



## NOTE FROM THE AUTHORS

Global citizenship has become a buzz word in educational circles and European government policies in recent years. New strategies and initiatives have been promoted to address this topic and educators are encouraged to 'bring the world into their classrooms' by addressing global issues and perspectives related to social justice, interdependence, diversity, human rights, peace, and international and sustainable development. This represents a significant step in creating the educational opportunities for learners to be equipped to imagine and create a world beyond the levels of inequality we face today.

However, very often, approaches to global citizenship education in Europe address the agenda for international development in a manner that leaves assumptions unexamined and ignores how this agenda is re-interpreted in other contexts. Not addressing these different readings may result in the uncritical reinforcement of notions of the supremacy and universality of 'our' (Western) ways of seeing, which can reproduce unequal relations of dialogue and power and undervalue other knowledge systems.

The aim of this project is to address this perceived gap. We have developed a free online programme of study which was designed to enable educators to develop

a set of tools to reflect on their own knowledge systems and engage with other knowledge systems in different ways, in their own learning or in their classrooms.

This programme of study offers a theoretical framework and methodology to support educators to read the cultural logics (systems of meaning and representation) of specific indigenous groups in relation to concepts related to the agenda for international development (e.g. development, poverty eradication, equality, education, etc.). This cross-cultural exercise invites learners to examine the origins of their own perceptions and cultural logics (their values and assumptions), to develop self-reflexivity, to re-evaluate their own positions in the global context and to learn from other local ways of knowing and seeing.

This set of learning activities was designed to enable learners:

- to develop an understanding of how language and systems of belief, values and representation affect the way people interpret the world
- to identify how different groups understand issues related to development and their implications for the development agenda

- to critically examine these interpretations – both Western and indigenous – looking at origins and potential implications of assumptions
- to identify an ethical framework for improved dialogue, engagement and mutual learning
- to transfer the methodology developed in the programme into the classroom context through the analysis and piloting of sample classroom materials

This is an ongoing learning journey for us, so we welcome your feedback and would love to hear about how you are using this resource in your context.

Best wishes,

**Prof Lynn Mario T M de Souza**  
University of São Paulo and  
**Dr Vanessa Andreotti**  
University of Canterbury

An academic article and bibliography related to this project will be available on the website.