

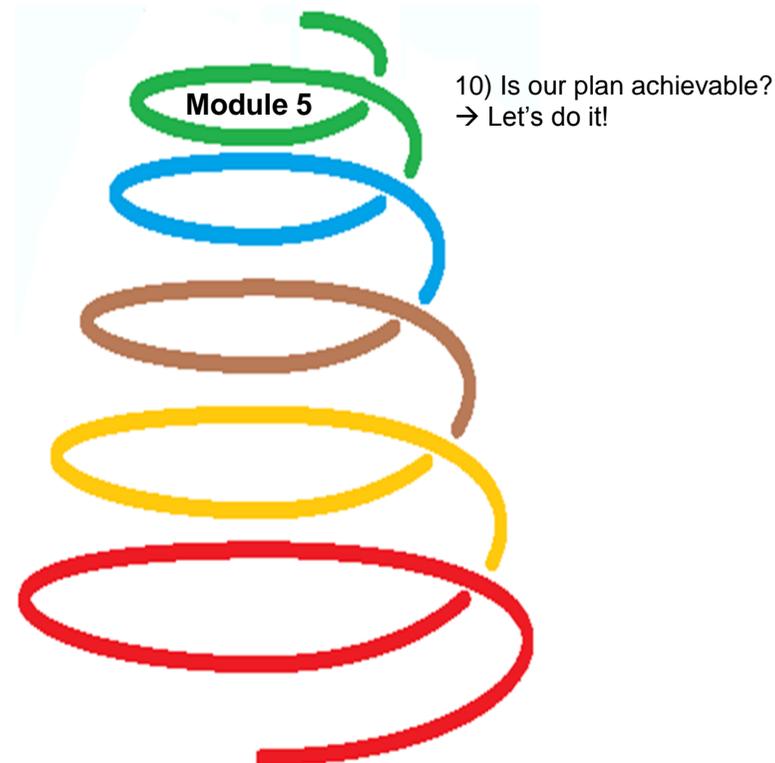
School project on humanitarian principles – raising awareness in the classroom

Module 5: Implementation of plans of action and joint conclusion of project

Introduction

In the final module the participants are expected to implement well considered and targeted contributions as documented in the action plans. In this context it is essential to take into consideration and make use of individual resources in organisation of the work. Furthermore it is important to keep an overview of the entire implementation process in order to plan in good time any steps that need to be developed independently after the project ends and be able to reach a binding agreement. The project management know-how acquired in Module 4 and support material provided assist the participants in this process. Furthermore a teacher-operated Help Desk is available both in the planning and implementation stage. The participants are requested to make use of this under their own responsibility. Finally, the contributions, completed or as implemented so far, are to be presented to the plenum in order to provide an overview.

A common, creative and serene conclusion enables the project participants to bring the project to an end in the spirit of a job well done.



School project on humanitarian principles – raising awareness in the classroom

Learning objectives

Knowledge: The participants **understand** that thanks to task sharing and the use of individual resources they are able to work efficiently.

Abilities and competencies: The participants **are able** work in a team **on the basis of a plan** and **plausibly report** on the state of development.

Attitude: They are **willing and ready** to **accept** the support offered and use it **independently** for the project work.

Reference to overriding competence models

Bildung für Nachhaltige Entwicklung (BNE in Anlehnung an die „Stiftung éducation21“)

http://www.education21.ch/sites/default/files/uploads/pdf-d/HORIZONS21/BNE-Verstaendnis_komplett_2015.pdf

[Education for Sustainable Development (ESD based on the éducation21 foundation concept (in German only))]

Acting independently is the preferred behaviour of a person who wants to commit to sustainability, in accordance with the concept of “Education for Sustainable Development”. Key aspects of this independent action are: seeing oneself as part of a group, acting respectfully and responsibly, knowing how to recognise, assess and make use of any scope for action, both personally and collectively. It is precisely this orientation towards accepting responsibility and individual as well as collective action that is the focus of this module. It also focuses on managing differences of opinion and conflicts of interest, and negotiating in a constructive manner.

Entwicklung internationaler Handlungskompetenz (Didaktik-Konzept der „Akademie für internationale Zusammenarbeit“)

http://www.giz.de/akademie/de/downloads/AIZ-Didaktikkonzept_D_150217_SCREEN.pdf (in German only)

In this learning sequence the focus is on the existing knowledge, ability and will of the young participants. Competency orientation and support at the appropriate level in project planning aims to lead to a sense of achievement and help to motivate the participants. Exchanges of experience and peer learning are key factors in this context for the success of project planning. The teaching concept of the “IZ Akademie” [Academy for International Cooperation] makes use of the “Learning as co-construction” concept, which in the context of this module can be summed up as follows: The participants are required to engage in dialogue and to search, experiment and reflect together, making “eye to eye” exchanges. It is above all a matter of allowing detours via the “counterpart’s thinking” and coming to joint conclusions that were not fixed at the outset.