Shaping Society – Young People's Perspectives

Tanzania – Bolivia – the Philippines – Germany

Part 3
Didactical Suggestions

Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung

Ministerium für Bildung, Jugend und Sport des Landes Brandenburg
(The Ministry of Education, Youth and Sport in the Federal State of Brandenburg)

LAND
BRANDENBURG

Contents **Part 3**

References to the Berlin-Brandenburg curriculum

The biographical educational material which is available here was researched and compiled by young adults. This peer to peer material tells not only of concrete life perspectives and the reality of young people and young adults from four different countries but also about social involvement and the learning process in an international encounter project. Here is a practical guide as how to use these portraits from part 2 with suggestions explaining how sensitive topics related to discrimination can be used within a global education pedagogical framework. This methodological handbook for Global Citizenship Education was compiled by the RAA Brandenburg which was one of the civil organisations contributing to the international encounter project.

The methodological and pedagogical suggestions are divided into three modules which address the main topics of the materials. Each module consists of two parts. In the first step the topic is introduced. The second step is a consolidation which offers approaches to opinion-forming and reflection. Additionally at the end of the material there is a chart with key words so that you can find portraits according to specific individual themes.

Praising Ambiguity – Educational Thoughts

Do not tell just one story!
Complex themes can be positively dealt with through stories, especially personal stories. If, however, individual stories are singled out, then there is a danger of generalisation: if that is the case here, then it is also the case for everyone in this country – even in this continent. Individual stories can reinforce prejudices. That is why we propose actively using a range of the stories offered here for your classes. Focus on contradictions, ambiguity and diversity!

For more about the danger of a single story (with suggestions for school use):
RAA Brandenburg (2018): Global Stories – Interwoven Stories, Module 3 (Globale Geschichten – Verflochtene Geschichten, Modul 3 in German)
www.stadt-land-geld.brebit.org

Active Participation
The main aim of the authors of the portraits was to contribute to their own society. Change was the main issue in their reflections as well as in the questions they posed to the young people and young adults in the portraits. The aim of the methods which are suggested below is also to encourage young people to express their own positions and their opinions, having critically dealt with other perspectives. The purpose of these modules of Global Citizenship Education is to target an open space for discussion; discussion where the results are open-ended.

Similarities instead of differences!
Putting people into boxes and categories on the basis of outward appearances happens very quickly in our society. This material might mislead one into categorising the portraits according to country but we strongly advise you not to do that. In the course of the project years we ourselves have learnt how much more we have learnt from the similarities than from a brief look at differences. Invite your students to deal with individual portrait texts and in comparison to biographies, to (also) find similarities.

Not just with you head!
The texts of the portraits are an invitation to confront and deal with other young people's perspectives and positions. The young authors hope that with these stories about peers they can reach school students not only cognitively but also emotionally through conveying a feel for diversity with different perspectives on the world. This objective is also reflected in the methodological suggestions: they are participatory and are an invitation to discussion and self-reflection.

Discrimination because of membership or assumed membership of a specific group is legally and ethically condemned on many levels; equal treatment is termed a right.

The general declaration of human rights forbids discrimination in Article 2, which is also to be found in the constitution in the Basic Law of the Federal Republic of Germany.

Article 2 of the Universal Declaration of Human Rights

Each individual is entitled to all the rights and freedoms which are declared in this declaration, without any distinction, be it in race, colour of the skin, sex, language, religion, political or any other opinion, national or social background, wealth, birth or any other status.

Furthermore no differentiation is to be made on the basis of the political, legal or international position of the country or area that the person belongs to, regardless of whether this is independent, is in trusteeship, has no self-government or is in any way restricted in its sovereignty.

Source: http://www.un.org/en/universal-declaration-human-rights/ (accessed on 10/11/2018)

Despite all this legal framework discrimination is ubiquitous. The portraits in this material tell stories about that. Unequal treatment at the individual and social level influence the life experience of these young people. How they deal with it and analyse it are very different. The one or the other of them names discrimination as a hindrance, a limitation and a challenge but in addition the other side of discrimination, namely privilege, is also mentioned.

A privilege is a right, an advantage or a guarantee that a person that is acknowledged and recognised mostly as a result of the (attributed) membership of a particular group. At the same time this person is spared of certain liabilities, onuses and discrimination as a result of these privileges. Privileges are based on historically evolved, institutionalised systems – for example sexism or racism.

Skills

Reflection and change of perspective:
The students can critically adress their own prejudices. They comprehend what discrimination means to those affected.

Communication and arguing:
The students are able to link individual cases of discrimination to structural logics of inequality. They can logically argue for and against potential actions.

(1) Unfolding The Topic

From Judgement and Prejudice to Reflecting On Discrimination

The students work with the biographies from the educational material in three steps ; beginning with their own prejudices they can use the personal biographies from the educational material to then come to terms with discrimination as a social issue. They approach the topic discrimination through their own judgements which are deliberately evoked using the full-page photo portraits. Following that the assumptions are compared to the personal biographies and in the third step the class raises the question as to how far the individual biographies reflect the social situation.

Educational objective
The students deal in depth with the terms prejudice and discrimination.

Procedure
*Step 1: E*ach pair of students receives one portrait from the discrimination cluster.
They concentrate only on the full-page portrait photo and should note down what comes to mind about this person on a sheet of paper or card. The following concept questions can guide the students:

• Who is this person? What does he or she do (student, pupil, profession, subject studied)?
• What are his or her special interests?
• How does he or she live?
  Where does he or she live?
• he or she rich or poor?

These descriptions are then collected orally. The teacher should always check what these particular aspects of the descriptions were based on. (What makes you think that this person is rich or poor/studies/is interested in travelling?)

The aim of this exercise is to deliberately evoke snap judgements and to make students aware that prejudices and judgements are an orientation for us; and that they can be very useful and necessary in everyday life.

Step 2: In the next step this approach to prejudices and judgements is examined critically. In pairs the students now read the texts which accompany the photo portraits and answer the following questions:

• To what extent do your speculations about the photo match the information you have read? Is anything missing? Where were your conjectures incorrect?

• How did the person in the portrait experience inequality (discrimination)? Who was the source of the discrimination?

• Which snap judgement or which prejudice was the reason for discrimination?

• How did the person deal with the discrimination that he or she had experienced? What does he or she think about that?

The pairs then prepare a poster about their portrait. Not all of the questions can always be answered. Following that the posters are displayed. The class has the opportunity to walk around and look at the individual portraits and their analysis in a gallery walk.

Timing

Step 1 Associations and speculations:
10 minutes

Step 2 Reading the texts and preparing the posters: 25 minutes

Gallery walk and conclusion: 10 minutes

(2) In-depth Critical Discussion

Educational objective
The students understand that experience with the discrimination that each individual has refers to social circumstances. They work on different ways of how to encounter discrimination on different levels.

Step 3: Attention is now focused, away from dealing with the stories related to individual experience with discrimination, on discrimination as a structural and social phenomenon

With the teacher the students try to name the category of inequality that is the main focus of each biography. Before starting this phase, the teacher should explain that discrimination is often very complex and multidimensional. In addition the students should be reminded that only a small amount of information is available in each of the biographical portraits. The main focus of this step is then: ‚What can we perceive?' and not ‚What is reality?'

In the plenary discussion with the whole class categories of social inequality are worked out. A good way of getting started is to use Article 2 of the general declaration of human rights. The terms ‚racism' and 'race', however, needs to be explained carefully in advance. (see box)

Guiding questions for this could be:

- Which categories of inequality and/or discrimination are central to the portraits you worked on?

- Which form of structural discrimination are these categories related to? (racism, sexism, ableism, ageism, social class)

The answers can be written on the board or collected on cards and put on a pin board. The examples of the situations and/or the cases of different forms of discrimination are collected and noted down.

Race
Race describes artificial group membership, that ‚naturalise' social circumstances; that is label the group as a natural one. Here real physical characteristics with character traits and people's behaviour are so linked that certain ways of behaving are the result of speculated or assumed ancestry or geographical background. Human ‚races' do not exist as such but people can be affected by racism.
Some authors use the German term ‚Rasse' in inverted commas so as to make a clear reference to specific aspects of German history; antisemitism, colonialism, national socialism, colonial genocide and the Shoa. Other authors deliberately use the English word race because of Germany's specific past to distance themselves from any kind of racial ideology in national socialism.

Step 4: Discussion
How can we oppose discrimination? Who can do what with which measures? The class is divided into small groups for an exercise to reflect on possible courses of action. Using one of the examples that had been named as discrimination in the previous step, the students consider who can do what to counteract the discrimination. The box below will help the students to find ways of intervening and/or prevention that they consider useful and helpful.

Following this preparation of a general outline of their ideas in small groups, the students then walk around the class. The aim is for them to convince others of their planned actions on an individual basis. If they succeed, they receive a point from their partner. Each student can award three points.

Timing

Step 3 Plenary discussion: 15 minutes

Step 4 Working on courses of action: 15 minutes

Discussion and exchange: 15 minutes

Who? Stakeholders	What do we want to achieve? Target	What do we want to do? Action	Who do we want to reach? Target group	Notes
us				
politics				
NGOs (non-governmen- tal organisations) and associations				

Please find this table as convertible file online.

Self-determination and autonomy are a central theme in this day and age. What do we mean by self-determination? How much do we want? How much solidarity, consideration, thoughtfulness and perhaps even interdependence do we need? These questions are to be found in many of the portraits in the educational material.

Skills

Perceiving and analysing:
The students are able to discern links between autonomy and interdependence by using concrete examples. They can use the terms within the personal and economic context.

Acting and creating:
The students are able to name different possibilities to become active. They can take a conscious and well-founded decision concerning their own agency.

(1) Unfolding The Topic

Educational objective
The students come to terms with what self-determination means for themselves and others. They understand that thoughtfulness and solidarity are part of most people's understanding of self-determination.

Step 1: Association Exercise
What does self-determination mean for you? Before the lesson the students are asked to bring a picture which symbolises self-determination for them to the lesson. They present their pictures with reference to the question in the whole class.

Step 2: Group Work
The students are divided into small groups. The teacher then offers each group two or three portraits. The group reads the portraits and works out what each of the people in the portraits understands by self-determination. They use the following questions as a guideline.

- What role does self-determination play in this person's life?
- What relationship to family and friends does this person describe?
- How do self-determination and solidarity fit together for each person? Where are there conflicts between these needs?

Each group prepares a poster about the portraits where their own personal views on self-determination are also included.

Timing

Step 1 Association exercise: 25 minutes

Step 2 Working with the texts and preparing the poster: at least 20 minutes

(2) In-depth Critical Discussion

When can my self-determination be at other people's expense? Self-determination is often connected to freedom. In a globalised world one person's freedom is often connected to another one's lack of freedom if not even slavery. Smart phone, social media and/or internet often stand as symbols of freedom and independence on the one hand but on the other hand they are also a means and expression of our global ties.

Educational objective
The students think about the conditions of their own self-determination. They recognise that material self-determination in particular is dependent on other people's work as well as resources from other countries in the world.

Step 1: Introduction
On a large sheet of paper or on the board students brainstorm words that they associate with the words 'freedom' and 'self-determination' on the one hand and 'solidarity' and '(inter)dependence' on the other. These words are to be related to smart phones and their social function.

Step 2: Recognising global interconnections
By means of an example the students deduce concrete details regarding concrete global interconnections. This map of the world can be used as an aid: https://www2.weed-online.org/uploads/worldmap_smartphonereise.pdf.

The map of the world can be projected on to a wall so that all the information can be read. The notes that have already been made in Step 1 can now be added to with concrete facts. This can be done in groups or in a plenary session.

Step 3: What can be done?
The worksheet offers a range of actions that can contribute to more justice. Each student gets a copy and fills it in individually. Then they get into small groups and try to agree on a common position and which step they consider to be most productive. Finally groups report briefly to the class. If it is appropriate, the class can discuss which individuals are prepared to do one thing or the other.

For more information related to global perspectives in the internet and mobile phone see below
https://www.handysektor.de/fileadmin/user_upload/downloads/infografiken/Infografik-Lebenslauf-Smartphone.jpg

http://www.epiz-berlin.de/publications/what-are-the-true-costs-of-your-mobile-phone-mining-production-use-discarding-and-recycling

Timing

Step 1 Associations: 7 minutes

Step 2 Analysis of the map of the world:
18 minutes

Step 3 Reflection: 20 minutes

Connected to The World With My Smart Phone …

Task:

Read the following possible actions.

Decide on 5 which you think will not bring about much change in global justice. Cross them off the list.

Then put the seven remaining ones in order of effectiveness from 1 to 7.

Number one is the action that you think is the most effective and number seven is the least effective.

☐ I have been using my smart phone for more than five years.

☐ I take my old smart phone to a collection point so that the raw materials can be recycled.

☐ I give my old smart phone to a friend who needs one.

☐ I get involved in activities to support the fair use of raw materials.

☐ I buy a ‚fair trade' smart phone that I can track the production conditions.

☐ I sign petitions to ban raw materials that are extracted under unfair conditions.

☐ I take part in demonstrations to fight for fair globalisation.

☐ I look for information about the topic and discuss it with a friend.

☐ I organise an information event in my school with my friends.

☐ I do without electronic devices that I do not really need.

☐ I donate to an aid organisation.

☐ I write to the production company of my smart phone to ask them about the manufacturing conditions.

This is the main question of 13 of the portraits whereby they concentrate on very different facets of the topic – from access to education to the question of individual preferences, family support, school systems to bullying at school. Working with the portraits offers a lot of starting points for discussions about the importance of education for young people.

Skills

Perceiving and analysing:
The students critically assess different texts. From this they can describe problems in different educational systems. They are able to compare different forms of education.

Assessing and reflecting:
The students can position themselves by drawing on their own ethical criteria and with reference to other people's opinions.

(1) Unfolding The Topic

Educational objective
The students become aware of different perspectives on the importance of education. They can establish a connection between international norms and the global balance of power.

Procedure
Hand out one portrait text to each student. The students read them individually and make notes regarding the following questions.

- Why is education important for the person in the portrait?

- Who did this person learn from and where?

- What problems did this person encounter during their education? What helped him or her?

After that the group discusses what needs to be done to attain global sustainable education. Using the portraits as a basis, the students name problems and successes in the existing educational systems and come to suggestions for necessary changes.

Background Information to SDG 4 (Sustainable Development Goals)

Obtaining a quality education is the foundation to improving people's lives and sustainable development.

Progress of goal 4 in 2018

More than half of children and adolescents worldwide are not meeting minimum proficiency standards in reading and mathematics. Refocused efforts are needed to improve the quality of education. Disparities in education along the lines of gender, urban-rural location and other dimensions still run deep, and more investments in education infrastructure are required, particularly in LDCs.

At the global level, the participation rate in early childhood and primary education was 70 per cent in 2016, up from 63 per cent in 2010. The lowest rates are found in sub-Saharan Africa (41 per cent) and Northern Africa and Western Asia (52 per cent).

An estimated 617 million children and adolescents of primary and lower secondary school age worldwide – 58 per cent of that age group – are not achieving minimum proficiency in reading and mathematics.

In 2016, an estimated 85 per cent of primary school teachers worldwide were trained; the proportion was only 71 per cent for Southern Asia and 61 per cent for sub-Saharan Africa

In 2016, only 34 per cent of primary schools in LDCs had electricity and less than 40 per cent were equipped with basic handwashing facilities.

Quote: Report of the Secretary-General,
The Sustainable Development Goals Report 2018
https://sustainabledevelopment.un.org/sdg4

Some background information about the education systems in Germany, Tanzania, Bolivia and the Philippines can be found in the pedagogical material related to the educational exhibition StadtLand-Geld (CityCountryMoney) (www.stadt-land-geld.brebit.org) (available in German and English).

Timing

Working with Portraits: 20 minutes

Introduction to SDG 4: 5 minutes

Discussion: 20 minutes

(2) In-depth Critical Discussion

Controversial questions concerning education can be addressed in the second part of the unit. One option is presenting individual themes in the barometer discussion and to debate them during this activity.

Educational objective
The students reflect on their own experience with their own education system through the discussion about the life situation of other young people. They become aware of their own priorities and values and exchange these standpoints with other students.

Procedure
The classroom is divided into two poles. The tables and chairs are cleared to the edges of the room. One side of the room will represent agreement and the opposite side will represent disagreement. Cards can be put in the classroom to show this. A dividing line is drawn on the floor and the teacher stands in the middle of the room. The teacher invites the students to position themselves along the line when he or she reads out statements. The discussion takes place when the teacher asks the students to explain and justify their position. If someone is convinced by another student's argument he or she is able to change their position.
All students are included in this activity. Pointed questions enable the students to go into the contents in depth and to affect the group dynamics.

Barometer discussion

1 *Frank (17, Tanzania)* from Chiuni lives with his older brother, separate from the rest of his family so that he can concentrate on his studies. Would you be prepared to go and live somewhere else away from your family to improve your educational chances?
yes/no

2 *José (19, Bolivia)* had to contribute to the family's income as a child. Later he chose to study something where he had good chances of getting a job later. Would you decide (or have you already decided) to give up your dream college or university subject or apprenticeship to study something where you have better job prospects?
yes/no

3 *Isabelle (22, Germany)* says that she only started to think about what is behind her everyday life when she attended an international encounter. What about you? Are you interested in global interdependencies?
interested/not interested

4 *Every child has the right to education.* Despite that, children are again and again refused this right to go to school. For example Mansol (20, the Philippines) who was not allowed to attend school because he did not have a birth certificate. How fair do you think the education in your country is?
fair/unfair

5 *Von Ryc (15, Philippines)* is a high flyer at school. Despite that he decided to learn with his ‚social' heart and not just with his head. What is more important for you?
social learning/cognitive learning

6 *Sharifa (23, Tanzania)* would like an education system which has a place for everyone including those with handicaps who also need to learn. Does everyone in your country have access to appropriate education?
yes/no

(3) Summary

In this final phase the questions that arose in the portrait texts regarding what the young people want to change in their society can be brought up. In pairs the students discuss what they feel is necessary to change in their education system. These suggestions can be documented and displayed in the classroom.

Timing

Barometer discussion: 30 minutes

Conclusion: 15 minutes

Collection of Key Words

Do you rather work with your class on the topic ‚family‘, ‚migration‘, or ‚possible ways of getting involved in society‘? Each portrait contains more than just the three themes we suggested to explore. This collection of key words is aimed at helping you choosing the biographical portraits which best fit your needs.

Environment   Awatif, Veronica, Evelyn, Johanna, Laura Valery, Sonja

Belief/Religion   Awatif, Jezielle, Khalid, Raya, Sharifa

Family   Awatif, Ayshia, Eldrin, Yerson, Laura, Frank, Johanna, Julio César, Mansol, Von Ryc, Giang, Sebastian

Gender   Ayshia, María, Plinky, Sarah, Laura, Julia

Responsibility   Ayshia, Dexter, Laura, Julio César, Isabelle

Money   Eldrin, Sabaha, Yerson, Alfredo, Dexter, Julio, Pablo, Christian, Frank, Mansol, Isabell

Involvement   Eldrin, Sarah, Yiu, Alfredo, Dexter, Johanna, Giang, Isabelle

Spare time   María, Julio, Azaluu, Christian, José, Laura Valery, Luisa

Freedom   Plinky, Veronica, Julio César, Isabell

Sport   Sabaha, Raya, Frank, Sonja, Von Ryc, Julia, Sebastian

Migration   Yiu, Alfredo, Jezielle, Azaluu, Luisa

Communication   Yiu, Khalid, Azaluu

Work   Alfredo, Dexter, Sarah, Ayshia, Veronica, José, Mansol, Isabell, Mohammed

Drugs   Jezielle, Julio, Pablo

Dreams   Pablo, Christian, Evelyn, Mansol, Isabelle

Handicap   Eldrin, Sharifa

Changes   Isabelle, Giang

Growing up   Ayshia, Evelyn, Julio, Luisa

Encounter projects   Giang, Isabelle, Julia, Luisa, Isabell