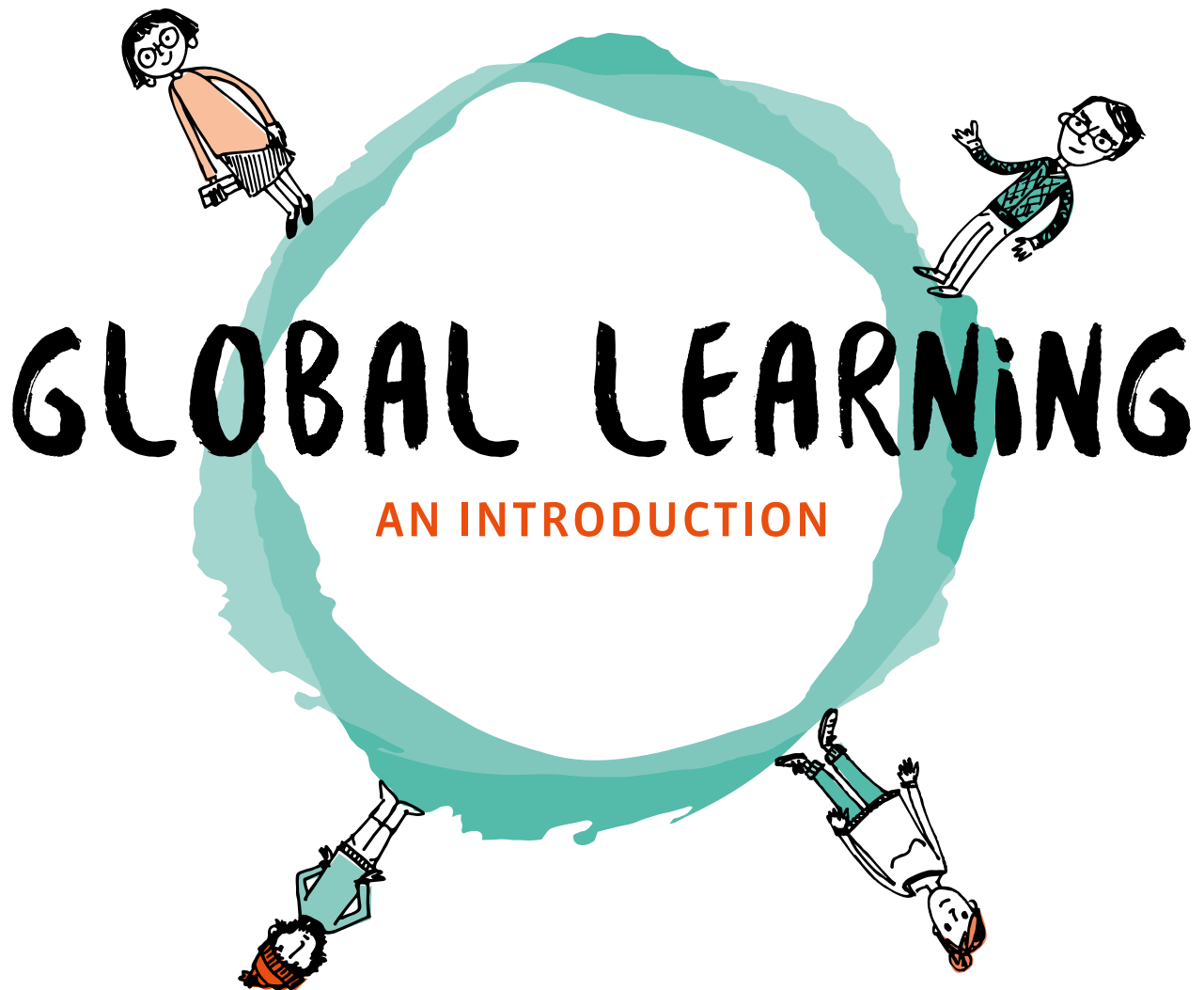








GLOBAL FAiRNESS

Global Learning aims to give us the
COURAGE and CONViCTION
to stand up for fairness for all people
in this world.

IF THIS,
THEN THAT,
THEN THAT
...

Commitment is based on a personal opinion.

With COMPLEX facts, this can be difficult,
as various theories on a particular subject
are sometimes CONTRADICTORY.

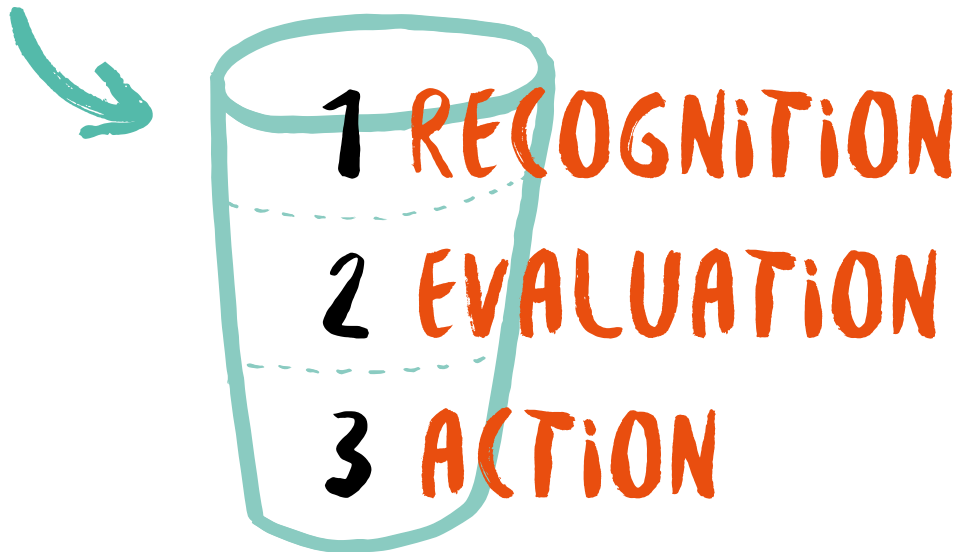
< YES!
NO! >
< YES!

How Global Learning can support you in
FORMING AN OPINION?

Take for example, coffee-to-go in disposable paper
cups! Is it harmful or useful? Let us demonstrate the
LEARNING STEPS needed in Global Learning.

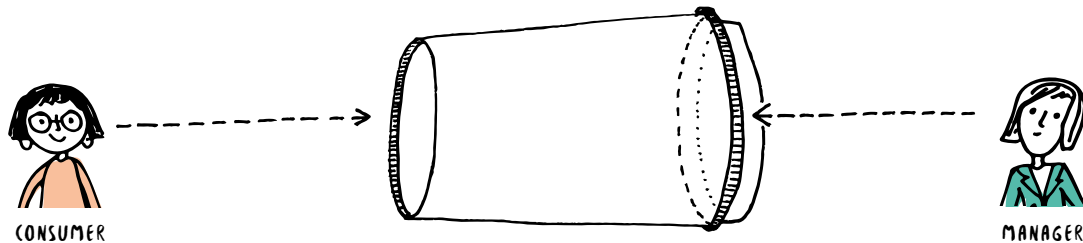
OFF WE GO:

Global Learning can be divided in three steps:



In Global Learning we approach a subject from DIFFERENT POINTS OF VIEW.

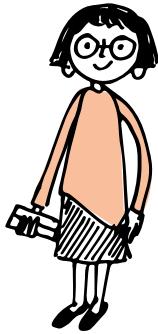
If I show a paper cup to 2 different people, so that one sees the bottom of the cup and the other person the opening, quite DIFFERENT PERSPECTIVES arise about the disposable paper cup.



The differing points of view are portrayed here, for example, by a manager, who wants to increase company turnover, and the consumer, who wants to buy a coffee cheaply and easily.

Global Learning gives pupils an insight into the VARIETY OF PERSPECTIVES on a topic and to be aware of them.

Global Learning investigates the REASONS for different points of view and people's opinions (> *awareness of differing perspectives*).
And it makes us aware of the different NEEDS and wishes of individuals (> *empathy is necessary*).



CONSUMER



CAMPAIGNER



BUSINESSMANAGER

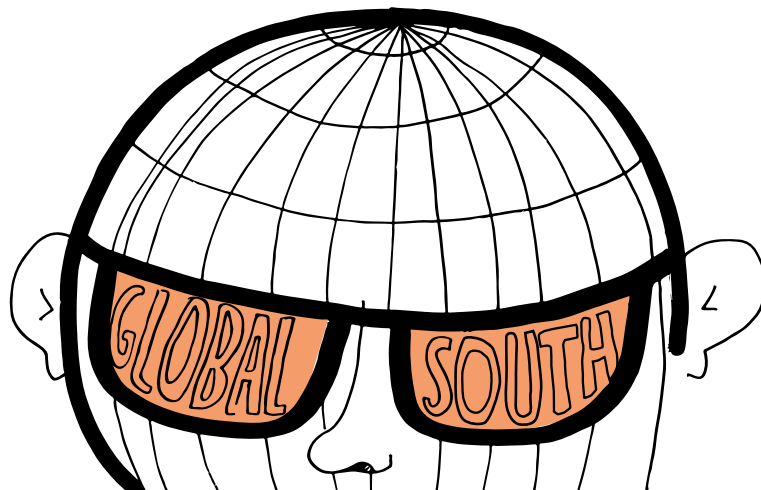


WORKER FROM THE
GLOBAL SOUTH

Global Learning arose out of a **PROGRAMME FOR COMMITMENT TO DEVELOPMENT COOPERATION**, with the aim of informing individuals on the living conditions of people in the Global South, and campaigning for **SOLIDARITY** with them.

So, in Global Learning the conditions of people from the **GLOBAL SOUTH** are always taken into perspective.

In doing so, it is not a case of talking about the people from the Global South, but with them. **AUTHENTIC INFORMATION** can be obtained from political networks on development cooperation.



The term GLOBAL SOUTH encompasses countries which are politically and economically at a DISADVANTAGE on the international scene.

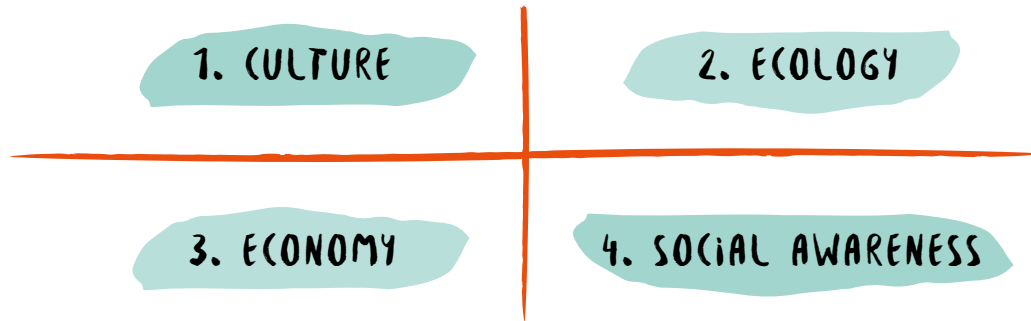
The term GLOBAL NORTH, on the other hand, refers to countries that have held GLOBAL SUPREMACY since the 16th century through the appropriation and exploitation of other countries.



Global Learning is based on the model of
SUSTAINABLE DEVELOPMENT, weighing up cultural,
ecological and economic factors with the social
CONSEQUENCES of economic and political decisions.

The aim is that people here and in other areas of the world
should live in **DIGNITY** today and tomorrow.

LEARNING UNITS OF GLOBAL LEARNING

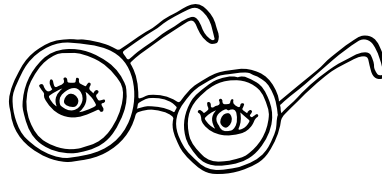


Because the achievement of GLOBAL FAIRNESS is only possible within the bounds of a SUSTAINABLE DEVELOPMENT, the learning units in Global Learning concentrate on facts and information in the areas of:

1. CULTURE 
2. ECOLOGY
3. ECONOMY AND
4. SOCIAL AWARENESS

STEP 1

→ RECOGNITION



1. CULTURE

What exactly are the **MOTIVES AND NEEDS** for buying a coffee-to-go in a disposable paper cup?



> POINT OF VIEW OF A CONSUMER:

Take a break.

Recharge my batteries.

> POINT OF VIEW OF A MANAGER:

Maintain motivation.

> POINT OF VIEW OF AN EMPLOYEE FROM THE GLOBAL SOUTH:

People from the north are satiated, they are neither thirsty nor hungry and nevertheless still eat and drink.



2. ECOLOGY

Which ecological **ADVANTAGES AND DISADVANTAGES** do we have to consider when using a disposable paper cup?

IN GERMANY 34 DISPOSABLE PAPER CUPS ARE USED PER PERSON ANNUALLY. FOR THIS 43,000 TREES ARE FELLED IN EUROPE AND THE GLOBAL SOUTH.



CAMPAIGNER

DISPOSABLE CUPS ARE NORMALLY PRODUCED FROM PLASTIC AND PLASTIC WASTE IS MUCH MORE HARMFUL THAN THE DISPOSABLE PAPER CUPS. EVEN IF THEY HAVE A THIN PLASTIC COATING.



BUSINESSMANAGER

> POINT OF VIEW OF A CAMPAIGNER:

Our worldwide forestry resources are constantly reduced.

> POINT OF VIEW OF A BUSINESS MANAGER:

The disposal of the paper-plastic coating on a disposable paper cup is not as poisonous as the disposal of a plastic cup.

> POINT OF VIEW OF A CAMPAIGNER FROM THE GLOBAL SOUTH:

Trees store carbon dioxide (CO²). If trees are felled, the carbon dioxide is released and contributes to global warming. Countries in the Global South are already facing devastating storms and catastrophic droughts.

3. ECONOMY

Which economical **ADVANTAGES AND DISADVANTAGES** do we have to consider when using a disposable paper cup?



AFTER 15 MINUTES
THE COFFEE-TO-GO HAS BEEN
CONSUMED AND THE PAPER CUP
LANDS IN THE WASTE BIN, WHICH
PRODUCES MORE ADDITIONAL
WASTE.

> **POINT OF VIEW OF A CONSUMER:**

Disposable paper cups create an increase in waste disposal, which causes rising costs.

> **POINT OF VIEW OF A MANAGER:**

Coffee-to-go in disposable paper cups creates and secures jobs in small businesses.

FOR MANY SMALL BUSINESSES
AND BAKERIES COFFEE-TO-GO IN A
DISPOSABLE CUP IS AN IMPORTANT
SOURCE OF INCOME.



> **POINT OF VIEW OF A CAMPAIGNER FROM THE GLOBAL SOUTH:**

Trees in the Global South are still being felled illegally and large concerns from countries in the Global North are earning huge sums of money in trading with wood.

4. SOCIAL AWARENESS

What are the SOCIAL CONSEQUENCES to be considered when using a disposable paper cup?

OUR PRIVATE CONSUMPTION SHOULD NOT BE INCREASED FURTHER, BECAUSE THIS TAKES PLACE AT THE EXPENSE OF OTHERS, AS WELL AS OF NATURE AND THE ENVIRONMENT.



CAMPAIGNER

> POINT OF VIEW OF A CAMPAIGNER:

Our resources are limited and we require an economic system, which does not merely aim to increase growth.

> POINT OF VIEW OF A BUSINESS MANAGER:

An important part of economic growth depends upon private consumption.



BUSINESS MANAGER

> POINT OF VIEW OF A BUSINESS MANAGER FROM THE GLOBAL SOUTH:

The massive felling of trees in the Global South is destroying the environment and habitat of people and animals who have to leave their habitat.

LET'S RE-EXAMINE:

During the step **RECOGNITION**, facts and information from the areas of **CULTURE, ECOLOGY, ECONOMY** and **SOCIAL AWARENESS** were introduced.

Out of the areas of culture, ecology, economy and social awareness, we looked closely at different points of view (consumer, business manager, activists from Germany and the Global South).

It is important to note the sources of facts and information.

The following were used:

Deutsche Umwelthilfe e.V. <http://www.duh.de>

International Labor Rights Forum <https://laborrights.org>

STEP 2



EVALUATION



Pupils REFLECT on the various facts and information received and consider the pros and cons.

Following lengthy discussion they form an OPINION.

An opinion can be the insight that, at that moment in time, it is not possible for some person to take an independent POSITION.

This position is discussed within the group of pupils.



STEP 3



ACTION



Let's gather and discuss
POSSIBILITIES FOR ACTION.

WHAT CAN WE DO?



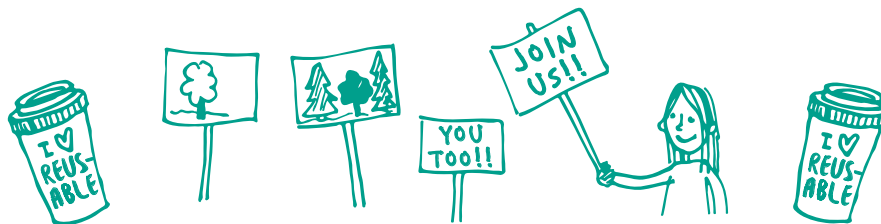
1. I will get to know more about the subject.
2. I will inform friends and family about what I have learnt.
3. I will change my own behaviour and instead of using a disposable paper cup, will take a reusable cup as often as possible when buying a coffee-to-go.
4. I will join an action group in my town, to suggest reusable alternatives with a deposit on coffee-to-go cups to businesses.





5. I will go to the constituency offices of our Government representatives for the SPD, FDP, the Left, the Greens and the CDU with a group of like-minded people, in order to find out about and demand more humane and environmentally –friendly standards in international wood trading.

6. ...



QUESTIONS?



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Für den Inhalt dieser Publikation ist allein der Herausgeber verantwortlich.

Die hier dargestellten Positionen geben nicht den Standpunkt von „Engagement Global gGmbH“ und des BMZ wieder.

Gefördert von ENGAGEMENT GLOBAL im Auftrag des