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education for global citizenship

A network of schools and NGOs in Austria, Cameroon, Chile, Italy and The Netherlands
2003-2006



first newsletter 2004



Education for Global Citizenship

An international pilot project of schools and NGOs



Who is behind the project?

Schools, steering team, NGOs



The First International Conference

in Salzburg / Austria – A meeting of students, teachers and NGOs



Visit to Austrian Schools

Impressions from participants

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Editorial

Welcome to the newsletter „Education for Global Citizenship“!
On the following pages you can find out a lot about this international pilot project: What it is about, who is involved and what has been happening since the start of the project in 2003.

The main part of this newsletter is on the „First International Conference“, a meeting of students and teachers of the 25 pilot schools in five countries. During this event in April 2004 a newsletter team of students was working. You will find results of their work here, on yellow pages.

At this conference schools have formed „Theme Groups“ who will work on local and international level on Global Citizenship related themes. The workplans developed by the schools show what will happen in these groups.

You can find out more about the project & actors on the homepage www.globalcitizenship.at or through contacting us directly. Two more newsletters will follow in 2005 and 2006.

Barbara Helm
for the editorial team



*Marcela Tchimino, PIIE,
Chile, Barbara Helm,
Interkulturelles Zentrum,
Austria, Franz Halbart-
schlager, Südwind Agen-
tur, Austria*

Education for Global Citizenship

An international pilot project of schools and NGOs

The project „Education for Global Citizenship“ aims at inspiring young people to tackle hot problems of our globalised world as Global Citizens. Students and teachers in pilot schools in five countries, together with specialists from educational NGOs, work on the topic „Education for Global Citizenship“.

The project „Education for Global Citizenship“ strives toward establishing greater awareness of global issues and developing practical concepts for education of Global Citizens. Young people will be encouraged to rise up against global poverty and inequality and to develop effective steps and measures for change. The different background and realities of the participants influence the process and the concept of „Education for Global Citizenship“. Students, teachers and educational specialists are working together toward a common goal: practical recommendations for implementation of „Education for Global Citizenship“ in the school curriculum.

Altogether 25 schools – five schools each from Austria, Cameroon, Chile, Italy and the Netherlands – participate in the project. Schools carry out project work on school level and also on international level, together with their partner schools in the „Theme Group“. In each country seminars and workshops are organised with the support of an educational NGO. Two international conferences bring together students and teachers from all partner schools to get to know each other, to plan and evaluate international project work on school level, to share project experiences, and to evaluate the overall process and outcomes.

School projects are documented and made available for those who are interested. During the project the website, the newsletter and the poster are used to communicate what is happening in the project. At the end of the project in 2006 manuals for educators will be published.

The Austrian Ministry of Education, Science and Culture contributes to the debate on global interdependencies and shared global responsibility through various activities and teacher training measures. Global Education, in addressing the complexity and interconnectedness of problems such as poverty, environmental degradation, scarce health provisions, conflicts and human rights violations, is the primary agent of transformation towards sustainable development. Therefore the project „Education for Global Citizenship“ benefits of the special support of the Austrian authorities in the light of the forthcoming UN-Decade on Education for Sustainable Development (2005-2014).

The project is financed by the European Commission, the Austrian Federal Ministry of Education, Science and Culture, the participating NGOs and other sponsors in Austria, Cameroon, Chile, Italy and The Netherlands.

More information can be found on www.globalcitizenship.at.



Participating countries and schools

Altogether 25 schools in five countries participate in the project. The students involved are between 13 and 18 years old. There are all kinds of schools, public and private, general education and vocational schools, from the countryside and from big cities, from the North and South.

Austria

- **BG/BRG Klusemannstraße**, Klusemannstraße 25, 8053 Graz, www.klusemann.at
- **HLW**, Michaelistraße 70, 5280 Braunau/Inn, www.hlwbraunau.at
- **BORG Innsbruck**, Fallmerayerstraße 7a, 6020 Innsbruck, www.borg-ibk.ac.at
- **PORG Volders**, Volderwaldstraße 3, 6111 Volders, www.porg-volders.tsn.at
- **BG Dornbirn**, Realschulstraße 3, 6850 Dornbirn, www.bgdornbirn.at

Cameroon

- Government High School, Ndop, North West Province
- Starlight Comprehensive Secondary School, Nkwen Bamenda, North West Province
- Government High School, Ntamulung Bamenda, North West Province
- Standard Comprehensive Secondary School Great Soppo, Buea, South West Province
- Government Secondary School Bokova, Buea, South West Province

Chile

The chilenean stite of the project:

<http://www.ciudadaniaglobal.miarroba.com>

- Colegio La Fontaine, Coventry 75, Ñuñoa, Santiago
- Liceo Polivalente Héroes de la Concepción, Mapocho 7432, Cerro Navia, Santiago; <http://www.nuestroliceo.miarroba.com>
- Liceo de Aplicación, Santiago
- Liceo Manuel de Salas, Brown Norte 105, Ñuñoa, Santiago
- Raimapu, García Hurtado de Mendoza 8574, La Florida, Santiago

The Netherlands

- **Merewade College**, Wijdschildlaan 4, 4201 ES Gorinchem, www.merewade.nl
- **Alkwin Kollege**, Weegbree 55, 1422 MT Uithoorn; postal address: Postbus 112, 1420 AC Uithoorn, www.alkwin.nl
- **Udens College**, Pres. Kennedylaan 22 b, 5402 KD Uden, postal address: Postbus 104, 5400 AC Uden, www.udenscollege.nl
- **Merlet College**, Stoofweg 4, 5361 HZ Grave (N-B), www.merletcollege.nl
- **Koning Willem II College**, Tatrweg 80, 5022 DS Tilburg, www.willem2.nl

Italy

- Liceo Des Ambrois, Piazza Garambois 4, 10056 Oulx, www.desambrois.it
- Liceo Scientifico P. Gobetti, Via Maria Vittoria 39, 10123 Torino
- Istituto Tecnico G. Galilei, Via G.B. Nicol 35, 10051 Avigliana
- Liceo Scientifico E. Majorana, Corso Tazzoli 188, 10137 Torino
- Istituto Cravetta-Marconi, Via Roma 70, 12038 Savigliano, www.cravetta.it

The steering team and NGOs „behind“ the project

The project „Education for Global Citizenship“ has been initiated by Interkulturelles Zentrum and Südwind Agentur, two Austrian Non-Governmental Organisations active in the field of international and Global Education. Together with the educationalists from the partner organisations they form the steering team of the project which is responsible for overall project development, coordination and support of all activities in the project. The partner organisations are the Christian Sisters' Organisation (Cameroon), PIIE – Programa Interdisciplinario de Investigaciones en Educación (Chile), Cicsene (Italy) and Alice O – Education in a global perspective (The Netherlands).

Statements from the steering team members

Why are the steering team members working on the project „Education for Global Citizenship“? What is their motivation?



Paola Ramello,
CICSENE, Italy



Marcela Tchimino,
PIIE, Chile



Christian Kogler,
Südwind Agentur,
Austria and Gerard
A. Lommerse,
Alice O,
Netherlands

Paola Ramello, CICSENE, Italy

I accepted to coordinate this project in my country because I think it is important to work on Global Education issues at school and to exchange school activities and experiences at international level. The process of globalisation of many spheres of life do have consequences that cannot be ignored and young people have to be aware of these challenges as they will be citizens of this world. This project gives all of us (students, teachers and coordinators) opportunities for reflection and exchange with our peers not only in European countries but also in Southern countries; we will be all learning from each other and get different and wider perspectives through the cooperation and exchange.

Marcela Tchimino, PIIE, Chile

Dear friends: After one year of being working in the project Education for Global Citizenship, I have the conviction that to carry out projects like this is absolutely necessary to promote an education whose principle is the formation of people with conscience of themselves, of the others and of the world that surrounds them. To have the possibility to be together, to know each other, to feel that although we are physically so far we share the same dreams and hopes of building a better world, of participating actively in the events that affect us in our lives and of committing to transform the world in a kind, solidary and respectful place of the differences of all who we are part and inhabit this earth. For all this, it is for me a honor and a privilege to be part of this project and to be in touch with each one of you.

Christian Kogler, Südwind Agentur, Austria

„Global Citizenship“ is an exiting way of encounter, development, learning from each other and reflecting in the mirror of a world that has become one already. But one with many wounds and scars. The healing of these ones needs young people all over the world who learn to find ways to each other, to build bridges between the cultures and to deal with problems using a global perspective. Young people that can see where the difficulties are and that face the problems toge-



Ntundi Veronica Kette, Christian Sisters Association, Cameroon



Franz Halbartschlager, Südwind Agentur, Austria



Barbara Helm, Interkulturelles Zentrum, Austria



steering team members

ther with courage and commitment. It's an exiting challenge to build the framework for such a process. The joy and the pleasure in the faces of the young people provides the strength for us to do the job. The work in the international steering-team is a great learning chance for all of us, as well as the possibility to see that intercultural cooperation works, despite all differences and difficulties. It's good to be part of the project.

Ntundi Veronica Kette, Christian Sisters Association, Cameroon

I expect that during this project, project participants would have been able to accept the differences that exist in our cultures. They would through the project educate other interest groups – parents, educators, the administration in their different countries on the positive aspects of globalisation. Teachers and educators from the participating countries should be able to define in clearer terms what it means to be a Global Citizen. Friendship ties would have been built and bridges built to link all Global Citizens. Teachers in the schools would be able to share their experiences with fellow teachers in participating countries and beyond. Clichés about Africa would have been demystified.

Gerard A. Lommerse, Alice O, Netherlands

I'm member of the steering team, because I find it very important that schools (both teacher and students) participate in international activities. I think it is important that young people learn about what is going on in the world and one of the best ways (apart from all the other things they do and learn in school) is to work together. To work together, to communicate and to get to know each other, to 'feel' each other and to experience the links, the differences and similarities between people from different parts of the world.

In general for the schools it is important to develop and work on useful teaching-methods and ways to incorporate Global Citizenship dimensions in everyday school practise. I personally like to work together with partners from all over the world, because it broadens the scope of work, of experiences and competences. In order to realize the Millennium Development Goals, set by the UN in 2000 for the year 2015 (see: www.undp.org/mdg) it is necessary to join forces at a global level and to give young people an important say in this.

Franz Halbartschlager, Südwind Agentur, Austria

For me the project Education for Global Citizenship is exciting and challenging as well. Exciting because it is a pilot project with global dimension: students, teachers and NGOs of five quite different countries (Chile, Cameroon, Italy, The Netherlands and Austria) are working together in the project. It is exciting to see the differences and similarities in their understanding of „what are the challenges for the future“ and „what is Global Citizenship“.

To make the results and experiences of the project visible und useable for a broader group of people – who are not directly involved – is quite a big challenge, we have to overcome as a steering team.

Barbara Helm, Interkulturelles Zentrum, Austria

I am convinced that projects like this – in the long run – are a tool for positive changes towards a more peaceful und just world. The setting provides great possibilities for learning and further development on different levels: on a personal for all actors involved; consequently – and seen from the systemic point of view – it can bring changes in schools, educational systems and beyond. I believe that we can contribute to make a positive change in this world. Setting up and constantly developing this project together with all partners is one way to it.

Evaluation

A very important part of a project is the evaluation. In this project we have various levels of evaluation: ongoing process evaluation by the steering team; at the Second International Conference activities and results achieved so far will be presented and evaluated by all actors of the project.

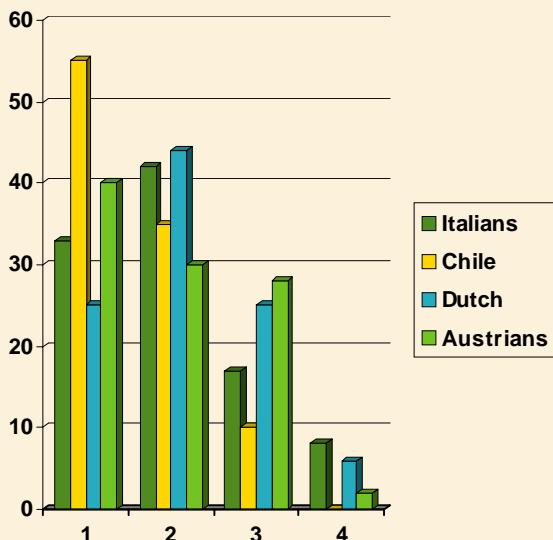
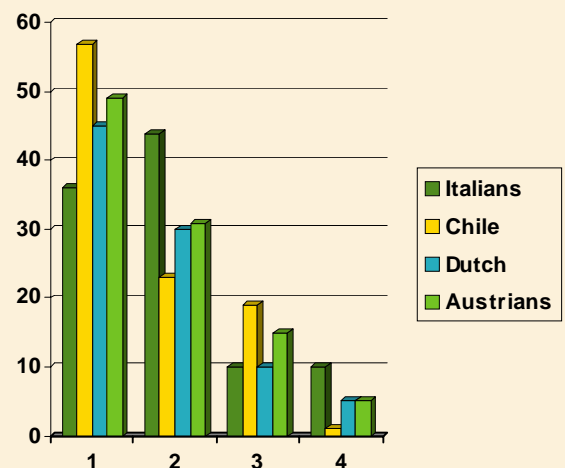
Additionally an external expert has been accompanying the project right from the beginning. He takes part in and observes selected project activities such as meetings of the international steering team, the international conferences and also activities in the individual countries.

The external evaluator is Xavier Pascual, teacher and global educator based in Barcelona, Spain. At the beginning of the project, he designed questionnaires about some aspects of globalisation for the students and teachers involved in the project. The questionnaires were answered during the national seminars that took place during autumn 2003 in the five countries of the project. Here are some results. Further results of the evaluation will follow in the next newsletter.

Students

What do you believe is the best way to help developing countries?

- ① Let them compete and trade fairly on the world market.
- ② Provide big loans to improve their government infrastructure.
- ③ Ensure grant money goes direct to poor, they know how to use it best.
- ④ Give them food every time there is a disaster.

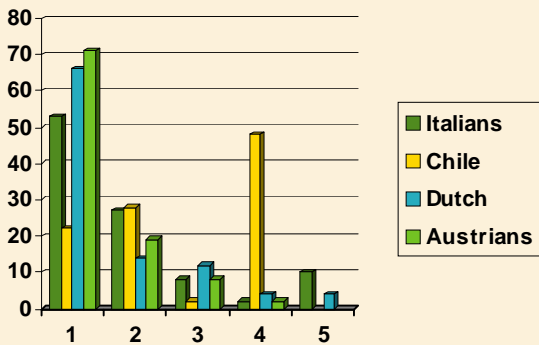
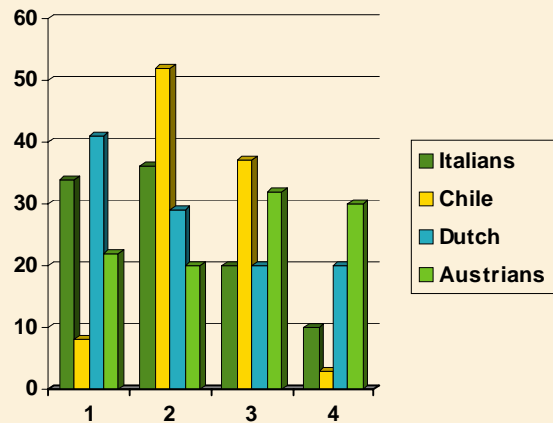


What frustrates you most about poverty?

- ① If only I could help directly.
- ② If only we could avoid bureaucracy.
- ③ If only it was just education we were providing.
- ④ Nothing, I'm fine myself.

For me a foreign language is

- ① a boring subject at school.
- ② a great way to communicate with people around the world.
- ③ I wish that everybody in the world spoke my language.
- ④ English should be the language for the whole world.

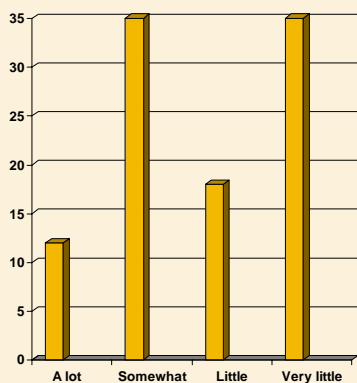


I wish I was...

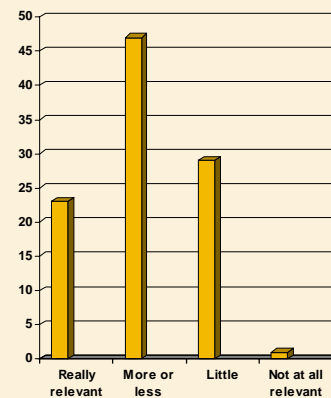
- ① richer
- ② happier
- ③ American
- ④ living in another country
- ⑤ other wishes

Teachers

How much do you think you know now about Global Citizenship?



Do you think the knowledge you gained is relevant?



The First International Conference 21 – 24 April 2004, Salzburg/Austria A meeting of students, teachers and NGOs



The First International Conference took place in April 2004 in Salzburg, Austria.

For the first time in the course of the project students and teachers from each project school met personally. Each school was represented by a teacher and student delegation.

The main aims of the conference were

- to bring together students and teachers from all partner schools to get to know each other
- to share project experiences
- to plan further steps for their work until the Second International Conference in September 2005

A lot has happened during this conference

- each school had prepared an exhibition about their

school and project activities so far

- each country delegation showed a creative presentation about their country
- participants got to know each other personally
- views on the „other“ countries were shared, with a special focus on views on globalisation
- in a „field exercise“ everybody was looking for „traces of globalisation“ in Salzburg
- seven international working groups of schools were formed, the so called „Theme Groups“ who will cooperate on a specific Global Citizenship related theme
- each „Theme Group“ developed a joint work plan for school based international cooperation until the Second International Conference in September 2005
- a newsletter was produced by the „newsletter team“

The Conference Newsletter

During the conference a newsletter team was working. One of the tasks of the newsletter team members was – for example – to ask conference participants about their knowledge and impressions of the partner countries. It was allowed for the students to write in their own language; they should write no long reports, but „spot-lights“. The team met every day and the newsletter was published and handed out to everybody at the end of the conference.

The newsletter team: Oscar, Catalina, Mariano, 15 years old, from Chile. Martin, 17, from Austria. Ilse, 15, from the Netherlands. Elisa, 15, from Italy. Jibuin, 30, from Cameroon. The newsletter team was facilitated by Fritz and Angelika from Austria.

On the following pages you find some extracts from the Conference Newsletter. The full version can be downloaded from www.globalcitizenship.at.



Our Italian correspondent Elisa.



One of our correspondents from Chile, Oscar.



Our Austrian correspondent Martin interviewed his colleagues.

Impressions about other countries

Impressions about The Netherlands and Cameroon, from Italy (by Elisa)

Riguardo all' Olanda sappiamo coi che si studia a scuola e qualche notizia di attualità, come la legalizzazione delle droghe leggere, etc. La prima idea che ci viene in mente e che sono biondi e con gli occhi chiari, che la loro cucina e molto diversa dalla nostra, e forse per questo non troppo buona, ma anche che sono molto amichevoli e simpatici, come abbiamo spesso sentito dire, e pensiamo che non abbiano una vita molto diversa dalla nostra: scuola, hobbies e amici.

Riguardo al Camerun invece pensiamo che la loro vita sia molto diversa dalla nostra, in quanto vivono in un luogo dove le condizioni di vita e la cultura sono diametralmente diverse dalla nostra. In questo paese crediamo che la vita sia molto difficile, in realtà, per loro che vivono coi ogni giorno devèssere normale, mentre per noi sarebbe difficoltoso. Ma queste sono solo supposizioni, perché non conosciamo molto bene il Camerun sotto nessun aspetto, e per questo siamo entusiasti all' idea di partecipare al progetto.

Mis experiencias en Austria (by Oscar)

A pesar de que me cuesta hablar ingles igual he podido comunicarme con los demas a travez de gestos entre otras tambien lo he pasado muy bien y creo que he aprendido bastante de los otros paises y a eso es a lo que vinimos realmente, a aprender de las culturas de los otros paises.

Creo que Austria es un pais hermoso y tambien ha sido agradable compartir con su gente porque se preocupan mucho de cuidar su pais.

Asi como he tenido experiencias muy buenas tambien las he tenido malas, como por ejemplo: Cuando no entiendo lo que me dicen y no hay nadie que me traduzca, esa fue una mala experiencia pero que a la vez me ha ayudado a aumentar mi capacidad de comunocacion y he aprendido palabras en ingles.

Impressions about Chile and Netherlands, from Austria (by Martin)

What do you think about Chile?

Thomas Kupec: Meine ersten Gedanken sind: Lamas, die Anden und Chile als längster Staat der Welt. Wie die Menschen in Chile sind und wie sie leben kann ich mir nicht genau vorstellen. Ich hoffe, dass ich mit vielen Chilenen Bekanntschaften machen werde.

Gertraud Wohlgenannt: Meine erste Assoziation mit Chile ist Victor Jara. Ich glaube auch, dass es in Chile große soziale Unterschiede von sehr reich bis sehr arm gibt. Wirtschaftlich im Neo-Liberalismus. Ich freu mich auf die Kontaktknüpfung mit den anderen Projektländern.



Our correspondent from Cameroon, Jibuin.



Our Dutch correspondent Ilse.

What do you think about The Netherlands?

Thomas Kupec: Ich glaube nicht, dass es zwischen Holland und Österreich große Unterschiede gibt. Ich verbinde Holland mit Windmühlen, Käse und Coffee Shops.

Gertraud Wohlgenannt: Meine ersten Gedanken, die ich mit den Niederlanden verbinde, sind, dass das Land sehr flach ist und dass es dort sehr viel Wasser gibt. Ich schätze die holländische Gesellschaft sehr liberal und offen gegenüber Fremden ein.

Impressions about Chile and Italy, from Cameroon (by Jibuin)

Jibuin asked his colleagues of Cameroon after the country-presentations about Chile and Italy. What were their impressions?

About Chile

The Chileans are a set of very friendly people who are very lively, warm, open and entertaining. They are well behaved and well cultured. Despite their Spanish tongue, they are very interested in learning the English language. They are very dynamic and ready to learn at all time. During their presentation, they were just wonderful. They had good melody in their music which particularly came from the flute and the guitar, spiced by the sweet voices from the singing. They did an elegant fashion parade with their traditional outfit which really brought out their culture and originality. In fact, they were wonderful on stage.

About Italy

These are a set of very creative people. They are nice and friendly too even though some how like being together. They had a nice audio-visual presentation of their country on stage and made the session more relaxing with their good games and jokes. They are lively and very animating bringing you back to order whenever you feel like getting bored. In fact, their presence at this first international conference is very much felt.

Impressions about Italy and Austria, from Netherlands (by Ilse)

Interview met Jeske Elands, Nederland: De indruk die Jeske heeft over Italië en Oostenrijk na het zien van de presentatie is dat Oostenrijk hele mooie alpen heeft

en dat de personen uit Oostenrijk erg sociaal zijn. Over Italië zegt ze, dat de Italiaanse jongens er erg leuk uitzien, dat de personen verlegen zijn, en dat het land anders is als dat ze eigenlijk dacht. Voordat ze



Jeske Elands



Delianne Hoekstra



Carine Versteeg

de presentatie had gezien dacht ze bij Oostenrijk aan een groot land, aan de Alpen, aan sneeuw en aan een koud land. Over Italië dacht ze toen dat alle mensen daar zwart haar hebben en aan een warm land.



Our correspondents of Chile: Mariano, Oscar y Catalina.



Participants from all countries doing the „Global Citizen Dance“.



Gonzalo, Oscar, Lavinia from Chile.

Interview met Delianne Hoekstra, Nederland: De indruk die Delianne heeft over Italië en Oostenrijk na het zien van de presentatie is dat het beide mooie landen zijn, ze zijn erg interessant voor toeristen en Italië heeft veel culturele „attracties“.

Voordat ze de presentatie had gezien dacht ze er al hetzelfde over, dat komt omdat ze beide landen al een paar keer heeft bezocht. Delianne zou niet kunnen kiezen, welk land ze leuker vindt. Ze vindt ze allebei even mooi.

Interview met Carine Versteeg, Nederlands: De indruk die Carine heeft gekregen over Italië en Oostenrijk na het zien van de presentatie is dat het mooie en gastvrije landen zijn. Voordat ze de presentatie had gezien had ze al dezelfde indruk, alleen vindt ze de Italianen hier verlegen overkomen, en dat had ze niet verwacht. Als Carine uit Italië en Oostenrijk zou moeten kiezen welk land ze leuker vindt, zou ze kiezen voor Italië omdat ze daar stranden hebben, omdat de personen erg aardig zijn en omdat Italië een mooi en warm land is.

Impressions about Austria, Cameroon and Netherlands, from Chile (by Catalina, Oscar and Mariano)

What do you think about Austria?

Nosotros creemos que es un país muy desarrollado, con hermosos paisajes y con una increíble arquitectura.

Esto da a entender la facilidad de pensar en un país desarrollado, en donde no se muestran ciertas realidades ocultas, las que por opción no quieren conocer ni dar a conocer.

Para empezar tomamos como ejemplo su presentación, en la que muestran su país turísticamente y no su „realidad socio-política“, ni su historia... el porqué de su inconformismo político, que va dentro de su pasado ignorado, porque miran al futuro sin tomar en cuenta el origen de su estilo de vida fácil, así buscan soluciones rápidas y cómodas tapando los problemas en vez de superarlos, esto deja consecuencias posteriores como el que no sepan el porqué de querer cambiar de presidente.

What do you think about Cameroon?

That is a country with a lot of old costumes, for example, and that they have a very rich culture, with a lot of tradition.

Netherlands?

El ser un país visiblemente liberal las vías hacia el desarrollo han sido un poco más lentas, pero efectivas. Esto lo convierte en un país experimental. Cosas como la legalización de la marihuana permiten percibir el análisis real de los problemas. No se evitó el consumo (argumento para la iglesia), pero sí el narcotráfico, que contenía derivados de peligro por necesidad y la matanza constante.

Algunas de las cosas que los países del seminario se les vienen a la mente cuando se habla de Holanda son: la tierra del esquí, Van Gogh, tulipanes, vacas y mucho viento.

Al contrario que en otros países europeos se conocen resoluciones del parlamento holandés como que la marihuana está legalizada, que se aplica eustancia y que hay una gran población gay aceptada judicialmente.

Aspects of globalisation in Salzburg

During the First International Conference in Salzburg there was an item on the agenda: field exercise. The people had to find „issues of globalisation“ in the city of Salzburg. It was a possibility for sightseeing too.

By Jibuin, Cameroon

During the outdoor observation in Salzburg I came across an Austrian who was dressed as a tropical police officer in Cameroon. His dressing reminded me of the police officers in Cameroon who are always ready to stop any moving object. I stopped for a minute and then I remembered that I was in Austria.

I also saw antiquities in an arts shop that looked exactly like what we have in Cameroon.

Transport Horses. In Salzburg, horses are used as means of tourism, tourists pay to be taken around town for tourist purposes, but in Cameroon they are used only by cattle rearers who are mostly fulanis. They use these horses when they have to climb high hills with their cattle in search for green grass. But all the same these animals that are used as beast of burden are also serving the same purpose in Austria.

The Roman Catholic Church is also a typical aspect of the global nature of the town of Salzburg. The Church is a typical church that one would find in Cameroon. This brings me to the point that we are living in a global world.



*Roman Catholic Cathedral
in Salzburg.*



*Festung
Hohensalzburg.*



Students in Salzburg.

By Martin, Austria

SchülerInnen aus Salzburg führten uns in Salzburg und zeigten uns die interessantesten Besonderheiten und Wahrzeichen der Stadt. Unter anderem führten sie uns zum Residenzplatz und natürlich auch zum Salzburger Dom.

Als wir auf die Festung spazierten, knipsten die Fotoapparate fast schon im Sekundentakt.

Ich hatte das Gefühl, dass es den Studenten von den anderen Ländern sehr gefallen hat. Für viele von ihnen war es das erste Mal, dass sie eine europäische Stadt gesehen haben. Ich war ganz verblüfft, dass die Chilenen sogar gewusst haben, dass Wolfgang Amadeus Mozart in Salzburg geboren ist.

Zu einem Salzburgaufenthalt gehört natürlich auch das Nachtleben von Salzburg. Um ein Uhr war dann aber auch Schluss, da wir ja einen anstrengenden nächsten Tag vor uns hatten.

By Elisa, Italy

A un pomeriggio, divisi in gruppi internazionali estratti a sorte, abbiamo fatto un giro turistico nel centro storico di Salisburgo accompagnati da ragazzi di questa città che ci hanno fatto da guida. Come compito da svolgere per la conferenza dovevamo trovare tracce, nelle strade, nei negozi o tra la gente che ci mostrassero gli effetti della globalizzazione, per vedere come la globalizzazione è entrata a far parte delle nostre vite. Il centro ci è apparso molto simile a quello delle città italiane, sia per quanto

riguarda i tipi di negozi che vi abbiamo trovato, sia per le bancarelle di souvenir e la presenza di edifici antichi di uno stile architettonico molto pittoresco. Ci è piaciuta molto la Cattedrale di Salisburgo, anche se l'abbiamo osservata solo da fuori, perché era molto imponente. Dalla piazza vicino alla Cattedrale si aveva una bellissima vista sulla fortezza di Salisburgo, che sovrasta la città. Dietro abbiamo visto una statua dedicata a Mozart. Girando per le vie abbiamo scorto

molti negozi con insegne particolare, che sembrano antiche botteghe di artigianato. Tra questi negozi ne abbiamo trovati alcuni molto comuni anche in Italia, negozi di moda e ristoranti tipici, come anche pub irlandesi, Mc Donald's e perfino un ristorante giapponese di sushi, segni evidenti della globalizzazione. (The city of Salzburg is similar to cities in Italy. There are some shops/restaurants like in Italy: McDonalds, with Sushi and so on.)

Theme Groups

One aim of the First International Conference was to set up partnerships with schools of the other countries. These so called Theme Groups are international working groups of schools who work together on a common Global Citizenship related theme during the next year. Here are some comments from participants.

Youth Culture by Jibuin, Cameroon

see workplan „Cool – Create our own life“, page 21

I am in the Theme Group Youth culture. It is a very sensitive issue in the concept of globalization. From the view point of the Cameroonian youth, culture has actually influenced their way of life. This there is important and imperative for me to be part of this group so as to try and examine some of the cultural aspects influencing the way of life of the youth.

Health by Martin, Austria

see workplan „Health, a global right for life“, page 18

Freitag morgen wurde es dann sehr konkret. Die Klassen wurden in ihre Themenbereiche eingeteilt. Das BG Dornbirn, also „meine“ Schule, hat sich entschlossen, bei der „Health Group“ mit zu arbeiten. Wir wählten dieses Thema, weil Gesundheit jeden Menschen auf der Welt etwas angeht. Die Themengruppe „Health“ hat zusammen mit Schulen aus Chile, Italien, den Niederlanden und später auch mit Kamerun einen „Workplan“ erarbeitet, der sich bis zum Juli 2005 erstreckt.

„Für uns ist zunächst wichtig, dass wir alle auf dem selben Wissensstand sind. Das heißt, zuerst kommt

die Informationsphase, bei der jede Schule die wichtigsten Gesundheitsstandards ihres Landes präsentiert“ – ein Statement eines holländischen Schülers, der in der Health Group mitarbeitet. Wir freuen uns auf die Zusammenarbeit.

Youth Culture by Elisa, Italy

see workplan „Youth in Realtion“, page 20

A una mattina abbiamo iniziato i lavori di gruppo riguardanti le tematiche principali del progetto, come per esempio l'economia, la cultura, le tradizioni o l'ambiente. Siamo stati divisi in gruppi in base alle preferenze sui vari argomenti. Io e la mia compagna siamo nel gruppo „cultura giovanile“, che a causa del gran numero di preferenze, è stato diviso in due parti. Abbiamo scelto questo gruppo perché pensiamo che un buon modo per globalizzarci sia conoscere le culture degli altri giovani per confrontarci e trovare somiglianze o differenze tra il nostro modo di vivere e quello degli altri. Pensiamo anche che i giovani siano il futuro, e visto che noi siamo giovani, è importante che ci conosciamo. Oltretutto la nostra cultura è influenzata dalla globalizzazione perché spesso ascoltiamo musica che non proviene dal nostro paese o indossiamo abiti stranieri. Per conoscerci meglio l'un l'altro pensiamo che le cose più importanti da sapere siano: come viviamo la nostra vita di tutti i giorni o cosa facciamo nel nostro tempo libero; che tipo di comportamenti abbiamo nei confronti degli altri; come sono i nostri rapporti di amicizia e da cosa dipendono, dagli interessi comuni alle amicizie nate a scuola; in che modo parliamo tra di noi, che tipo di sport pratichiamo o come ci sentiamo, di cosa abbiamo paura, cosa speriamo, etc.

„Theme Groups“ - international working groups of schools

The First International Conference in April 2004 in Salzburg, Austria, was the starting point for international cooperation on school level. The delegates of the 25 schools present joined international working groups of schools. A total of seven so-called Theme Groups were formed.

The groups had two days to discuss their future cooperation. Students and teachers of the various schools in the Theme Group should reach some basic agreement regarding their joint project: aims, activities, methods, evaluation and final product.

After two days of intense work during the conference each Theme Group presented the result: a work plan for the cooperation in their Theme Group. From the conference onwards the Theme Groups are working on specific „Global Citizenship“ related themes on local – and with their partner schools from the Theme Group – on international level. In September 2005 schools will meet again at the Second International Conference to share experiences and results of their work.

The seven international groups

Theme Group	Partnerschools
Building bridges among cultures and traditon Culture and Tradition A	<ul style="list-style-type: none"> ▪ IIC Cravette-Saviglia ITA ▪ Merlet College NED ▪ G.B.S.S. Ndop CAM
For a multicultural and sustainable tourism Culture and Tradition B	<ul style="list-style-type: none"> ▪ Istituto Galileo Galilei, Avigliana ITA ▪ Merewade College, Gorinchem NED ▪ Ciceo Polivalente Heroes de la Concepcion CHI
Health, a global right for life	<ul style="list-style-type: none"> ▪ BG Dornbirn AUT ▪ Starlight College Bamenda CAM ▪ Liceo Experimental Manuel de Salas CHI ▪ Liceo cl „L. des Ambrois“ ITA ▪ Koning Willem II College NED
POEMS Project of Education of Mind and Spirit Education	<ul style="list-style-type: none"> ▪ Udens College NED ▪ BORG Innsbruck AUT ▪ Colegio La Fontaine CHI ▪ GBHS Bamenda CAM
Youth in relation Jóvenes en relación Giovani in relazione Jugend in Beziehung Youth Culture A	<ul style="list-style-type: none"> ▪ Majorana ITA ▪ PORG Volders AUT ▪ Liceo de Apliación CHI
C reate O ur O wn L ife Youth Culture B	<ul style="list-style-type: none"> ▪ HLW Braunau AUT ▪ S.C.B.H.S. Buea PMS, CAM ▪ Alkwin Kollege Uithoorn NED
From Family to world Standard of Life	<ul style="list-style-type: none"> ▪ LSS „Piero Gobetti“ ITA ▪ BG/BRG Klusemannstrasse Graz, AUT ▪ Colegio Raimapu, CHI ▪ G.S.S. Buea, Rural, CAM

The Theme Groups in principle work on their own, following the work- and activity plan as developed and agreed in Salzburg. Each school is in contact with its National Coordinator from the steering team and will receive support if desired.

The workplans

„For a multicultural and sustainable tourism“

Culture and Tradition

Participating schools / countries

Istituto Galileo Galilei / Avigliana (Italy)

Merewade College / Gorinchem (Netherlands)

Liceo Polivalente Heroes de la Concepcion / Cerro Navia (Chile)

Co-ordinator: Gonzalo Calderon

Responsible for reports to international project coordination: Gerard Block

Supporting steering team member: Marcela Tchimino

Project's first priority	<ul style="list-style-type: none"> ▪ To defend local cultures and traditions ▪ To find adequate legal and information instruments to fulfil the objective
Targets and possible achievements	<ul style="list-style-type: none"> ▪ Reinforcement of the local culture at international and local level ▪ Survey on advantages and disadvantages of tourism ▪ To consider laws and bodies governing tourism in the three countries: national and local authorities, tourism board etc. ▪ To set a list of „good tourism behaviour“
Activities	<ul style="list-style-type: none"> ▪ A website for communication once a month ▪ Each school gathers information about its own country ▪ Each school will keep its partners updated (English will be the common language) ▪ Each school proposes its own list of „good behaviour“ ▪ The final product will be a dynamic website about sustainable and multicultural tourism
Communication	<ul style="list-style-type: none"> ▪ Each class will be involved in the research activity and in updating partners with information
Evaluation	<ul style="list-style-type: none"> ▪ By the number of contacts on the webpage ▪ By the information flow among partners ▪ By visitors' evaluation of the website acknowledgement ▪ By public tourism bodies

Activity Plan

When?	What and how?	Who? (participants)
5 - 20 May 2004	Preparation of basic materials to set up the website	each school
30 May 2004	Opening of the website	Chile
1 October 2004	Refreshing of contacts	each school
31 October 2004	First update	each school
30 November 2004	Second update	each school
1 April 2005	Refreshing of contacts after holidays	each school
30 May 2005	Final Update / Evaluation	everybody

„From Family to World“

Standard of Life

Participating schools / countries

LSS „Piero Gobetti“, Torino / Italy
BG/BRG Klusemannstrasse – Graz / Austria
Colegio Raimapu / Chile
G.S.S. Buea, Rural / Cameroon

Co-ordinator: Renata Merlo

Responsible for reports to international project coordination: Charles Anumoh Mbeboh

Supporting steering team member: Paola Ramello

Project's first priority	<ul style="list-style-type: none"> ▪ Comparison of family life standards ▪ Distinctions between materials and non-material standards ▪ Comparison of family cultures ▪ Influence of the process of globalisation on family culture
Targets and possible achievements	<ul style="list-style-type: none"> ▪ Video on conditions of life in families ▪ Distinctions between materials and non-material standards
Activities	<ul style="list-style-type: none"> ▪ Collection of family photos ▪ Questionnaire: what makes your family happy? ▪ Video on conditions of life in families
Evaluation	<ul style="list-style-type: none"> ▪ Final comment of results

Activity Plan

When?	What and how?	Who? (participants)
Till 15 October 2004	<ul style="list-style-type: none"> ▪ Collection of family photos ▪ Comparison of family life standards ▪ Distinctions between material and non-material standards ▪ Comparison of family cultures 	All
Till May 2005	<ul style="list-style-type: none"> ▪ Questionnaire: what makes your family happy? ▪ Video on conditions of life in families 	All

„Health, a global right for life“

Health

Participating schools / countries

Bundesgymnasium Dornbirn / Austria
 Starlight College / Cameroon
 Liceo Experimental Manuel de Salas / Chile
 Liceo cl „L. Des Ambrois“ / Italy
 Koning Willem II College / The Netherlands

Co-ordinator: Ellen van den Wijngaart van Helvoirt

Responsible for reports to international project coordination: Ellen van den Wijngaart van Helvoirt

Supporting steering team member: Gerard Lommerse

Project's first priority	<ul style="list-style-type: none"> ▪ Equal access for disabled people ▪ Improvement of working conditions ▪ Globalization and spreading diseases ▪ Global environmental degradations and health ▪ National Health Systems
Targets and possible achievements	<ul style="list-style-type: none"> ▪ A global health passport ▪ A Power Point presentation about the national health systems in the five countries ▪ A photo gallery about the themes which every school adopted ▪ A song ▪ All involved students to adopt the project with their hearts and minds
Activities	<ul style="list-style-type: none"> ▪ A discussion forum will be created between the members of the theme group under the topic „health“
Communication	<ul style="list-style-type: none"> ▪ By e-mail
Evaluation	<ul style="list-style-type: none"> ▪ A checklist-project file will be made

Activity Plan

When?	What and how?	Who? (participants)
Before 31 Oct 2004	Every school sends information about the National Health System of their own country to Martin Geiger	each school
Before 30 Nov 2004	Martin has collected the information on Health Systems of every country and makes a power point presentation which he sends to the five schools	Martin
Dec 2004	Every school makes pictures about their adopted themes with some information to prepare for the photo gallery: <ul style="list-style-type: none"> ▪ Equal access ▪ Working conditions ▪ Globalization and spreading diseases ▪ Global environmental degradations and health ▪ Disabled people 	Chile Austria The Netherlands Cameroon Italy
June 2005	<ul style="list-style-type: none"> ▪ Write a song: music from Carlos and refrain from Pauline ▪ Texts from each school one part in their own language ▪ Develop a global health passport ▪ Finishing touch on our own subjects 	each school
2004-2005	We make a health dictionary; a special page in our topic health during the whole research we fill the dictionary with new keywords and we translate it in our five languages	each school

„POEMS - Project of Education of Mind and Spirit“

Education

Participating schools / countries

Udens College / The Netherlands
BORG Innsbruck / Austria
Colegio La Fontane / Chile
GBHS Bamenda / Cameroon

Co-ordinator: Verena Maringer

Responsible for reports to international project coordination: Verena Maringer

Supporting steering team member: Christian Kogler

Project's first priority	<ul style="list-style-type: none"> ▪ Awareness of global issues in education ▪ Community and friendship between countries
Targets and possible achievements	<ul style="list-style-type: none"> ▪ Learning from each other, about each other ▪ Comparing differences and similarities ▪ Open-mindedness ▪ Private versus public education ▪ Encouraging students to participate in public life ▪ Values and aims in education ▪ Having fun
Activities	<ul style="list-style-type: none"> ▪ e-mail questions about the other country (education) ▪ e-mail answers about the own country (presentations) ▪ comments and discussion on presentations (discussion forum www.globalcitizenship.at) ▪ changes: Interviews of parents and grandparents on education in the past (oral history) ▪ Analysis of political and social reasons for changes
Communication	<ul style="list-style-type: none"> ▪ Home: questionnaire, presentation, interviews, product ▪ Exchanging with partners: discussion, discussion forum, analysis of changes, product
Evaluation	<ul style="list-style-type: none"> ▪ Every school writes a report about their experiences, exchange of reports

Activity Plan

When?	What and how?	Who? (participants)
May 2004	e-mail questions about the other country (education)	all
July 2004	e-mail answers about the own country (presentations)	all
Till end of November	Interviews of parents and grandparents on education in the past (oral history)	all
Till end of March 2005	Analysis of political and social reasons for changes	all
June 2005	Visions for the Future! Product finished!	all

„Youth in Relation“

Youth Culture

Participating schools / countries

Majorana / Italy

PORG Volders / Austria

Liceo de Aplicación / Chile

Co-ordinator: Wolfgang Hut

Responsible for reports to international project coordination: Wolfgang Hut

Supporting steering team member: Christian Kogler

Project's first priority	<ul style="list-style-type: none"> ▪ Open mindedness towards issues, cultures and relationships of young people all over the world ▪ Influence of globalisation on relationships of young people ▪ Share experiences with friends, family and act as multipliers in our neighbourhood. (distribute in media: school homepage, newspapers, ...)
Targets and possible achievements	<ul style="list-style-type: none"> ▪ Opinions of at least 500 young people in our home countries by questionnaire ▪ 2000 young people should be informed about lifestyles in other countries
Activities	<ul style="list-style-type: none"> ▪ Create a questionnaire in each language ▪ Find out most important questions for the youth in each participation country ▪ Send them to coordinator ▪ Coordinator is creating a questionnaire (with his/her group) ▪ sending back to all schools ▪ Fact finding mission ▪ Inform all other teams about the results of the own country ▪ Find out 3 topics with the most differences ▪ Compare the results ▪ Point out differences and commonalities ▪ Prepare Presentations
Communication	<ul style="list-style-type: none"> ▪ Each team is creating a presentation about the differences (and similarities) - find out more facts about the other countries (e-mail, chat, ...) ▪ Meetings in chatroom Times: Monday and Thursday Chile: 13.00-14.00 European: 19.00-20.00
Evaluation	<ul style="list-style-type: none"> ▪ June – September: Evaluation of the results by all schools

Activity Plan

When?	What and how?	Who? (participants)
May 2004	<ul style="list-style-type: none"> ▪ Questions ▪ Common Questionnaire ▪ Do the survey ▪ Collect and compare the results 	All schools Coordinator with team All schools All schools
June – September	<ul style="list-style-type: none"> ▪ Evaluation of the results ▪ Feedback to Coordinator ▪ Preparation of the presentation 	All schools All schools, coordinator All schools
October	Work in progress	All schools

„COOL - Create our own life“

Youth Culture

Participating schools / countries

HLW / Austria

S.C.B.H.S. / Cameroon

Alkwin Kollege / The Netherlands

Co-ordinator: Jibuin Rinwi Nforcho

Responsible for reports to international project coordination: Jibuin Rinwi Nforcho

Supporting steering team member: Veronica Kette

Project's first priority	<ul style="list-style-type: none"> ▪ Exchange information ▪ Get a wider perspective ▪ Find the similarities and differences ▪ Get rid of stereotypes and clichés
Activities	<ol style="list-style-type: none"> 1. Music exchange <ul style="list-style-type: none"> ▪ Find music that is popular but not well known outside your own country ▪ Select music ▪ Compile music 2. Fashion Exchange <ul style="list-style-type: none"> ▪ Find your own clothes ▪ Video or photo exchange ▪ Selection ▪ Compilation 3. Family Problems Exchange <ul style="list-style-type: none"> ▪ Find interesting situations ▪ Selection ▪ Write (unfinished) scenes ▪ Perform
Communication	<ul style="list-style-type: none"> ▪ Meet each other in chat room

Activity Plan

When?	What and how?	Who? (participants)
May to November 2004	<ul style="list-style-type: none"> ▪ Music exchange ▪ Select music ▪ Compile music 	All All Netherlands
November 2004 to March 2005	<ul style="list-style-type: none"> ▪ Fashion exchange (Clothes, video, photo...) ▪ Selection ▪ Compilation 	All Austria Austria
March 2005 to June 2005	<ul style="list-style-type: none"> ▪ Family Problems Exchange: Find interesting situations ▪ Select Scenes ▪ Perform 	All Cameroon All

„Building Bridges among cultures and traditions“**Culture and Tradition****Participating schools / countries**

Merlet College Grave / The Netherlands

I.I.S. „Cravetta – Marconi“ – Savigliano (CN) / Italy

GBHS Ndop / Cameroon

Co-ordinator: Marlies Ausems & Christopher Atanga Bunai**Responsible for reports to international project coordination:** Lina Bortolai**Supporting steering team member:** Gerard Lommerse & Veronica Kette

Project's aims and targets	<ul style="list-style-type: none"> ▪ Get to know each others' culture in order to understand people of other countries ▪ Achieve a respectful attitude towards other peoples habits, way of living, religion ▪ Value the importance of your own culture and find ways to preserve your traditions ▪ Find the meeting-points and the overlaps of the different cultures (Italy, the Netherlands, Cameroon) ▪ Make students curious and help them to find way to share their traditions and every day life ▪ Establish a partnership between cultures within the schools by building bridges
Activities	<p>Questions will be asked:</p> <ul style="list-style-type: none"> ▪ Which cultures do you have? ▪ Describe the type of culture, think of habits, religion, differences between men and women, arts, sports, and so on. ▪ Which traditions belong to your culture? Give a short description of each tradition (minimum 5). Think of festivals, special days, manifestations and so on. ▪ Find the different point and the overlaps of the different cultures (Italy, The Netherlands, Cameroon) ▪ Try to define bridges among the different cultures (as much as possible) ▪ Build the bridges as mentioned in the previous point, identify the points where they might break down and what you have to do to repair those breaking points.
Communication	<ul style="list-style-type: none"> ▪ By mail

Activity Plan

When?	What and how?	Who? (participants)
September 2004 – May 2005	Do the assessments. Exchange results (mail).	All
April – May 2005	Physical exchange: Italy – Holland – Cameroon (?)	Teachers and students

Visit to Austrian Schools

After the First International Conference the delegations of the international pilot schools were invited to the Austrian schools. They stayed in guest-families for some days:

Graz

by Charles Anumoh Mbeboh, G.S.S. Buea Rural, Cameroon

I was selected to visit NMS/BG/BRG Klusemannstrasse school in Graz along side Kette Veronica and Lekeaka Magdalene from Cameroon and Hernandez from Chile. The warm welcome speeches and dinner that we had immediately indicated to us that we were going to have a nice time in Graz, which in fact we did. My impressions were very positive and in fact I pray for more of such opportunities. I was very happy for the following reasons:

1. It gave me the opportunity to teach students of the above college. Students and teachers of this college were all very happy to learn about Cameroon.
2. It was a forum for me to compare the school system in Cameroon and Austria. The comparison clearly indicated that the schools in Austria are better equipped than those in Cameroon.
3. It was an opportunity to make more friends in Austria. This undoubtedly was realised given the hospitality of the people that I met. In fact, I exchange mails with these friends on weekly basis.

However my happiness ended up in a very sad note following the disappearance of my student by name Lekeaka Magdalene whose where about is still unknown to us. This happiness will only be reinstalled the day she will be caught and repatriated.



**Cameroon & Chile
in action.**

Braunau

by Nforcho Jibuin, SCBHS-PMS, Buea, Cameroon

I had the privilege to visit HLW-Braunau along side Paulina, Paula and Carlos. I had to move over to Lochen which was my base. In fact, arriving in Lochen was so wonderful as I was given a warm welcome. We had dinner, went for a musical concert and ended up in a café. These were all pointers on how nice the stay will be. My impressions to begin, was quite a wonderful experience as I met some nice and very hospitable people. It was an opportunity for me to teach both students and staff about Africa in general and Cameroon in particular. They all were very enthusiastic and eager to learn about Cameroon.

Secondly, this school visit gave me the opportunity to compare the educational system of Austria to that of Cameroon. Interestingly, I found out that the educational system of Cameroon is not bad just let alone the fact that it is not well equipped as that of Austria. Nonetheless, the Cameroonian student puts on uniforms to school for identification purposes which is not the case in Austria.

Also, through this visit I was opportuned to meet some very nice people who are now my long lasting friends. In fact, I won't end without thanking the organisers of the conference as it made me to learn a lot and to meet these friends which would not have been the case without the conference. It was an unforgettable event.



Creative action in Porg Volders.



Cultural programm in Volders.



Cooperation and competition.



Gerard Block and Josef Springer.

Innsbruck by Kwasi Wilson, Cameroon

When the conference closed I was to visit BORG Innsbruck. From Salzburg we took the train to Innsbruck. When we got to the station Johanna & Verena introduced me to Mr. Vyslozil & his daughter Andrea. After a refreshing bath I joined in for the evening meal. I got acquainted with a typical „Austrian Evening Meal“ as my host put it. I tasted every bit of it & with Austrian music playing faintly in the background it was all enjoyable.

Sunday morning after breakfast, at about 8:30 we left for the tour. First we visited the family garden-flowers; Apple & Cherry trees, historic stones etc fascinated me. Mr. Vyslozil was a true guide: He had knowledge on lots of details. That day too happened to be Election Day; we had a stop over at one of the pooling stations for him to cast his vote for President. Monday 23/04 I went to BORG school. I attended a Maths class & realised the subject was just as dreaded in Austria as in Cameroon by a majority of the students. In Verena's class I gave a talk on Cameroon... A bit of its relief, population & customs. On Tuesday I spent the morning indoors getting ready for departure which was due the following day. In the afternoon we met at the „Multicultural Centre“ where an „international Dinner“ was to hold. A Cameroonian dish was main, on the menu. I worked hard at it with Michael from BORG. I had offers from the Vyslozils to aid me buy all that I needed for the dish but Johanna had taken of every detail! – Lovely people. We had the dinner served & I didn't miss the satisfaction of those present. „Your chicken in coconut soup was wonderful“ I got this more times than I can remember. That evening lingers till date...

Back at the Vyslozils, we had more time to get to know ourselves better. I found them a happy family & I told them so. It was hard for us to say goodbye. Some of the students helped out with our luggage to the station & it was a definite „Bye Bye“.

Innsbruck by Elisa, Italy

Sabato, alla fine della conferenza, siamo stati smistati tra le varie scuole ospitanti ed io sono stata assegnata alla scuola di Volders, con la quale avevo lavorato durante la conferenza. Il tempo passato lì è stato bellissimo: la famiglia ospitante era davvero gentile ed ha cercato di farci sentire a nostro agio in qualsiasi situazione. La scuola che abbiamo visitato ci è piaciuta molto, perché tenuta meglio della maggior parte delle scuole italiane e le lezioni erano interessanti, anche perché tutti gli insegnanti parlavano inglese e perciò potevamo partecipare anche noi: abbiamo seguito il corso di inglese, arte, biologia e matematica.

Il tempo libero poi è trascorso in un attimo: la domenica ci hanno portato a visitare la cristalleria Swarovski ed il lunedì abbiamo visitato lo zoo ed il centro di Innsbruck. Purtroppo il martedì siamo dovuti ripartire ed è stato triste dirci „arrivederci“, sì, arrivederci e non addio perché vogliamo tenerci in contatto via e-mail, e speriamo di rivederci, magari questa volta a Torino.

Final statements to the conference from participants

Dornbirn

by Martin Frontull, BG Dornbirn, Austria

Das lange Warten hatte endlich ein Ende: Bei der 1. Internationalen Konferenz sind Freundschaften entstanden und dem Ziel, Menschen zu globalem Denken anzuregen, ist man wieder einen Schritt näher gekommen. Die Erwartungen, die die SchülerInnen an die Konferenz hatten, wurden größtenteils erfüllt. Vom Austausch mit anderen Menschen sowie vom Hineinschnuppern in andere Kulturen profitierten die begeisterten SchülerInnen, auch wenn es zu Beginn einiges an Schüchternheit zu überwinden galt. Andere Lebenseinstellungen entdecken und die Wertschätzung gegenüber anderen Personen und Kulturen waren ebenso ein positives Ergebnis dieser Konferenz. Wolfgang Hut vom PORG Volders: „Ich habe gemerkt, dass nicht nur in meiner Generation, sondern auch bei den „Computer-Kids“ der persönliche Kontakt sehr wertvoll und motivierend ist“. („I noted that not only in my generation but also for the Computer-Kids personal contact is very important and motivating.“)

Nach diesen vier Tagen in Salzburg war aber noch nicht Schluss. Die SchülerInnen aus den Partnerländern lernten neben der österreichischen Schule auch ein wenig die Kultur und den Alltag in Österreich kennen. Weil sie in Gastfamilien wohnten, lernten sich die SchülerInnen noch besser kennen und in einigen Schulen können die Schüler schon vom nächsten Austausch träumen, wie zum Beispiel in Volders: „Zwischen Turin und Volders laufen jetzt bereits Pläne für einen weiteren SchülerInnenaustausch im Herbst, damit zur Arbeit am Projektthema „Youth in Relation“ auch möglichst viel „Relationship among Youth“ kommen kann“, berichtet ein Teilnehmer.



International dinner in Salzburg.



Visiting the countryside.



Ping Pong in Volders.



Interview/entrevista with/con Oscar of/de Chile

Did the conference met your expectations?

Si se cumplieron mis expectativas del proyecto. Mis expectativas eran que se iba a trabajar con gente de otros países, o sea mezclados en diversos grupos internacionales y así fue, pero hay algo que no estaba dentro de mis expectativas pero que me gustó mucho y fue que el trabajo no fue ciertamente muy formal si no que fue muy relajado y lo más didáctico posible.

At the end of the conference you were working in theme-groups - how was it? What are the plans for the future?

Si trabajamos en grupo y fue muy interesante escuchar las diferentes opiniones o puntos de vista de la gente de otros países sobre el mismo tema.

Disculpa por ser tan breve pero estoy super apurado y saturado de trabajos del colegio.



Gertraud wearing a traditional Austrian „Dirndl“.



School presentation in Salzburg.



End of conference thoughts

Friends.

There is something on my mind that wants to get off it.

What did not come to the surface at the end of the conference was that those things that worked outweighed the things that did not work. They outweighed them by a large margin. Looking back after a day of rest I see the conference as an intense experience.

If one directs one's thoughts to the things that did not work, the picture may be distorted.

The intercontinental steering team worked hard to make the conference a success.

That it was a success did not come out sufficiently in the evaluation session.

I feel that we should give an applause to the steering team.

My keyboard has no key for applause, so the word is all that I can send off – to Gerard, Veronika, Marcela, Paola, Barbara, Angelika, Franz and Christian.

Josef Kogler, Braunau/Austria

Friends of the network.

It's quite nice sending this mail to you after the 1st international conference. In fact it was quite a wonderful experience and to me I strongly believe the objectives of the conference was well achieved as many of us went back home with a clearer view of what it entails to be a global citizen. I am however disturbed by the outcome of the evaluation which did not reflect the richness of the conference. May be the criteria for evaluation was not very good.

I'll therefore want to reaffirm here that it was quite an enriching and well planned seminar. Special congratulation goes to all the members of the steering team for a job well done and to encourage them to continue with the wonderful work. Barbara, Franz, Angelika, Marcela, Veronika, Paola, Christian and Gerard, you were all up to the task. My regards also goes to our Austrian hosts Josef, Juanna and the others who are given us quite a nice time with their family.

I love you all.

Nforcho Jibuin-S.C.B.H.S, Cameroon

www.globalcitizenship.at



If you want to know more about the project, the schools involved, the partner countries, about Global Citizenship, the organisations behind the project, then have a look at the website of the project.

What else can you do with and expect from the website:

- join the discussion forum
- make use of the chatroom
- view information on project activities
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- send texts, pictures, links... you want to present on the website to global@iz.or.at or to your national co-ordinator

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