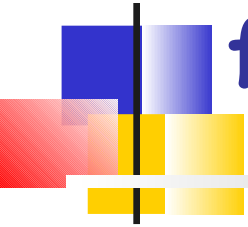



Context - The Need for Education for Social Justice



Societies in transition: Common features

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- All forms of "otherness" are viewed as a potential threat;
 - The fear of diversity being a dominant pattern of thinking and behaviour.
 - Negative labeling and "scape-goating" mechanism
 - Isolation, lack of information / provision of selected information
 - Lack of critical thinking / critical orientation toward reality
 - "Learned helplessness"
 - Educational system as a reflection of society

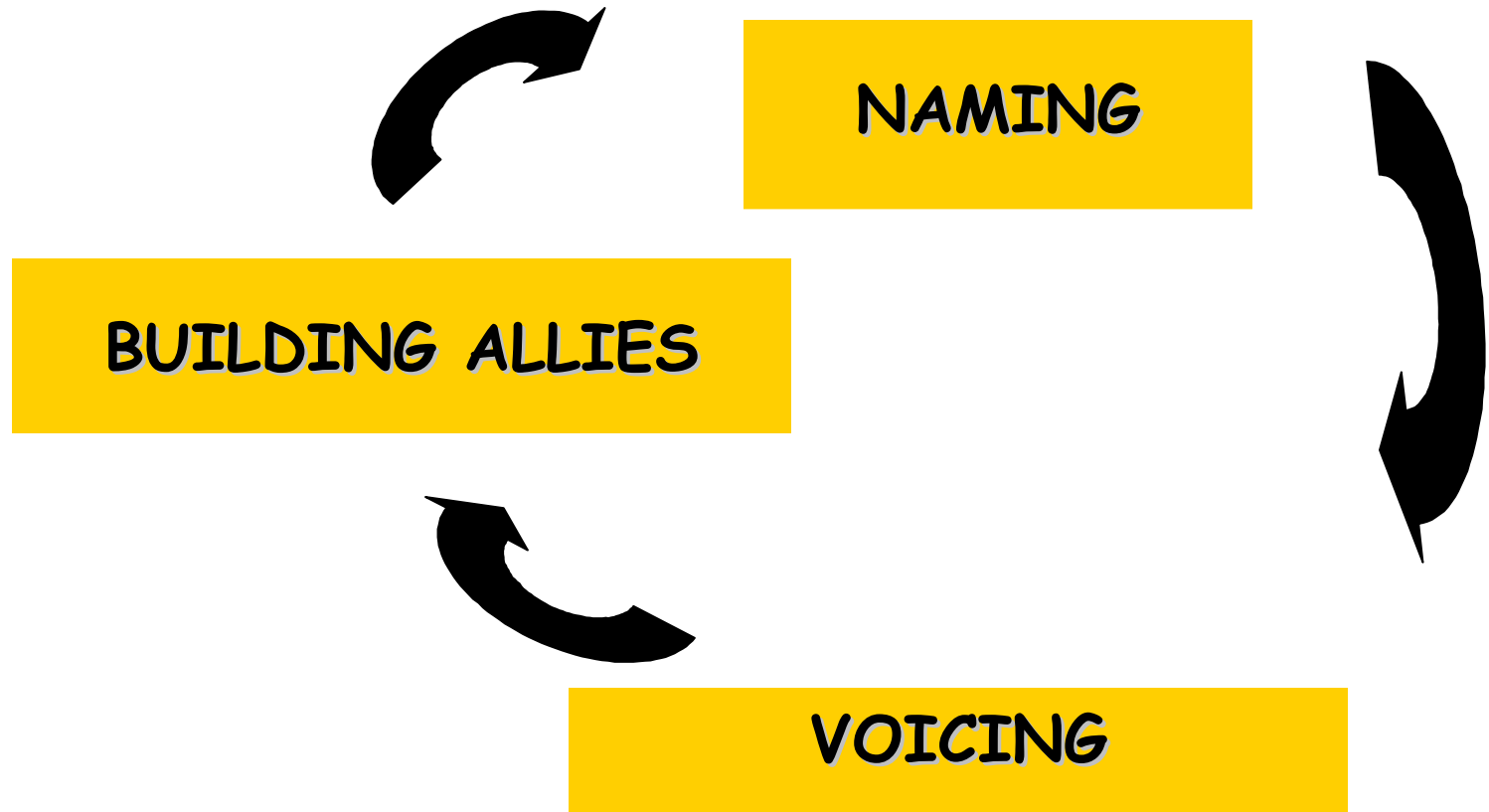


Purpose of the program

- ❑ INCREASE KNOWLEDGE, UNDERSTANDING AND SENSITIVITY OF MECHANISMS WHICH PERPETUATE AND MAINTAIN SYSTEMS OF DOMINATION
- ❑ COMMIT TO CAPACITY BUILDING FOR PERSONAL, PROFESSIONAL AND INSTITUTIONAL TRANSFORMATION



Areas of understanding





Conceptualization

- ❑ **PSYCHOLOGICAL LEVEL** - developing empathy for self and others, a positive self image, self respect and a healthy respect of others
- ❑ **EDUCATIONAL LEVEL** - information concerning otherness and mechanisms that create and perpetuate prejudice, discrimination and oppression
- ❑ **CONCRETE ACTION LEVEL** - empowering individuals and groups to take responsible action



EMERGING THEMES

A) Education for Social Justice provokes both personal and professional change

On the personal level :

- facing your own prejudices,
- learning how to deal with otherness,
- gaining strength deal with problems and find solutions
- hope



On the professional level:

- learning how to foster the development of minority children,
- understanding the importance and having the skills to engage allies and build alliances,
- improving training skills and gaining confidence



On the professional level - work with children:

- helping children develop empathy for others
- helping children be critically reflective,
- showing children the value of solidarity and taking care of others
- creating "differences friendly" atmosphere in the classroom



B) Value of integrating ESJ into other Step by Step Initiatives

- ESJ and Step by Step are mutually supportive in the creation of positive learning environments
- Step by Step initiatives as the vehicles for promoting the philosophy of Education for Social Justice



The challenge of systemic sustainability

- Importance of combining top-down and bottom-up approaches
- Changing attitudes, values and must be supported by the different levels of the system
- Disconnection in many countries between existing laws and their implementation



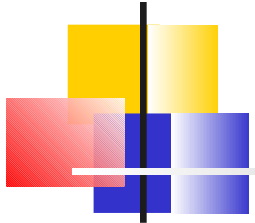
The challenge of sustaining personal commitment

- People begin with enthusiasm, but the work is intense and emotional
- Need to support people through:
 - continued opportunities for their own professional development,
 - exchanging experiences with others involved in this work,
 - building allies with stakeholders in order to move towards systemic sustainability

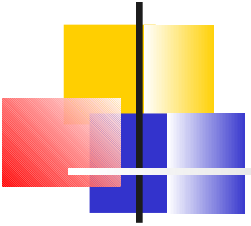


Tips for trainers

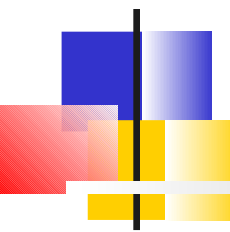
- *"Be well acquainted with the program, know the context in which the participants live and work and be ready to adjust to the needs of different groups."*
- *"Study theory as much as possible, have a co-trainer, have a mentor, be in contact with more experienced trainers."*
- *Do not work in this field if you plan just a campaign, you need to plan your work for years ahead."*



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- *"Survive, resist, do not be overpowered by the majority (often racist) opinions and provocations."*
 - *"Despite the challenges and difficulties, continue!"*
 - *"Everything needs time, but everything is possible!"*
 - *"Be patient and open to personal and professional changes."*



- Keep seeing what you are looking,
- Keep hearing what you are listening,
- Keep feeling what you are experiencing,
- Keep sharing what you are living . . .
- Keep smiling,
- Keep trusting,
- Meet yourself in others.



God give me a patience, but
please hurry!
