

	Soft global learning/charity mindset	Critical global learning/social justice mindset
Approach (What?)	One-off campaigns, assemblies, theme days, food tasting Charity or fundraising linked to local, and global events/needs Moral/emotive focus (caring value) Focus on poverty (reduction of), helplessness or lack of rights	Global learning approaches within lessons/ topics as well as one-off events/days Consider and explore local and global issues Knowledge and understanding focus (educational value) Focus on inequality, social justice and rights
Reason (Why?)	'Impulse to help', moral, being 'good' Responsibility FOR the other (or to teach them) Caring for poor people	'Impulse to understand', equity and ethical. Responsibility TOWARDS the other (to learn/decide with the other) Solidarity with people without rights or opportunities, and challenge this where possible
Action (How?)	Help people to survive poverty – raising money for poor countries overseas Sharing our wealth	Participate in structural change for elimination of poverty and inequality Critiquing how we became wealthy
Learning (Message)	Reduce poverty through charitable work, campaigning and fundraising	Challenge inequality and injustice, and support rights for all
Outcomes (Positive)	Feel-good factor Greater awareness of some of the problems Motivation to help/do something	Sustained engagement Independent/critical thinking, and more informed, responsible and ethical action Encourage pupil voice and advocacy Encourages self-reliance and self-determination for poor countries
Outcomes (Negative)	Can encourage or sustain a sense of cultural superiority or privilege Sustains dependency for poor countries Reinforces prejudice and stereotypes Uncritical action	Sometimes uncomfortable, and can bring about guilt and shame Can feel overwhelming leading to a feeling of helplessness
Ultimate goal (of education?)	Empower individuals <u>to act</u> (or become active citizens) according to <u>what has been defined for them</u> as a good life or ideal world	Empower individuals <u>to reflect critically</u> on their understandings and perceptions, <u>to imagine different futures</u> , and <u>to take responsibility</u> for their decisions and actions
Pupil participation (Where does change happen?)	From the outside to the inside (imposed change)	From the inside to the outside (negotiated change)