how the three GCE-informed methods can be most relevant for you, and why?

SDGs = *what* needs to change
GCE = *how* it can change

An **action-oriented approach**, through **locally anchored action**, and through **empowered individuals** with **nuanced self-perceptions**

Workplaces = microcosms of society, where this transformation can begin

Interested in learning more?

[GCE in TVET Project BeGlobal]

[BeGlobal Resources & Publications]

Q&A
Let’s connect

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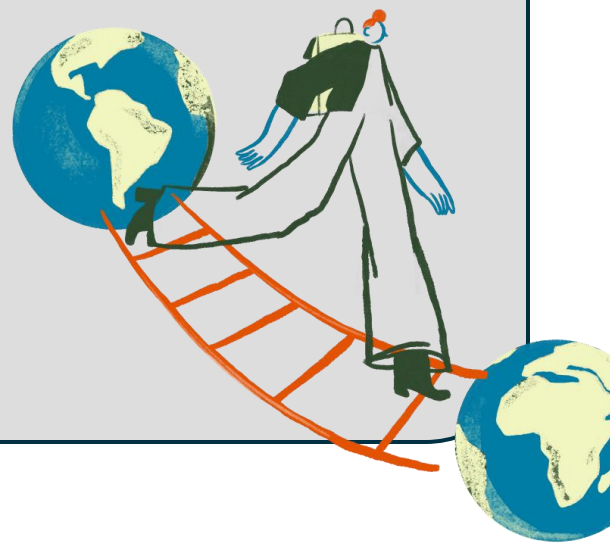

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THANK
YOU