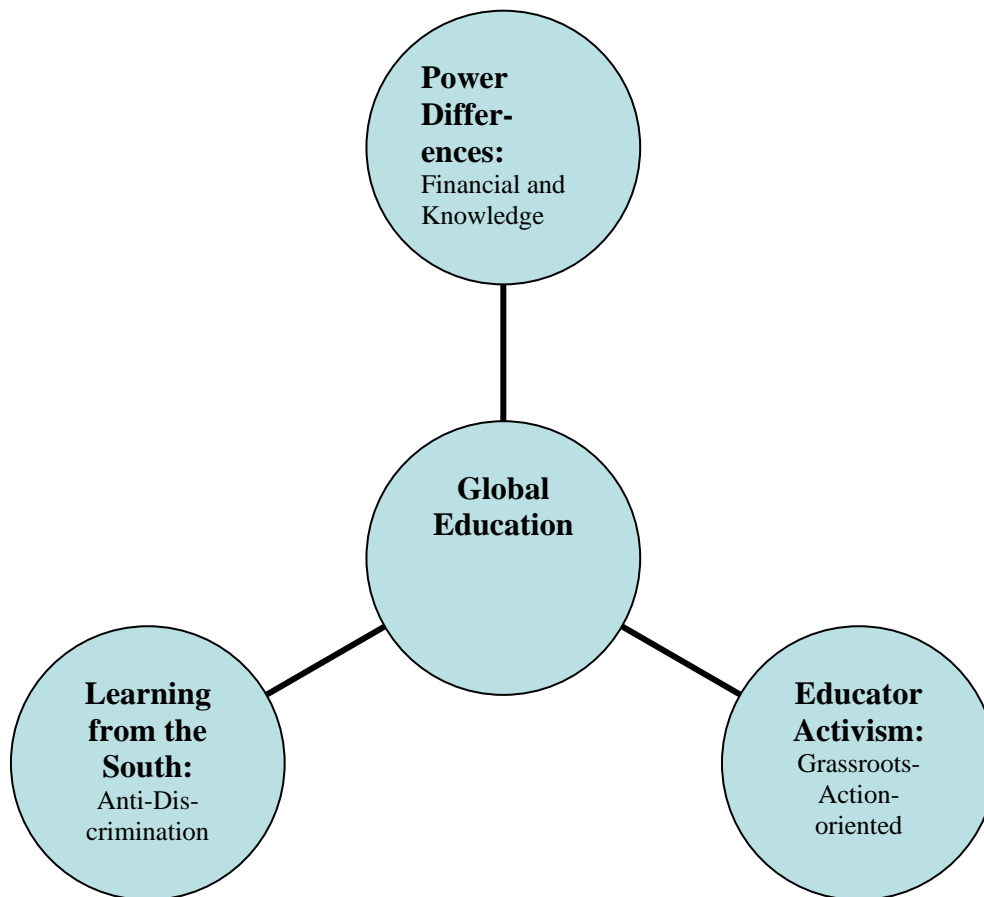


**Linking Anti-Discrimination and Global Education:  
Learning from the South as an Agenda for Action-  
Oriented Researchers**

*Global Education: Practice, Theory and Research. Conference, Nuremberg,  
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## **Critical Matrix of Global Education**

**Power Differences:** Access to Knowledge and Financial Resources

**Learning from the South:** Anti-Discrimination

**Educator Activism:** Grassroots-Action-oriented

## **The Five Traps of Global Education in its S-N Dimensions**

### **The Knowledge Trap**

*Alternative:* In matters of Global Development Education and S-N Dimensions, it is more a matter of unlearning as learning something new.

### **The Power Trap**

*Alternative:* Recognise **power differences** and allow access to knowledge and financial resources to the South.

### **The Stereotype Trap**

*Alternative:* Recognise one's own identity(North) and the negative stereotypes regarding the other(South).

### **The Legitimation Trap**

*Alternative:* Increased, just and focussed working „with“ migrants in the North.

### **The Exotic Trap**

*Alternative:* Get beyond the exotising the South and recognise the struggles of the oppressed.

## Learning from the South

### 1. The Background

- **Southernism:** Beyond Orientalism
- Production of **Abnormal** Subjects: A Negative Picture of the South
- **Unlearning** Southernism
- **Colonisation** of the South

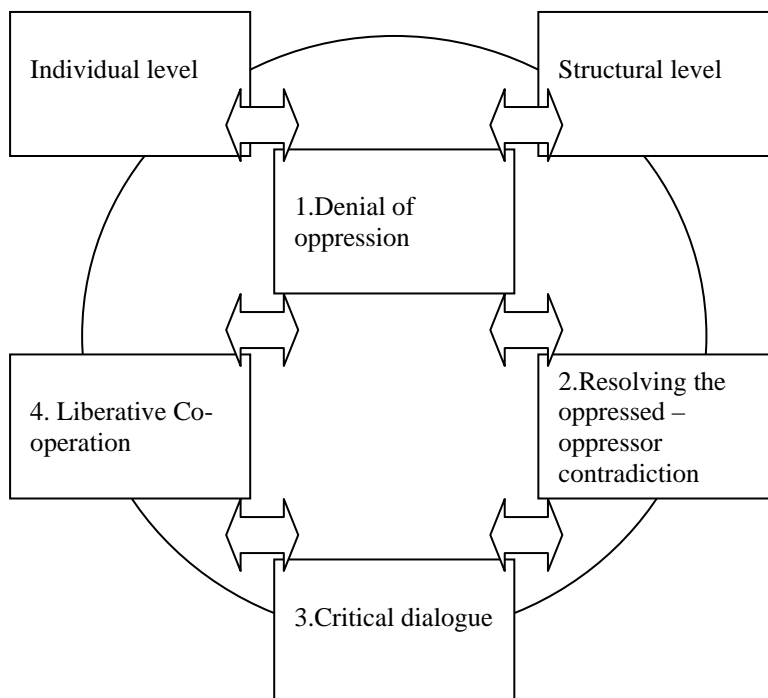
Sphere of Colonisation	Agency	Impact on the South
Economy	Market Controls	Extreme Poverty
Culture	Anthropological Research	Homogenisation of cultures
Identity Formation	Media and Political Rhetoric	Production of Abnormal subjects
Education	Research, Publications and Text Books	Instrumentalisation and co-optation of Local Knowledge and Critique
Mobilisation	Control over Funds to NGOs	Hindering collective consciousness and revolutionary potential of grassroots organisations

## 2. Stages of Learning from the South

(Anti-Bias/Paulo Freire)

- Denial of Oppression
- Oppressed-Opressor Contradiction
  - Critical Dialogue
- Liberative Co-operation

## 3. Phases in the Learning Cycle



**From Academics to Educator Activists: Development of an  
Educator-Activist Identity**

<b>Academics</b>	<b>Intellectuals</b>	<b>Educators</b>	<b>Educator-Activists</b>
Pure Research	Interested Research	Action-oriented Research	Action and Research
Uni-Disciplinary	inter-disciplinary	Eclectic	Inclusive
Detached	Curious	Involved	Participatory
Linear Thinking	Multi-linear Thinking	Result-and Situation oriented	Dialogical Thinking/Socially and emotionally competent
Individualist	Community Oriented	People-and Grassroots Oriented	Solidarity

## Conclusion: Challenges and Pitfalls: Future Global Education

- Need for a **self-reflective Global Education** (in the North)-combining anti-discrimination and global development work
- **Internationalisation** of Research
- Contemporaneity of Reflecting **Theory** and **Action** Related to South-North Inequalities
- South-North **Networking**
- **Spaces for Theory and Action**
- projecting a **differentiated, positive** and **non-biased** picture of the **South**: state sponsored developmental aid **campaigns**, flyers and posters produced by church based funding agencies, **textbooks** and **curricula** in formal and non-formal educational structures.
- systematic implementation of **anti-discriminatory education** and **trainings** in mainstream and **informal** educational structures
- Continuous **Dialogue** and working **with** southern experts.and migrant experts living in the North
- highlight the **causes** of “**discrimination**” and not only its **symptoms** like poverty and inequality
- **Critical education** and **training** regarding implementation of Global Education among various governmental and non-governmental actors in the North. This is an urgent task for the current UN decade of *Education for Sustainable Development* ([www.unesco.org](http://www.unesco.org) under the link: Education)