



# Building knowledge exchange partnerships

Dialogues across Europe



EADi



Bridge 47 was created to bring people together to share and learn from each other. We mobilise societies from all around the world with the help of Global Citizenship Education.

We believe anyone can change the world. With the help of Global Citizenship Education, we can learn to do things better and to live by values that make a difference. Global Citizenship Education encourages us to reflect upon our assumptions, make informed decisions, and demand policies that create a fairer and more equal world.

Building Knowledge Exchange Partnerships  
– Dialogues across Europe  
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# On Bridge 47 and knowledge partnerships

By Nora Forsbacka, Team Manager, Bridge 47 and FINGO



**T**he world we live in today is not in balance. We are increasingly feeling the effects of the global climate crisis and environmental degradation, and global injustice prevails. We are faced with the consequences of catastrophes caused by ourselves and by nature.

To rise to the challenges we are facing today, we will need to transform our societies. True transformation requires learning – learning that transforms the way we think and act.

This is why Bridge 47 focuses on transformative education, as captured in Target 4.7 of the Sustainable Development Goals, or Agenda 2030. Target 4.7 attempts to capture these different types of education, ranging from Global Citizenship Education and Education for Sustainable Development to education for peace, gender equality and cultural heritage.

What brings them all together is how they challenge us to reflect critically and transform our assumptions and attitudes, and ultimately invite us to start taking action towards more fair and sustainable societies.

The Bridge 47 Network was established to build bridges between different types of transformative education and to create spaces of learning and exchange where we can challenge our ways of thinking and being and find new allies and ideas.

From the very beginning, Bridge 47 has also been about building bridges between different sectors of society. Transforming our societies is not something that can be achieved independently, by any sector of society alone.

In 2018, the Bridge 47 Network received support from the DEAR programme from the European Commission, which resulted in the Bridge 47 – Building Global Citizenship

Education project, a project co-created by European and global civil society organisations. The Ministry for Foreign Affairs of Finland also joined in to support this work.

The Bridge 47 – Building Global Citizenship Education project set out to do four things; strengthen the Bridge 47 Network and build a vibrant global community in support of transformative education, through creating spaces to learn and exchange. It set out to change policies to incorporate the vital role of Global Citizenship Education and Target 4.7 in achieving sustainable change, for example in Agenda 2030 implementation plans and strategies. It set out to build partnerships with unusual suspects, those normally not involved in Global Citizenship Education, recognising that we all need to work together to co-create the world we want to see. And it set out to build spaces for civil society to reflect, learn and experiment on the way that they do Global Citizenship Education.

This was a challenging task, but one that the Bridge 47 Team took on willingly, facing both hurdles, but also many successes, on our path.

The Bridge 47 Network was established to create spaces for different actors, from different backgrounds and sectors of society, with different perspectives and views, to come together. Everyone with an interest in transformative education is welcome, and we aim to create a space where learning can take place. We believe that when we bring people together to learn and exchange with each other, magic can happen. The most inspiring insights do not take place in isolation, but in the spaces between, where our experiences collide.

In this spirit, the Bridge 47 project set out to establish new partnerships between civil society and others, even those that had not heard of Global Citizenship Education before.

We have worked with governments, museums, the private sector, national health services, and much more. We have a strong belief that to transform our societies, we need to work together, and we need everyone on board.

Through our partnership work, Bridge 47 recognises the need to collaborate across different sectors of society to find the most sustainable solutions in creating a more sustainable world.

Our knowledge exchange partnerships form a vital element of our partnership work, by bringing together civil society and academia. In the spirit of the Bridge 47 Network, the knowledge exchange partnerships aim to bridge the gap between civil society and academia, encouraging a more active flow of ideas and best practices between the two.

The partnerships that have been established during the Bridge 47 project have served to build stronger connections between academia and practitioners while facilitating knowledge exchange in both directions.

There are many potential benefits to having this exchange. In a hectic world, civil society can often struggle to keep up to date on the most recent theoretical discussions, and

both capacity building and advocacy work can greatly benefit from academic input and the space to discuss and analyse recent trends with people approaching them from different perspectives.

As we advocate for better policies in support of Global Citizenship Education, we would benefit from having more research to refer to that tackles the impact different types of transformative education have had on learners and their communities.

For academia, more frequent exchange with practitioners may provide a welcome window into current practice, a chance to exchange views on the current challenges civil society is tackling, and perhaps also an opportunity to test tools and theories together with practitioners.

Together, we can become a network of “critical friends”, as one of our network members succinctly put it, supporting each other, yet pushing each other to leave our comfort zones and continue to expand the boundaries of our current work and our imaginations.



# Bridge 47 Knowledge Partnerships for Target 4.7

By Talia Vela-Eiden, Knowledge Exchange Partnerships Officer, Bridge 47 and EADI



**H**ow do you bring together academics, practitioners, and policymakers to advocate and partner for Global Citizenship Education? This is what Bridge 47 – Building Global Citizenship has been doing since 2018 with partners from all over Europe for a common goal: to promote transformative change in society.

Bridge 47 – Building Global Citizenship mobilises global civil society to contribute to global justice and eradication of poverty through Global Citizenship Education (GCE), underlined in Target 4.7 of SDG 4. In doing so, Bridge 47 offers spaces for dialogue for transformative learning experts and enthusiasts to connect and share their research and projects, inspiring people to promote change in society.

The project focuses on joint advocacy efforts and building new partnerships. It also supports civil society in developing innovative approaches to reach out to new stakeholders and provides tools to promote and act upon global citizenship in the context of SDG 4.

EADI, the European Association of Development Research and Training Institutes, is a member of the Bridge 47 consortium and took the lead role in the work on Knowledge Exchange Partnerships in Europe, promoting a flow of information and best practice between higher education institutions and civil society organisations. This was done by building new and strengthening existing regional and national partnerships through activities, networking, and joint initiatives, bridging the gap between higher education and civil society organisations through spaces for dialogue. The Knowledge Exchange Partnerships in Iberia, Northern Europe, and South Eastern Europe were first formed in 2018.

## Working together with knowledge partners

The Bridge 47 Knowledge Exchange Partnerships brought together higher education and civil society experts who work in transformative learning and education for active citizenship in Europe. The objective of these partnerships is to facilitate the exchange of ideas and motivate opportunities for cooperation.

So far, the Bridge 47 Knowledge Exchange Partnerships have facilitated trans-European connections in the three regions. What is unique about the knowledge exchange partnerships is that they represent the first of their kind to facilitate dialogue between higher education and civil society experts within the broader 4.7 community in Europe. The partners have contributed from their different perspectives, from ideas to action, and from practical work to further research. Partnerships have laid the ground for the identification and formulation of needs for future research and practice.

The process of building up partnerships for knowledge exchange in the Bridge 47 project has been one of learning and challenges in the face of shrinking civil society spaces, the mainstreaming of populism, widespread fake news, and, lately, the COVID-19 pandemic.

Since 2018, EADI's main partners in this endeavour have been MUNDU (Denmark), Ambrela (Slovakia), SLOGA (Slovenia), IDEAS (Scotland), Comenius University at Bratislava (Slovakia), the University of Stirling (Scotland), Fundación Etea (Spain), Liverpool World Centre (United Kingdom), Universidade de Santiago de Compostela (Spain), the collective Sinergias ED (Portugal), the collective GERIF (Finland), and the research network on education for sustainability of Denmark.





2030 Agenda framework”, where participants from Portugal, Spain and the European Union discussed the incorporation of GCED in the 2030 Agenda. The third international meeting was planned to be in Portugal. However, due to the COVID 19 pandemic, it was a virtual meeting. We took advantage of it being virtual to organize three weeks of seminars, addressing different topics in the field of GCED with colleagues from Latin America, Africa and other continents.

Taking advantage of our collaboration, the Iberian network has organized other activities on our territories, but always with a European focus in mind. The most relevant one could be a special issue coordinated jointly by two academic journals: one from Portugal, Sinergias ED, and one from Spain, Revista de Fomento Social. In this special joint endeavour, we received more than 20 proposals focused on experiences on GCED, and two issues have been published.

In the Iberian network, we have always questioned how we produce and reproduce knowledge, as well as question the dissemination of such knowledge. To contribute to future or potential activities carried out by the institutions within the network, we have shared information and experiences that could enlighten our practices. An example of this is the experience in Valencia with their *popular university*.

Another popular topic linked with previous questions con-

cerns how we validate the knowledge we produce: Whose voices are gathered when learning about our experiences? How does this learning influence our upcoming activities? These and similar topics were keenly addressed during the cycle of webinars organized in May 2020.

Last, but not least, our debates did not only focus on GCED/DE. We, in our different but complementary roles as academics, practitioners, politicians, advocates, students and citizens, are more than aware that our frame of reference requires higher levels of interdependence. Thus, studying and advancing GCED/DE practices without considering the overall 2030 Agenda can lead to a dead-end.

The Iberian network, as with the other knowledge exchange partnerships set up in the framework of Bridge 47, has been a piloting experience. Our idea was to test the logic of collaboration and cooperation between actors within GCED/DE from different selected countries and then disseminate our findings throughout Europe.

The following are some of the things we have learnt that we feel can be shared.

First, as we are multinational networks, we need to consider the different history, origins and, thus, the vision of the participants joining the network from each country. For



example, in Spain, collaboration between national actors has been conducted very diligently for many years. This probably has a lot to do with the fact that, when the cooperation system first started to develop in the 1970s, Spain was emerging from a dictatorship. Then, in the 1980s, all forms of citizenship exercises blossomed, an explosion everyone joined into in a very convincing way. Academics made the public, and public institutions, want to influence the academy. In Portugal, the story was different. There was also a dictatorship, until 1974, but following this, there was a strong focus on the development cooperation, although GCED/DE was not developed until very recently. For example, the first Portuguese DE strategy was introduced in 2010. In Portugal, GCED/DE entered the public sphere through civil society, it did not go directly to the universities. Such a mix was possibly mainly due to what, in Portugal, are called hybrids: people with mixed profiles that are simultaneously on both sides. Knowing local processes like the Sinergias ED project is crucial because, as in the case of Portugal, they can bring these people together.

Second, in the Iberian network, we are convinced that collaboration within each network has been achieved. At least, this is clearly the case in Spain. But where we foresee the main challenge is whether we will have the capacity to learn from other European networks. Therein lies one of the main challenges, and it will be particularly important to understand the priorities, the contexts, the assumptions that each actor in each country has. We must raise awareness and develop our sensitivity to see that we are different within each regional network and, at the same time, we are differ-

ent between each network. But, despite our differences, it is more important to see how we marry all of this for the future. Effectively, we achieve a sustainable collaboration that gives rise to a European network that learns, that generates synergies, and that definitively builds bridges.

So, after years of practice, we have enriched our learning about the difficulties, but also about the capabilities, of multi-stakeholder collaboration. To address these challenges, we need stronger, more connected, and more diverse networks. That is why we want to close this report by sharing with you how you can join this process.

Joining the Iberian network is extremely easy. You only need to be willing to share your experiences and ideas with many people working in the field of GCED in Europe or in other regions. You can find the most relevant information, news on upcoming events and opportunities for collaboration on the website [www.bridge47.org](http://www.bridge47.org) and you can also receive the Bridge 47 newsletter by subscribing to it through the website. However, we are many people and many institutions working together. Perhaps you may feel more comfortable contacting any of us directly. Remember, we are always ready to work closely with new partners.

# The South Eastern Europe Knowledge Exchange Partnership

By Gabriel Weibl

Former coordinator as member of the Institute of European Studies and International Relations, Faculty of Social and Economic Studies of Comenius University in Bratislava, Slovakia



*“The role of imagination is critical, because it is normative”*

- Fazal Rizvi\*

We present an overview of the building up of the South Eastern European Knowledge Exchange Partnership (SEEKEP) that was led by the Institute of European Studies and International Relations (IESIR) at the Faculty of Social and Economic Sciences (FSES), Comenius University in Bratislava (CU), Slovakia, in cooperation with AMBRELA (Platform for Development Organisations), Slovakia and SLOGA (Platform of Non-governmental Organisations), Slovenia, under the Bridge 47 Knowledge Exchange Partnership initiative overseen by EADI. This partnership was one of three regional knowledge exchange Bridge 47 initiatives, together with the Iberian and the Northern Europe partnerships. SEEKEP became fully operational in early 2019.



The engagement with Bridge 47 and EADI contributed to the joint advocacy efforts on GCE, and at the same time, to engaging and working with civil society organisations, in our case, AMBRELA and SLOGA. The partnership sought to embrace and promote GCE in the context of SDG4.7 in the region. The aim of SEEKEP was also to cooperate, exchange knowledge and be inspired by the Iberian and Northern European partnerships on informal, non-formal education,

life-long learning and, through SEEKEP organised activities, to start building-up partnerships through extracurricular activities for university students and other allies, contributing through GCE to transformative change in society.

While EADI's goal was to strengthen the partnerships between academia and civil society by facilitating spaces for dialogue, SEEKEP extended this by including the **student element** in the GCE equation of Bridge 47.

EADI, Bridge 47, and IESIR with AMBRELA and SLOGA had the shared goals of providing education, knowledge exchange, and establishing partnerships for the purpose of advocating GCE. The idea was to explain and showcase the GCE concept through the initiatives and work of civil society, the government sector, and academia and research. In addition, SEEKEP aimed for cross-national and regional cooperation to prepare for and tackle future challenges both at a national and at a global level, which are inter-linked. For example, national and institutional higher education curricula often consist of important national elements, which can be inspirational to other partners. Similarly, ideas that have been developed by international institutions through different partnerships can contribute to national curricula. When fused, they lead to positive changes. In this way, knowledge exchange can lead to the creation of new knowledge with added value.

SEEKEP strived to join and engage with the other 15 European and global organisations co-created by Bridge 47. IESIR appreciated the work pioneered by the AMBRELA and SLOGA in advocating and establishing cooperation in Slovakia and Slovenia in the realm of GCE. IESIR pursued

\* <https://gene.eu/policy-research/angel/> (part of his speech at the ANGEL conference 11-12 June 2020.)



partnerships on the common understanding of GCE to build bridges between GCE practitioners.

The activities provided opportunities to connect to the other knowledge exchange partnerships and with global civil society organisations, governments, and partners from academia from Slovakia and around the world. They showcased the connection of the UN policies to those at the national and European level and introduced plans regarding GCE to encourage the building of coalitions. They also underlined the need for ongoing advocacy especially at the national level, for example in Slovakia, where, despite the government's initial declarations about embracing GCE, it took the lifespan of several cabinets before any action was taken, especially because actions and implementation of policies at the national level were concerned. While partnerships at the national level did not extend cooperation to the private sector and the military or police sectors, the student-centred workshops increased over time in depth and focus. The emphasis was on national issues, such as anti-gypsyism and delivering hands-on skills, such as digital competency, media literacy, intercultural competence training, and negotiations simulations. The partnership contributed to societal transformation by GCE advocacy through education and cooperation with civil society organisations and international organisations involving some government institutions at the national level.

The Bridge 47/SEEKEP offered a generous platform to apply the GCE concept in a multi-stakeholder engagement and real-world simulation/experience for students. This type of cooperation with different stakeholders through workshops showcased the work to the students, generating mutual enthusiasm and interest in the stakeholders' activities and work.

Another appealing aspect of the SEEKEP and Bridge 47/EADI engagement was the cross-border cooperation with the Slovenian partner, as well as the vision of the Iberian and Northern European partnerships for a joint collaboration, which may be the next chapter: the post-project initiative. IESIR has a history of cross-border joint-learning modules, for instance the most recent cross-continental policy negotiation simulation, the first of its kind in Eastern Europe – The Model ASEM Bratislava Spin-off. \*

Finally, the FSes connection with the Slovak Academy of Sciences (SAS) proved to be useful in terms of inviting researchers and experts from SAS to the SEEKEP modules, as well as sharing a valuable database of over 260 individuals whose work and research have an element of GCE across different sectors and academic disciplines in Slovakia.

There were three workshops organised under SEEKEP – Bridge 47 between 2019 and 2020, of which the first two

\* <https://fses.uniba.sk/en/podujatia/model-asem-2018/>; [https://www.asef.org/images/docs/EURASI\\_Programme.pdf](https://www.asef.org/images/docs/EURASI_Programme.pdf)

took place in Bratislava at the CU, FESE-IESIR and the latter took the form of an online workshop due to travel and social distancing restrictions imposed by COVID-19.

Each of the three workshops built on, continued, and added value to the previous event as much as possible, and they managed to demonstrate unity in terms of ideas and the main concepts: the application and development of some GCE components with an improvement in the methodology.

SEEKEP engaged in GCE advocacy and knowledge exchange, the SEEKEP workshops became extracurricular activities, and more GCE content entered curricular activities, many of them inspired by the participants and presenters of the SEEKEP workshops. Comenius University's name was promoted; moreover, if the partnership were to continue, the university has indicated its willingness to continue with the extra-curricular scheme. Finally, there was value for the students who participated in the workshops in terms of learning about and utilising the idea of GCE, as well as acquiring knowledge and skills from the other disciplines that showcased their work or presented and trained them during the workshops.

SEEKEP succeeded in establishing a common understanding of the concept of Global Citizenship Education and helped to promote GCE throughout existing and newly built networks in Slovakia, Europe and beyond. Similarly, it built bridges between researchers and practitioners and ensured a free flow of knowledge and best practice. It contributed to the development of a common approach to GCE and global learning in academia and CSOs. Comenius

University was integrated into the Bridge 47 network and was committed to actively integrating the partnership into its communication on welcoming and introducing GCE and Sustainable Development Goals (SDGs).

GCE is an inspirational concept, flexible and useful for teaching and learning, and we will continue paying attention to it.



# The Northern Europe Knowledge Exchange Partnership

By Andrea Bullivant

Coordinator of the Northern Europe Knowledge Partnership, Liverpool World Centre



**T**he Northern European Knowledge Exchange Partnership (NE KEP) aimed to build a collaborative network between practitioners and researchers that would reach from the UK and the Republic of Ireland to the Nordic countries of Denmark to Finland. To begin with, the key partners, were IDEAS for Global Citizenship and the University of Stirling in Scotland, MUNDU in Denmark, and Fingo in Finland. However, during the activities detailed below, the network expanded to include colleagues from Norway to Northern Italy, continually reshaping conceptions of how ‘Northern Europe’ is understood.

The starting point or early locus for activities was conversations that took place in Scotland between colleagues based in IDEAS, a civil society organization, and the University of Stirling. These were concerned with the role of Critical Global Citizenship Education (CGCE) in addressing inequalities and their impact on marginalised communities in the Global North.

Scotland was an important context for influencing the early fo-

cus on CGCE and inequalities. As a semi-devolved region, Scotland’s identity could be said to have been shaped as much by countries further north as it is by its relationship with other regions of the UK. This raised questions about the role of CGCE in supporting young people growing up in poverty. It also focused attention on education policy responses where a concern with closing the ‘attainment gap’ between children living in such communities and those in more affluent groups has emphasised narrow educational outcomes. Whilst recognising that these issues were echoed across Europe and beyond, this context informed a narrative and the following two key questions:

- 1.** *How does critical GCE support children living in marginalised /disadvantaged communities in the Global North to experience their education as meaningful, empowering, and transformative?*
- 2.** *How does critical GCE help address deficit models of research, policy, and practice, affecting educational and socio-ecological change for the marginalised in the Global North?*

## What do we mean by Critical Global Citizenship Education (CGCE)?

*“Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of skills to explore them.”*

Jerome S. Bruner

Drawing on Bruner’s call for education to provide alternative views and possibilities for what life can be, and guided by principles and ‘challenges’ for engaging in CGCE projects (Swanson, 2016), what distinguished CGCE for the NE KEP was:

- 1.** The realisation of its role in speaking to all circumstances, privileged and disadvantaged, and offering an alternative to instrumental economic models of education, wherever people are in the world.

- 2.** Recognition that engaging young people with global social and ecological justice requires an understanding of their lives and communities, of the changes that can be made right there, **and** a connection between the structures and systems underpinning these with lives and experiences elsewhere.

Furthermore, there is the need to:

- 1.** Promote world views and ways of knowing and being which offer alternatives to the dominant modernist nar-

rative, employing critical/political/philosophical and ecological thinking, and affording voice and agency to marginalised others.

**2.** Counter colonial and paternalistic discourses, dispel myths of neutrality/pluralist liberalism and deficit thinking in educational contexts, reflect (reflexively) on complicity in privilege, and challenge oppressive power structures.

**3.** Connect local problems to global issues and global problems to local issues (glocalisation), moving beyond passive/personal responsibility towards justice-orientated action.

**4.** Act politically, knowing when to act, when to be silent, with whom, and why and how we act and dwell with others.



This drew on Bridge 47's 'Roadmap to 4.7' and its vision for education as *a life-long learning process and a public good: promoting change and the necessary development of individuals, communities and systems*.<sup>\*</sup> It also recognised ongoing debates and attempts to map the evolution of GCE from mainstream forms, to critical ones and beyond (Susa, 2019).

The activities of the partnership were focused on knowledge exchange seminars. The University of Stirling hosted the first of these and the second took place online because of COVID -19. Both seminars were framed by the two key questions indicated above and the aim was to elucidate shared themes as a basis for collaborative research, practice or action, which could enable wider engagement and impact.

The level and quality of participation and evaluation responses across seminars suggested that the questions and themes explored resonated strongly with participants across country contexts. Nonetheless, and in keeping with the emphasis on CGCE, discussions relating to purpose raised the following questions:

**1.** What makes a Northern European partnership distinctive? How does a focus on Northern Europe take account of commonalities and differences, and move beyond north/south to recognise alternative ways of being situated in the world and possibilities for glocalisation and global solidarity?

**2.** Where are the overlaps and divergences between CGCE and frameworks like Sustainability/ESD, which are more familiar to some contexts? Whilst CGCE seeks to integrate social and ecological justice, this debate raised questions about frameworks rooted in Eurocentric and Universalist traditions, and the possibility of re-appropriating terms for critical purposes or using critical language as a substitute for doing justice.

**3.** How do we balance the breadth of participants and wider knowledge sharing from people engaged at different levels with CGCE with creating spaces for those who are well-established to reflect on contributions from the wider group, push forward with ideas, and build stronger links?

<sup>\*</sup> <https://www.bridge47.org/news/11/2019/sdg-target-47-roadmap-here>

A particular feature of this knowledge partnership was the process of dialogue between partners, both within and between seminars. There was an emphasis on reflecting the ethos of CGCE, recognising the importance of how we work and come to know and be with others, and strengthening the links between research, policy and practice through collective praxis.

Key to this process was the deliberate use of stimuli (presentations), activities and approaches which could facilitate dialogue and participation, taking into account different country, policy and sector contexts, and the power dynamics between these. This became even more significant for the online event, where opportunities for interaction, articulating ideas and responding to cues and participants' needs might be more limited. It also allowed for 'living with the discomfort of the conversations', for example, where differences in language, discourse and ways of framing CGCE and related concepts and frameworks emerged. At the same time, participants were alert to the over-representation of Global North perspectives in discussions and the ongoing need to create space for diverse, marginalised and critical voices.

Highlighted throughout the process of seminars and dialogue were several non-exclusive possibilities for participants in responding to the key questions about CGCE and inequalities. These included research, educational praxis, collective action, and activism in relation to research, practice, or policy. Whilst achieving tangible outcomes was important, discussions about how to respond raised questions concerning:

- 1.** Where to work on the issues and the need for different 'layers of action';
- 2.** The complicated 'crossroads' of being a researcher/educator/activist;
- 3.** How to present alternative world views and critical perspectives without letting go of utopias;
- 4.** How to respond to the current 'moment of disruption', be it COVID-19 or Black Lives Matter, whilst recognising that crises are (and have been) ongoing, and how to sit with uncertainty.

By reframing possibilities as 'networking', 'bilateral collaboration' and 'multi-collaborative research/practice/policy

projects', participants could begin to identify next steps and potential resources, leading to proposals for the following outcomes:

- 1.** Sustaining the network, supported by Bridge 47 and EADI, linking to wider networks for CGCE and identifying mutual spaces (other conferences, etc.) to come together.
- 2.** Developing further knowledge exchange activities, building on debates and discourse promoted by Bridge 47 (Susa, 2019), and bringing CGCE to bear on international and national policy agendas on GCE.
- 3.** Bilateral collaboration through research exploring the interconnections and tensions between CGCE and sustainability/ESD.
- 4.** Working collaboratively across contexts to secure wider engagement of young people to respond to the key questions, and drawing on this to inform advocacy on policy, including that indicated in 2.



# The activities of the Knowledge Exchange Partnerships

By Talia Vela-Eiden

Knowledge Exchange Partnerships Officer, EADI and Bridge 47

During the project, the partnerships hosted expert events, on site and online, carried on networking and exchange, disseminated information about GCE on other platforms and collectives, and came together for specific activities, such as workshops, webinars, publications, with the support of the larger Bridge 47 network.

During the winter of 2020/2021, EADI brought together a core group of allies at an online conference to debate on the encounters and dis-encounters between GCE and ESD and best practices for future cooperation between higher education and CSO experts. The aim of the conference was to reflect on and summarise the processes and experiences of the knowledge partnerships during the Bridge 47 project and wrap up recommendations for research and action/practice.

The Bridge 47 Knowledge Exchange Partnerships were also the basis for supporting a Massive Open Online Course (MOOC) to provide online learning on global citizenship

in the context of SDG4 and for publishing a Knowledge Exchange Partnership publication to inspire persons and organisations who want to set up their own knowledge partnerships in the future.

EADI's main aim has been to bridge the work of researchers and practitioners while disseminating and facilitating global citizenship exchanges to coordinate the outcomes of the Bridge 47 Project among EADI's members and beyond through further activities and replicate the Bridge 47 outputs.

The participants of the Knowledge Exchange Partnerships have been active contributors in the activities organised by Bridge 47. Some examples are:

## Iberian Knowledge Exchange Partnership

The **kick-off meeting** took place in Córdoba in December 2018 during the IV International Congress of Development Studies,

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DAY 1: DIALOGUE ACROSS KNOWLEDGES TOWARDS SOLIDARITY IN ACTION



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where the specific theme of global development education was included in the programme. In addition, a closed meeting took place with a keynote speech by Vanessa Andreotti.

The **second event** took place in Santiago de Compostela in November 2019. Bridge 47 facilitated a panel on perspectives of global citizenship education as part of the 8th Congress on University and Development in Santiago de Compostela, Spain on 28 November 2019. The panel looked at the evolution of global citizenship education, the contributions of academia to cross-sectoral collaboration in Spain, and how to further integrate practices in Europe. After the panel, a meeting of the Iberian Knowledge Exchange Partnership took place.

The **third event** took place online on 14 May 2020 as part of the Sinergias ED international webinar series on “Iberian-American Experiences on Collaboration between Higher Education Institutions and Civil Society”, with the experience of Spanish higher education institutions in bringing GCE to the local policy level in alliance with grassroots organisations as a theme.

A special **joint number of Sinergias ED (Portugal) and Revista de Fomento Social (Spain)** was published in July and August 2020, respectively, a publication exploring the potential of collaboration on global citizenship education and education for sustainable development. These journals cover topics such as informal education, development education, social media, and the relationship between academia and the community.

## South Eastern Europe Knowledge Exchange Partnership

The partnership had its **kick-off event** in Bratislava in May 2019. Academics and CSO representatives from Slovakia and

Slovenia met to share their experiences in sustainable development education, global citizenship education, and possibilities for future cooperation under the Bridge 47 umbrella.

A **second event** took place in Bratislava in December 2019 as a follow-up workshop focusing on international competence, anti-Roma discrimination within Slovakian society, generational poverty, and digital and media literacy.

The **third event** took place online on 18 June 2020 as a workshop towards a strategy for GCE in Slovakia.

## Northern Europe Knowledge Exchange Partnership

The **kick-off meeting** took place during January 2020 in Stirling, Scotland, bringing together experts in GCE from Scotland, England, Denmark, Finland, and Ireland.

The **second event** took place online from 17 to 19 June 2020 with the participation of more than 30 academics.

## Other events

A side event was organised jointly by the partnerships and the advocacy teams of Bridge 47 at the **ANGEL Conference** (London, May 2019) to present the knowledge partnerships to a wider academic audience.

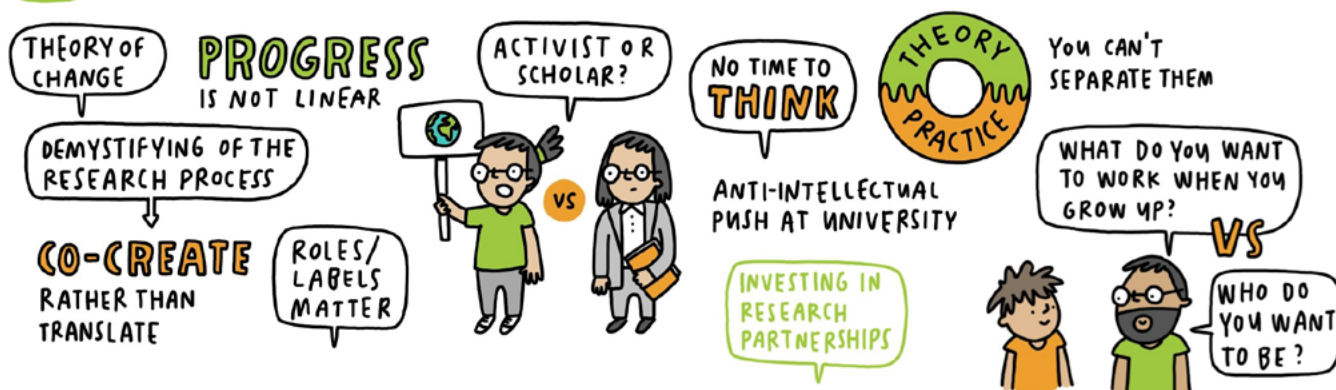
A combined panel and workshop on “A question of shared responsibility? Debating roles, processes and risks within the research – practice nexus” was organised by EADI jointly with the GDI at the **GDN Conference** (Bonn, October 2019) to present Bridge 47 to a wider global development experts’ audience.

# KNOWLEDGE EXCHANGE PARTNERSHIPS

FOR CRITICAL GLOBAL CITIZENSHIP EDUCATION



DAY 2: TOWARDS COLLECTIVE RESPONSES WHICH RECOGNIZE THE ROLE OF RESEARCH AND PRACTICE



Two webinars were organised jointly with the Global Network Team of Bridge 47: a webinar on **Building Partnerships in Global Citizenship Education** (December 2019) about the experience of the South Eastern Europe Knowledge Partnership and a second webinar on **Building Partnerships in Global Citizenship Education (GCE) Between Civil Society Organisations and Institutes of Higher Education**, the experience of the Sinergias ED network (February 2020).

knowledge partnerships in Europe.

EADI will continue to encourage these contributions through Bridge 47 and its own larger networks of allies and partners. Collaborative initiatives for research and practice could be put in place by the participants of the partnerships in the following years. We look forward to the actions to come.

## Massive Open Online Course (MOOC) on Global Citizenship Education

For more information, visit:

[www.eadi.org](http://www.eadi.org)

EADI and Centro per la Cooperazione Internazionale (CCI) have worked together on a MOOC to introduce learners to the basics of GCE from a knowledge exchange perspective. The MOOC also describes the experience of building up

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FOR CRITICAL GLOBAL CITIZENSHIP EDUCATION



DAY 2: TOWARDS COLLECTIVE RESPONSES WHICH RECOGNIZE THE ROLE OF RESEARCH AND PRACTICE



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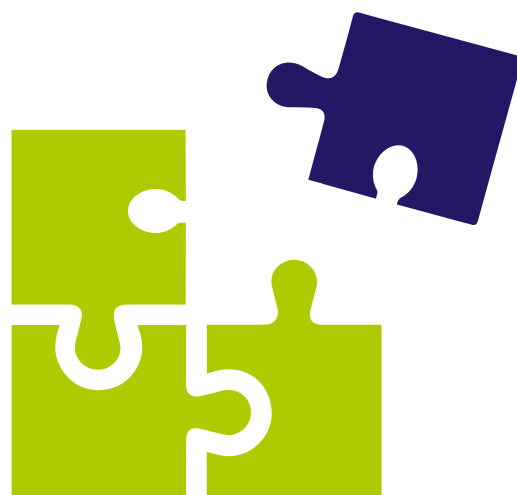
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