



## **LWC Manifesto**

### **Our Belief**

We believe the capacity to learn, develop skills and make social change is within everyone's experience. It is through the sharing of personal experience and the relating with others that people become critically aware of the impact of their own actions and that which affects their lives.

We call this process of personal reflection and interrelating, global learning. We believe that in our complex world, global learning is important in order to create just and fair societies.

### **On Social Change**

We believe that social change is integral in any meaningful educational experience. While we cannot dictate the nature of change, we believe that global learning prepares individuals to become confident, engaging and globally aware, with a desire to make the world a more just and sustainable place to live.

### **On Ethics**

We believe that open and honest dialogue is crucial not only for education, but for the health of organisations. We believe that all those involved in our work are stewards of our vision and values, and seek to make decisions in relation to these, as transparently as possible.

### **On Access**

We believe that global learning should not be restricted to the traditional groups of people, who have best access to education and opportunities. We seek to offer global learning to those who are marginalised, as well as further challenging traditional recipients of global learning.

### **On Global Learning**

We are happy to adopt the definition of global learning as education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and

- optimism and action for a better world.<sup>i</sup>

We also believe that learning is a life long process, and we strive to make the global relevant to all ages.

### **On the implications of Global Learning at an International level**

We believe that the focus relationships at a global level allows us to explore our own culture, values and local relationships. We make a commitment to this in all ways possible, including how our procurement impacts on climate and trade issues.

### **On the implications of Global Learning at an Local Level**

We believe that while global issues provide the departure point of exploration, choices made at an individual and local level are the most significant to making change for a fairer and more sustainable world.

### **On Evaluation**

We believe that it is crucial to demonstrate the effects of our work, particularly when funded by public and private finances. We also acknowledge the limitations of demonstrating the effect of our work, as our work in changing attitudes, influencing behaviour and creating global learners is a long term project with many contributing factors<sup>ii</sup>. Bearing this in mind we strive to demonstrate impact, by being clear on the aims of our work and having frameworks in place to capture evidence with an emphasis on participation.

### **On training and personal development**

We believe that global learning is a continual process of reflecting on one's own experience and relating with others. To this end we believe in a mentoring model which allows people to explore our work, be supported in delivering it, and then taking their own steps.

### **On growth and development**

We believe our strength lies in being both proactive and responsive to the changing world. This does not mean we aspire to unlimited growth in terms of size, but rather that we deliver what is needed.

We believe that our work should not create relationships of dependency, but rather build the capacity of those we work with.

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<sup>i</sup> Development Education Association, 2010. <http://www.dea.org.uk/page.asp?p=3857>

<sup>ii</sup> Fricke, H. 2010 "Liverpool World Centre: Evaluation Workshop 23<sup>rd</sup> February 2010"