

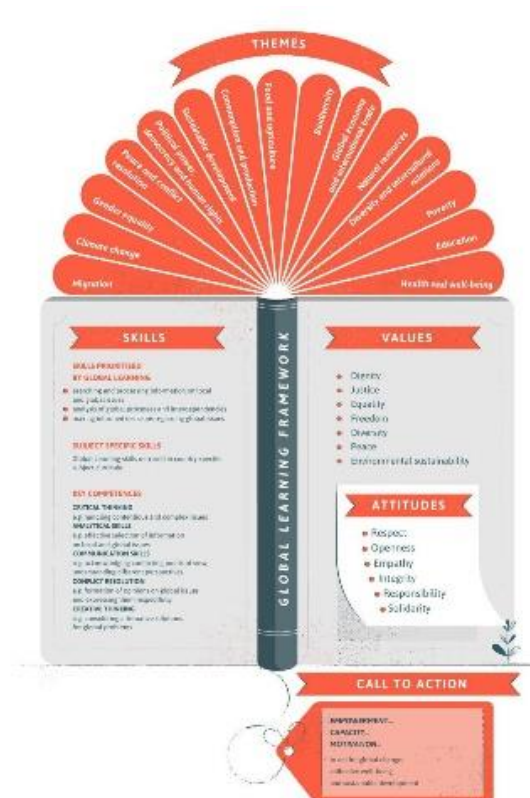
LESSON 2.2

GLOBAL LEARNING GUIDELINES

In summary, what has been described so far can be summarised in a few main guidelines for global learning.

Global learning:

- emphasises the interdependence between the Global South and the Global North and is not limited to the presentation of global problems but also encourages us to analyse local issues that are many times symptoms of global systems.
- shows global processes from a local perspective, presents their implications for all, and is not limited to the abstract.
- uses up-to-date and factual descriptions of people and places, it does not support the perpetuation of existing stereotypes.
- shows the causes and consequences of global processes, it is not limited by facts and statistics.
- emphasises the importance of long-term individual engagement in responding to global challenges, rather than supporting a sense of helplessness and fundraising for charities.
- respects the dignity of the people it is about, it does not focus on the negative, but seeks to present a balanced picture of the world's reality.
- encourages critical thinking and supports individuals to develop their own views on global challenges, it does not promote one ideology or offer quick answers.
- promotes understanding and empathy, it does not resort to pity.
- allows the people it mentions to speak for themselves, it does not rely on guesswork and imagination.
- uses a wide variety of teaching and learning methods and is not limited to didactic learning.
- aims to build knowledge, develop skills and change attitudes, and is not limited to knowledge transfer.
- is learner-centred, the learning process starts with the learner's experience and is not solely teacher-led.



Infographic accessible here: <https://www.humanitas.si/what-is-global-education/>