

# 10 KEYS TO IMPLEMENTING EDUCATION FOR GLOBAL JUSTICE



## 1 EDUCATE TO QUESTION: WHATEVER IS EDUCATIONAL IS ALSO POLITICAL



- Make education a tool for critical emancipation that gives people the knowledge, abilities, emotional tools and attitudes they need to act on their beliefs. We value the political dimension of educational processes as spaces for influencing institutions.
- Develop education based more on the question than the answer, encouraging individuals to develop the skill of learning how to think.
- Promote critical thought to question the pre-existing notions within ourselves, our social relationships, or the system itself. Make practice and interaction with our immediate surroundings a privileged space for critical inquiry.
- Educate on controversy and dissent. Make respect for different opinions and acceptance of complexity into skills that distance us from social polarization and violent extremism.

## 2 EDUCATE TO PROMOTE AWARENESS OF INTERDEPENDENCE AND ECO-DEPENDENCE



- Use interdependence to become aware of the interrelatedness of global and local problems with common causes, and to focus on individuals and human relations.
- Take advantage of the blurring of ideas of North and South to become aware of our vulnerabilities. These should be seen not as negative elements, but as tools for collective empowerment. Only by recognizing vulnerability can we become aware that we belong to a community of individuals with equal rights and equal dignity.
- Invest in work based on experience and tied to the local context, which can allow us first to understand the injustices in our immediate surroundings, and then to connect them with their global dimension. Global justice organizations will provide our local areas with a global vision; only then can we build viable alternatives to the current system with a global perspective.

## 3 UNLEARN OUR WAY OF LOOKING AT THE WORLD



- Become aware of hegemonic or universal thought. Far from being spontaneous, it was imposed by those in power and by colonialism. Deconstruct this thought by becoming aware of the knowledge lost throughout history. Develop a critical view of the dominant socioeconomic and cultural model.
- Promote educational tools that allow us to review anything we have learned that may keep us from imagining new ways of doing things that are more respectful of other living things. We must be aware of our privileges and how they oppress others.
- Enter into dialogue with and allow ourselves to be questioned by other forms of knowledge, identities and ways of life that question our collective worldview, enrich our view of the world and help us to stop seeing differences as a threat

## 4 LEARN COLLECTIVELY



- Build knowledge through interaction with others, dialogue and active listening. Promote respect for different opinions without judging or imposing one truth.
- Generate knowledge with interactions between theoretical sources, personal and collective experiences and experiences of reality, in keeping with the socio-critical model.
- Promote the use of participative and cooperative methods that drive the communicative and social abilities needed for teamwork.
- Educate with respect for all individuals involved in the educational process. Recognize the power structures that influence educational interactions: adult/minor, educator/student, administration/school, funder/funded, etc.

## 5 EDUCATE WITH THE TRIBE: BUILDING EDUCATIONAL COMMUNITIES



- Invest in learning processes that go beyond the walls of our schools and connect with our local area and all social agents within it.
- Stop seeing ourselves as isolated social or educational agents; work from a community perspective.
- Design educational proposals within the context of our local area. Adapt them to fit the context and to take into account all the individuals involved. Defend community action as an opportunity for connection, organization, mutual support, and the defence of the diverse nature of collective realities.

## 6 ACTION AS A FORM OF EDUCATION



- Place citizenship at the centre of our educational initiatives to see ourselves as agents of change. Become aware of the transformative potential we have as individuals and groups. Defend community action as an opportunity for connection, organization, mutual support, and the defence of the diverse nature of collective realities.
- Always focus on the causes, analyse them critically and review history to adopt initiatives that can change the system without falling into assistentialism.
- Value small actions that can become seeds of structural change, no matter whether they are individual or collective.

## 7 TRANSFORM OUR IMMEDIATE SURROUNDINGS



- Apply the motto “think globally, act locally” to our educational proposals. Contextualize and make our community a laboratory for the creation of alternatives and the transformation of economic, social and political structures.
- Avoid acting as a tool that serves the system with action and reflection on the consequences and limits of our educational activities. Only through ongoing practice and reflection can we truly experience a process of social change.
- Work on differences, cultural diversity and different origins to develop more transformative educational activities. Analyse inequality from a historical perspective to understand the power relationships behind it.

## 8 WORK FOR THE PROCESSES, NOT FOR THE RESULTS



- Promote learning processes with an in-depth view of the individual that takes into account all their dimensions: cognitive, physical, affective, social, communicative, ethic-moral and artistic.
- Promote the participation of the protagonists throughout the learning process (diagnosis, actions and participative evaluation) to help them become agents of change.
- Combine individual reflection with social learning and dialogue to promote the acquisition of knowledge and values.
- Make real, first-hand experience the basis of significant learning.

## 10 INVEST OUR EMOTIONS, MIND AND BODY



- Make room for cares in our educational proposal, so it becomes opportunities to review our privileges and power roles or make invisible tasks visible.
- Become aware of our emotions, how they are codified by gender, and the use of time and internal patterns as a foundation for self-esteem and self-responsibility. Invest in socio-affective methods that allow individuals to learn from emotions or through artistic languages that activate the socio-affective, relational and sensory aspects of learning.
- Restore our bodies as the place where our emotions, thoughts and actions occur, and through which we interact with others and the earth through both interdependence and eco-dependence.

## 9 DO NOT AVOID COMPLEXITY



- Work from an integrated view of learning that includes concepts, procedures, abilities, attitudes and values.
- Define complex learning content that includes the analysis of causes; an understanding of the environment, others and ourselves; positive relationships based on cooperation and interdependence, and commitment and participation to drive transformation.
- See topics as pathways to forms of knowledge that are interconnected and that complement one another, forming the conceptual corpus of Education for Global Justice.



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