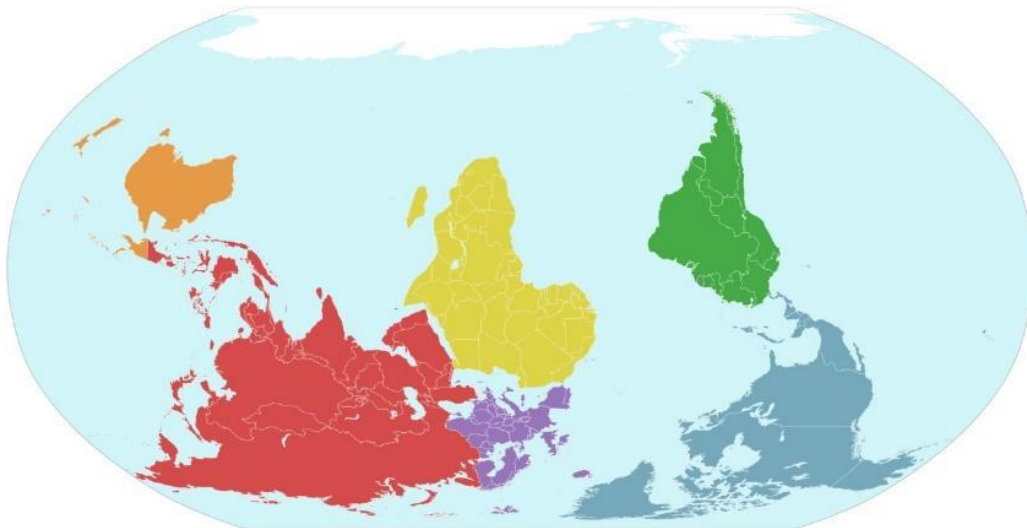


## LESSON 3 GLOBAL SOUTH - GLOBAL NORTH

After getting to know global education as a concept and method we will shift attention to topics that are at the heart of global education, one of them being colonization, dismantling whiteness and white supremacy, power relations...

As you probably noticed already, in this course we use the terms global north and global south to refer to unequal global relations of power. In academic discussions, there is an ancient and ongoing debate about the terms used to classify countries. For more than thirty years, critical scholars have tried to emphasize the power relations that are at play in labelling countries. Questions about who decides the labels, in whose name, and for whose benefit, have become really important in this field.

For example, the use of terms such as developed, developing, less developed, and underdeveloped to refer to countries' perceived stage of economic development has been heavily criticized for reproducing a single ideal of development that more powerful nations impose on less powerful ones. The terms first, second, and third worlds—which emerged during the cold war to refer to the capitalist bloc, the communist bloc, and the nonaligned countries—are also problematic and out of date. This is partly because they have come to imply a competitive race, where everyone wants to be “first,” which takes us back to limiting ideals of modern development. The terms majority and minority worlds have been proposed as replacements emphasizing that the rules of the game of development are set by a small number of countries, based on the interests of a small number of people, for the rest of the world to follow.



The terms global north and south emerged in the context of the North Atlantic Treaty Organization (NATO) and also carry problematic connotations, but we will use these terms in this course to highlight the uneven power relationships between low- and high-income countries. The pedagogical advantage of these terms is that the image they evoke can be further complexified. For example, we can use the term the south of the north to refer to poorer people in richer countries, the term the north of the south to refer to richer people in

poorer countries, the term the north of the north to refer to the richest people in the richer countries, and the term the south of the south to refer to the poorest people in the poorest countries. While most people believe that rich countries support poorer countries in their “development,” there is ample empirical evidence showing that it is the other way around. Most of the wealth of countries in the global north comes from and is sustained by historical and systemic processes of exploitation, resource extraction, land-grabbing, unfair trade, enforced debt, and tied aid, embedded in colonialism, imperialism and systemic racism.

#### **FURTHER THOUGHTS AND REFLECTIONS:**

*How do you think this applies to your country? Who has subsidized the creation and “development” of your country as a nation historically? At whose expense do we continue to enjoy the comforts of development today?*

*What are you noticing in your body? Are you feeling constriction, tightness, tension, pressure, tingling, opening or lightness? Where in your body are you noticing these feelings? Is your posture shifting? Are you folding in or straightening up? Are you clenching your teeth or bringing your shoulders to your ears? What do the responses in your body reveal to you about the ideas and beliefs that shape the narrative of “development”?*

Resource: <https://facinghumanwrongs.net/monocultures-of-the-mind-forest-city-walk/>

