

Manifest and Plan of Action

From Phase 5: Presentation and Final Reflection

Phase five is the final phase. In this phase, not only the information gathered is collected and saved, but there is also the possibility of a reflection of the teaching series as a whole and feedback from all participants. Therefore, the methods in phase five have an evaluative character.

a) General information

Time frame: 30-45 min

Social form(s): Group work

Number of people: 6-20

Short summary: The participants should now transfer the thoughts they have developed during the learning series (e.g. about human rights) into concrete actions. This can involve both very personal aspects (e.g. buying fair trade products) or involvement in public political discourses. The development of the action plan is pre-structured by small tasks.

It is important that especially learning content on heterogeneity in school does not remain at a theoretical level. Participants gain knowledge about their rights and policy options in their new country of residence. Thus, the participants are empowered to defend and exercise their own rights as well as the rights of others.

b) Description of the method (preparation, working steps, aim)

The method is to be used to conclude a series of lessons and to transfer the acquired knowledge into strategies for action. After a short explanation of the aims of the method, the participants start working in groups of 3-5 people.

The method consists of two main phases. First, the participants develop principles for an educational manifest, f.e. for a human-rights-oriented school system. Second, they develop an action plan on how these aspects can be implemented in schools and educational institutions.

In the first phase, therefore, the participants first agree on a selection of central principles for a school system, which leads to reflections and discussions on various aspects. After having identified the most central principles, each group develops a plan on how these principles can be implemented in a concrete and tangible way.

The following questions may serve for orientation:

- a) What can be done to improve the human rights culture at the school/educational institution?
- b) In which fields (e.g. school rules, joint projects, international networks, etc.) should ideas for action be developed?
- c) What actions can be done in the next weeks to promote a more human rights-oriented (school) culture?

Concerning a), the participants should first compile a list with as many measures for implementing the principles as possible. At this point it should not play a role how realistic an implementation would be, so that the creativity of the participants is not prematurely limited.

Concerning b), it will be examined which of these steps could be implemented in a realistic manner and who concretely take responsibility for them.

Afterwards, in question (c), it will be outlined what the individual participants of the group could do to promote the implementation of certain principles.

After the group phase, a joint discussion follows. First, the different lists are compared, which can lead to interesting discussions about the prioritisation of different principles. In addition, various options for action can be compared and supplemented. The possibilities for individuals and groups to shape society should be of course assessed realistically. However, a sense of empowerment is to be strengthened by developing old and new ways of assuming responsibility. In the best case, each participant takes up a concrete opportunity for action for which he would like to take care in the future.

c) Reflecting questions on how to implement the methods in programmes for (recently) immigrated and refugee teachers

How can the participants and lecturers contribute their knowledge in a way that does not culturalise?

Participants can contribute their ideas and previous experience with school systems while using the method. Obstacles and possibilities for open school forms are identified from various perspectives. Thus, ideas that are one-sided or stereotypical can be jointly reflected on, supplemented and deconstructed.

What must be considered in order for so that this method not to does not lead to stereotypes and/or discriminatory categorisations?

The aim of the method is to design principles and steps of action for a school that is open to social heterogeneity. This also includes tackling different forms of exclusion and institutional discrimination. Conscious and unconscious stereotypes and prejudices that prevent equal participation must therefore be clearly identified. The joint attempt to find ways of overcoming different forms of discrimination sharpens the awareness of one's own and societal thinking patterns and counteracts one-sided stereotypes.

How to work with this method in a language sensitive way / how to include multilingualism?

During the group work the languages can be chosen upfront. The tasks or the search for background information can also be carried out in several languages.

How to use this method in a participatory way?

A high level of participation is possible by developing one's own action plan. Not only does the method ensure a high degree of participation throughout the learning process, but it also helps the participants to participate more strongly in society.

Possible application (for other contexts, e.g. schools)

This method can also be used in schools. In this way, students can acquire participation, the ability to act and responsibility for their (school) environment. They can contribute actively to shaping the world around them, but also what challenges arise in the implementation of specific objectives and how these can be overcome.

Tips

The various possible actions could be distinguished on the basis of three questions: What can we do at the socio-political level? What can we do together in our immediate environment? What can I do myself as an individual? This shows that the different levels are connected, but also that there is a spectrum of ideas ranging from “simple to difficult” to implement.

Example/possible topics

This method could be used to discuss human rights and more precisely the design of schools in accordance with human rights. Possible questions could be:

Manifesto and Action Plan for a Human Rights oriented School:

1. Develops 5 principles for a human rights-oriented school or educational institution
2. Develop an action plan on how these aspects can be implemented in schools and educational institutions. The following questions can be helpful here:
 - a. What would have to be done to improve the human rights culture at the school/educational institution?
 - b. In which fields (e.g. school rules, joint projects, school without racism concept, etc.) should ideas for action be developed?
 - c. What actions can the learning group concretely do to promote a more human rights-oriented (school) culture?



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