Bridge 47 – Building Global Citizenship

Nora Forsbacka, 17.12.2021

BRIDGE 47

The Bridge 47 Network

Brings together people working on transformative education (GCE, ESD, etc) to learn and exchange.

We work together to change policies so that they better reflect the crucial role of transformative education and SDG Target 4.7.

Bridge 47 – Building Global Citizenship

- Bridge 47 – Building Global Citizenship was a project jointly implemented by 14 European and global civil society organisations.

- Our joint purpose was to mobilise global civil society to take action on eradicating poverty through Global Citizenship Education.

- Bridge 47 was funded by the European Union DEAR-instrument. The project started in October 2017 and ended in July 2021.

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GETTING TOGETHER

NETWORK
WEBINARS
SOCIAL MEDIA
EVENTS
WEBSITE

CHANGING POLICIES

4 QUALITY EDUCATION
SUSTAINABLE DEVELOPMENT
AGENDA 2030 & TARGET 4.7

OFFERING SOLUTIONS, NOT PROBLEMS

GLOBAL CITIZENSHIP EDUCATION

ADVOCACY

LOCAL
EU
GLOBAL

THIS IS HOW

RETHINK

OURSELF TRANSFORM THE WORLD

RESPONSIBILITY
TAKE
OWNERSHIP

EMPOWER

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WE CREATE CHANGE

EQUIPPING CHANGE INSPIRING

KNOWLEDGE EXCHANGE
RESEARCH

PARTNER-SHIP

BUILDING BRIDGES

ACTIVE CITIZENS

PRIVATE SECTOR
EXPLORATORY PARTNERS
MEDIA
...AND MORE)

POLICY MAKERS

INNOVA-TION

TRANSFORMATIVE LEARNING JOURNEY

15 PARTNERS

LIFE-LONG LEARNING

TRAININGS
ANNUAL EVENTS
GRANTS

AKÜ CIVICUS EADi IDEA VENRO

IDEAS KEHYS-TY EducaSol mvl

NGO ISBPID SLOGA

SDG Target 4.7

…by 2030 ensure <u>all learners</u> acquire <u>knowledge and skills</u> needed <u>to promote sustainable development</u>, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, <u>global citizenship</u>, and appreciation of cultural diversity and of culture's contribution to sustainable development.

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Transformative education for learners of all ages…
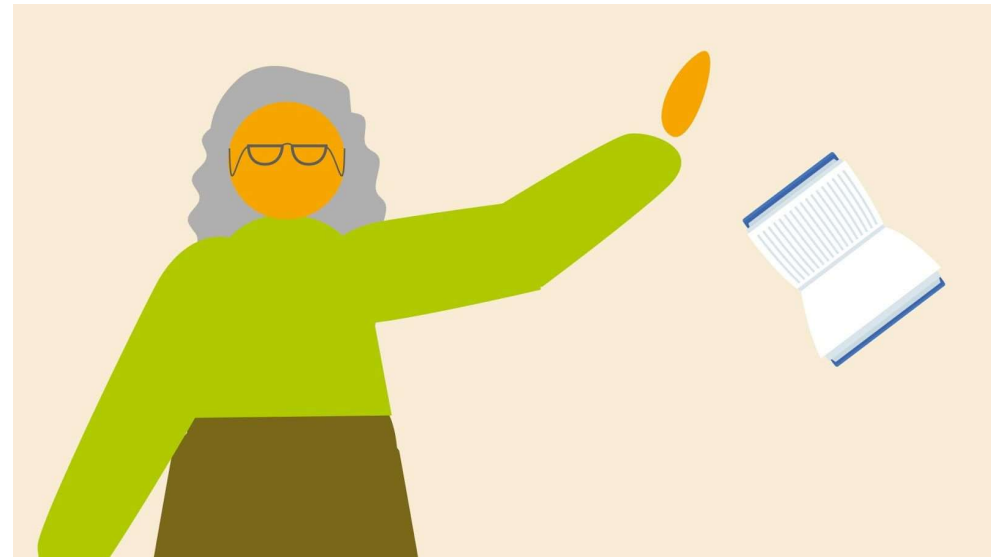
… and in all forms of learning

Forms of learning	Definition (UNESCO 2009 p. 27)	Examples in relation to Target 4.7	Examples/case studies
Formal learning	Formal learning occurs because of experiences in an education or training institution, with structured learning objectives, learning time and support which leads to certification. Formal learning is intentional from the learner's perspective.	Learning in school, for example, through an ESD or GCED topic embedded in the formal curriculum.	GCED concepts integrated in the formal curriculum in Cambodia, Colombia, Mongolia and Uganda (see Browes 2017).
Non-formal learning	Non-formal learning is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.	Learning through environmental camps for young people to learn about conservation. Education on human rights through service-learning programmes.	Amnesty international's adult learning programme on human rights education (see Hernandez, 2011).
Informal learning[3]	Informal learning results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but, in most cases, it is non-intentional.	Learning about another's culture through travelling. Hearing about gender equality through TV shows, advertisements and social media.	The various informal learning opportunities involved in *Ball parlat dels moros i cristians* programme in Lleida Spain (see Cortellesi and Kernan 2016)

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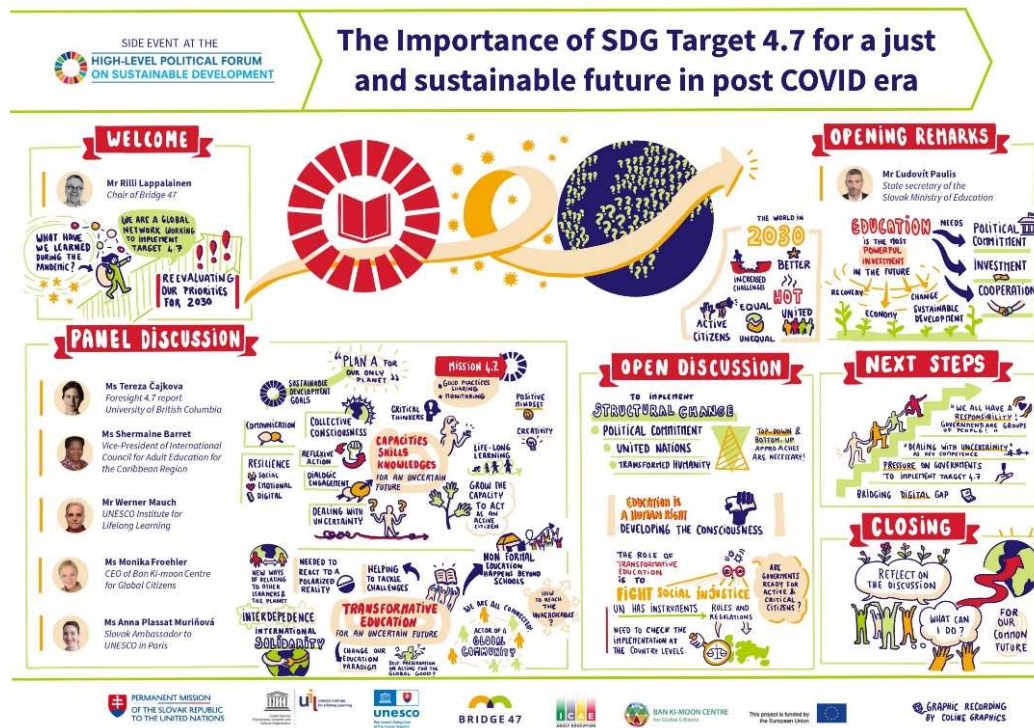
Our advocacy work

- Our advocacy work has used a wide variety of tools: letters and consultations, speaking directly with decision-makers and relevant events, reports and publications etc.

- Among them: animations and other visuals.

- Received good feedback in our evaluation.

- Visuals can go a long way in helping to illustrate a point.

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Our partnerships work

Reaching out to those who normally do not engage with GCE requires careful preparation

- Elevator pitches

- Start with the why

- Hero's Journey

- Storytelling exercises
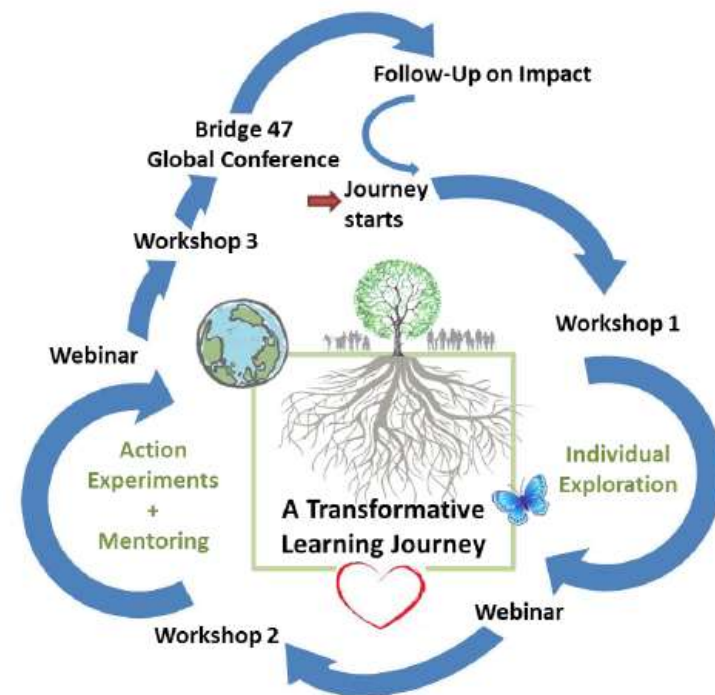
- Tone of Voice

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Realtopia

- A mobile game that displays a post-apocalyptic future.

- Co-created with high-school students.

- Aims to encourage reflection and motivate people to take action to navigate us towards a more positive future.

- Accompanied by a Teacher's Manual with exercises.

Transformative Learning Journey

- A 10-month training cycle for educators and trainers.

- Included both physical and online workshops and an individual action experiment.

- Methodologies used among others poetry and other forms of art, metaphors and nature-based learning.

Follow-Up on Impact

Bridge 47 Global Conference

Journey starts

Workshop 3

Workshop 1

Webinar

Individual Exploration

Action Experiments + Mentoring

A Transformative Learning Journey

Webinar

Workshop 2

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In Latvia…

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Thank you!

If interested in staying in touch, join the Bridge 47 Network

- https://www.facebook.com/groups/bridge47

- Bridge47.org/join