

Shaping Society – Young People’s Perspectives

Tanzania – Bolivia – the Philippines – Germany

Part 1

From International Encounters
to Teaching and Learning Materials

EDITION NOTICE

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Introduction

The International Encounter Project StadtLandGeld 2010 – 2018



Potsdam. Zanzibar Town. El Alto. Puerto Princesa.

Four towns, four countries, four continents. Over the past few years this enumeration has become a kind of mantra for a growing group of young people. A code for a project with which, as one participant in 2016 said, they have grown up with. This educational material tells the story of the paths that these young people have gone along in this growing-up process over the last few years; not only within the project but also beyond it.

A Story of Cooperation

This overall project as well as this educational material is a cooperative project between different associations in Brandenburg and their partners in the Global South. Six young women, along with their colleagues in Bolivia, Tanzania and the Philippines, did research and interviewed their peers in 2017. The applications for the project were made with the support of the RAA Brandenburg and GSE e.V. The RAA Brandenburg monitored the editing of this educational material and produced the accompanying texts.

From Participant to Project Designer

Most of the authors of the interviews have been involved in the project since 2011. They started when they attended an international encounter seminar in Potsdam when they were 14,15 or 16 years old. Friendships developed during the week full of discussions and activities. They had the opportunity to deepen in these friendships the following year. One part of the group was able to go to Tanzania and come to terms with issues around local and global nutrition and thereby extend their links. In the encounters in 2014 (Bolivia) and 2016 (the Philippines) the focus was on the understanding of global connections related to discrimination and privilege. In 2017, these young women took the task into their own hands: two different young women from Germany went to each of the project towns El Alto, Puerto Princesa and Zanzibar Town and along with their local partners re-interviewed young people who had already been interviewed in 2010.

In 2018 the group organised a return visit to Brandenburg where they documented the results of their research in 2017 in this material. They are the authors of the portraits. Each portrait is based on a



2018 Germany: Keila Alejandra Vasquez Ledezma takes the group to a traditional indigenous Bolivian 'sharing' ceremony. This Apthapi ritual in which the harvest, worries and successes are usually shared has been adapted. Stories and photos are shared. In this exercise the group meet each other in a very personal way. The members of the group learned from each other who is important for them and where they come from. Keila, like some other young adults, took over part of the seminar planning.

30 to 60 minute interview and the focus of the contents and the language are the product of the seven project designers.

This Material Offers You:

- biographical access to issues around discrimination and privilege
- multilingual opportunities to work on portraits of young people
- didactical suggestions which are in line with the Berlin/Brandenburg curriculum

How Can You Work With It?

The material consists of three parts. In the first part you can find out about the chronology and the background of the entire project and how it arose and developed.

Part two offers the interviews which were conducted and edited by the young project team. These interviews span the 37 young people interviewed between 2010 and 2017. In part three we offer suggestions as to how you can use this material in the classroom taking the Berlin/Brandenburg curriculum in particular into account.

Chronology

StadtLandGeld – the History of an International Path of Learning

Interviews 2010

In 2010 three associations from Brandenburg along with their partners in the Global South initiated an international exhibition project in three languages (English, German and Spanish) which was based on interviews with children and young people giving information about their daily lives in their respective towns in their respective countries. In Puerto Princesa in the Philippines Carpus e.V., along with their partner school San Miguel National High School, interviewed children and young people from different

social classes. It was the COMPA Culture and Theatre Centre in El Alto Bolivia, who ran interviews with their German cooperation partner Gesellschaft für Solidarische Zusammenarbeit (Society for Cooperation with Solidarity). The RAA Brandenburg and Twende Pamoja (Forwards United) met a wide range of youngsters who talked about their experiences in Zanzibar Town. In Potsdam interviews were also carried out. The 'Learning Exhibition' called CityCountryMoney developed out of 47 interviews.

2011 Germany: The exhibition CityCountryMoney is presented by representatives from the four countries as part of the Brandenburg Developmental Policy Information Days in Potsdam.





2011 Potsdam:
The participants of the first international encounter.

International Encounter 2011

Which similarities and which differences characterise our experiences of life in the city? Participants from El Alto in Bolivia, Puerto Princesa in the Philippines, Zanzibar Town in Tanzania and from the region of Brandenburg discussed these very questions during a week long seminar in Potsdam. Two participants from each of the countries from the southern hemisphere, the Global South, who had been interviewed in 2010 attended the workshop along with 11 new students from Brandenburg. Friendships developed and experiences were exchanged. The guests visited schools in Brandenburg where they gave workshops.

International Encounter 2012

Who feeds the world? How fair is our nutrition when we put it to a global test? The international group met again in Zanzibar. Two youngsters from Bolivia and six from Germany alongside with eight Tanzanian hosts worked on what our worldwide nutrition systems have in common in intensive workshops and excursions as well localising the problems that food globalisation brings. Apart from attending the seminars, the young people spent a few days in host families.

International Encounter 2014

In which situations have the participants personally experienced injustice? How did they deal with that? What does climate justice mean? How long will Huayna Potosi (6.088m) still have a snowy peak and be able to provide La Paz and El Alto with water? While considering various aspects of justice and injustice, the participants were challenged to question their own positions and values. There were very controversial discussions about child labour. It was not possible to come to a definitive common conclusion. But just dealing with child labour highlights how the ability not only to look at an issue from another point of view and to recognise contradictory points of view, but also to really accept them, had really developed.

International Encounter 2016

Why do 5.6 million children in the Philippines work? What forces 2.3 million people to migrate to work abroad? These two questions made it possible for participants and other partners in Puerto Princesa to get deeper insights into their lives and their families. Further perspectives on child labour and labour migration were issues that came up in addition to the experience, perceptions and questions which had arisen in the discussions over the previous six years. This encounter enabled the partners to practice coming to terms with controversial and different points of view and how to deal with them respectfully.

Interviews 2017

The international network of people on 4 continents has been growing since the autumn of 2011. How had the young people been living their lives in the last few years? How do society and social inequality shape their respective lives? What controversies with privilege and discrimination have they experienced? AND:

How do the children and youngsters, who were interviewed for the first exhibition in 2010, see this? This is what the, by now, adult participants wanted to investigate.

In pairs they travelled to Puerto Princesa, El Alto und Zanzibar Town to talk with their partners to the children and young people who had been interviewed in 2010 once again. During their three week long journey the teams managed to meet almost all of the around 30 young people to re-interview them.

International Encounter 2018

We shape society – how about you? This was the title of the workshop that the participants designed in around 10 days and which they then offered to various schools in Brandenburg. Shaping society can mean many things: from political activism to making decisions on their day to day lifestyle. 25 participants from the four project countries pooled their reflections based on seven years of joint project work. As young adults they had to confront themselves with the responsibility of how each one of them can contribute personally to their own respective society. Every one of them presented the challenges and let themselves be inspired by the examples others gave and then discussed by what means they themselves want to mould their society.

“You do not need power to bring about change. You need the spirit, the intention. Change starts with me and with you. We are those who live in this world. We must fight for changes that are important for us.”

Awatif, 22 years old, Tanzania, in Berlin 2018



Gesellschaft gestalten

"I would like to close down all those private schools which do not offer good education and are only interested in earning money. I would demand quality standards when a school is opened which are then also subject to control."

Azaluu, Tanzania, 20 years old, in El Alto 2014

"I am part of society and my experience and that of others have taught me that unfortunately I cannot rely on systems and governments. I must fight myself. Changes and justice start with me to achieve my vision of a fair world."

Giang, Germany, 22 years old, in Wünsdorf 2018

"I want to further inclusive education where children and young people with handicaps get special support."

Farhat, Tanzania, 20 years old, in El Alto 2014

"There are so many good laws. There are laws to protect women and children in particular –but only on paper because they never reach the people. I want all these laws to be put into practice."

Ana, Bolivia, 39 years old, in El Alto 2014

2016 the Philippines: Ana Angélica Salazar Torrez developed a variety of scenes with the participants, all focused on the issue of justice. The results were these hopes and wishes for a better world.



"I would make sure that everyone gets a good job, that families have enough income without child labour."

Jezielle, the Philippines, 20 years old, in El Alto 2014

"You should be aware of how you act and be able to differentiate between incorrect and fair behaviour. Apart from that you should allow everyone to be able to express their opinions freely. You have to value yourself as a person and not let yourself be oppressed by anybody or anything."

Iván, Bolivia, 24 years old, in Wünsdorf 2018

"I consider myself to be in an extremely privileged position, in a global sense. To increase justice it is therefore important for me to reflect on my personal role and to actively break down the power structures that are associated with them."

Jana, Germany, 19 years old, in Wünsdorf 2018

"As part of an LGBT (Lesbian, Gay, Bisexual and Transgender) community, I think my voice is the best thing I can use to shape society. I am active in preventing discrimination against those who are part of the lesbian, gay, bisexual and transgender community. Everyone can form society. We can change a lot step by step."

Nino, the Philippines, 18 years old, in Wünsdorf 2018

Trainers' Perspectives

Opportunities For The Participants

Comparing, Perceiving, Understanding: Meaningful Learning Opportunities

Khalfan Mwita Hassan

This was a rich experience not only for those in the schools but also for the young people in the project. It was fascinating to observe how young people from four different countries had the opportunity to exchange their ideas and feelings and through that to change themselves. As a teacher I really valued the opportunity to get to know new methods and approaches that the various trainers in the seminars used. I also noted how the participants were really free to evolve in the atmosphere offered within the encounter. They developed their creativity and could demonstrate their skills and what they had learnt in the presentations. Drawing and theatre methods were continuously used. These approaches sharpened their awareness regarding the themes that had been dealt with. All in all these workshops succeeded in motivating the participants to focus on their learning and were a key in strengthening their problem solving ability.

What exactly were the concrete opportunities for learning for the participants?

We came to grips practically with the different educational systems. We grappled with these different education systems. This related to the different structures of the educational systems and in particular to the different conditions within the schools. Zanzibar schools have the largest classes and there is very often a lack of teaching and learning aids and materials. I was really surprised and, at the same time, inspired by the amount of extra courses offered in the Philippines. They give the opportunity for individual consolidation. In the Bolivian system, children who work are taken into consideration by offering them evening classes. I found this particular method of achieving every child's right to education very interesting.

Another theme that moved us all was coming to terms with poverty in a 'rich' country like Germany. A lot of the participants from the Philippines, Bolivia and Tanzania had never even considered the



Khalfan Mwita Hassan presents the results of the international encounter to students of the San Miguel High School and answers questions.

possibility that there are people in Germany who are dependent on food at reduced prices or on food donations. The topics food and nutrition were those where we discovered a lot about similarities and differences. If you compare Zanzibar to Palawan, you see that both eat a lot of rice. In the Philippines it is eaten three times a day often without the side dish or sauce what is in turn considered normal in Zanzibar. Details like that were new for me.

Again and again Palawan seemed to be like a sister island; even the climate is similar although ecological issues are dealt with differently. In the discussion regarding different environmental problems and conservation I acquired new ideas and above all motivation to put some of these environmental project ideas into practice in Zanzibar. The environmental standards in the four countries vary a great deal. In this respect the legislation is very strict, for example regarding the protection of mangrove forests. In the Philippines it is illegal to cut down wood or even pick up wood which is lying around. The positive effect of this practice is economic; the mangroves are tourist attractions. Mangroves also play an important role in adapting to climate change.

I was shocked by the contamination of the water in Bolivia which could lead to a severe lack of water in El Alto in a few years. The knowledge gained from some of these examples, both positive and negative, led me to organise a field trip for my students to Jozani Forest (a nature conservation area in Zanzibar). The aim is to strengthen respectful behaviour towards nature and to raise awareness of the important role that healthy forests play.

In this way the young people now have a wealth of experience of cultures all around the world at their disposal. We have, in a hands-on way, got to know different kinds of food, clothing and languages in these four locations. In particular, we have learnt

a great deal about tolerance and mutual respect. We have connected our own living conditions with those worldwide.

Communication was always, because of the four different languages, a challenge which sometimes led to misunderstandings. Translators and body language were often a way to overcome this. The fully-packed programme was often tiring for one person or another. The lack of time, money and the inability to collectively plan the programme were stumbling blocks which should be mentioned. And the question remains, how can all this knowledge be better passed on to others beyond the group of participants.

2014 Bolivia: This photo of Khalfan Mwita Hassan and students from Mururata was taken following the discussion about educational perspectives in Tanzania and Bolivia.



Relationship Building – a Prerequisite For Learning in International Encounters

Minnie Maisie Salazar Salanga

We, the San Miguel National High School of Puerto Princesa, have been cooperating with the Brandenburg association Carpus e.V. since 2007. At some point in time they asked us teachers for potential interview partners who should be young people who earned their own living, those who had at least one parent working abroad, young people with disabilities as well as students who attended private schools. A year after this series of interviews Uwe Berger from Carpus e.V. informed us about the possibility that two of those who had been interviewed could take part in an international encounter in Germany. At that point in time Jezielle was still a minor and could only travel with an adult which is how I also had the opportunity to take part in the encounter.



2018 Germany: Minnie Maisie Salazar Salanga in a project in her partner school in Germany, Emil-Fischer-Gymnasium Schwarzheide.

As the adult escort I was responsible for the bureaucratic organisation that goes along with such a journey; in particular for applying for passports and collecting the necessary documents for the visa applications. The last task was certainly the most challenging. In 2018 we had to go personally to the German embassy twice as it is required that both parents of a minor appear in person – even though all the required documents had already been submitted.

In the encounters both in Germany and in Bolivia I saw my role as supporting the participants emotionally as well as accompanying the participants from the Philippines. We prepared ourselves for the contents of the themes of the journey. During the encounter I took responsibility for the health and in particular the emotional issues of both of the young people. The aim of this 24 hour job was to make both of them feel so comfortable that they could contribute their experiences and opinions. Through my caring for their wellbeing I enabled them to participate actively in the seminars. In this situation I see myself as their sister, mother, friend, interpreter and teacher. Despite the challenges of these roles during the encounters of 2010 and 2014 it was also a wonderful and fortifying experience.

In 2018 I travelled to Germany with three new students for a further encounter. My task was once again to prepare them for their first visit abroad and to motivate them to participate and contribute their knowledge and experience with self confidence. Apart from my role as a teacher it was above all important for me that the students feel secure and strong, even though they are in a new situation far away from their families. I want to make sure that despite that they feel at home – with me as their responsible adult.



2011 Germany: The international group finds out about Fair Trade in the 'One World Shop' in Potsdam. Minnie Maisie Salazar Salanga (centre) is surprised to find products from the Philippines.

The atmosphere in the whole group was crucial for such a feeling of security and openness. It lets each one of us feel comfortable to share our experiences and opinions. The openness of each individual and the respect that we show each other makes us stronger as a group and after every time the wish to see each other again increases. The endeavour to treat our feelings with awareness and consideration was really great in this group. In the end, not just a community but a family has developed over the years.

Transferring what we experienced in the encounters into our own context is and has always been paramount for me. Following the international encounters we ran our own seminars and workshops in my school. In 2016 we were the hosts for the international group. We were primarily responsible for the planning and organisation as well as the local logistics in cooperation with our German partners. One of the most complex organisational issues was funding the encounter so that all four countries could really take part.

This international encounter project influenced me myself indirectly. The themes that we worked on together, the different approaches and methods we used, the discussions, the numerous activities to foster teambuilding and all the stimuli regarding us and our role in society have also changed me. In the meantime I am now a head teacher and am head of the natural sciences department as well as other posts of responsibility in my school. If nothing else my experiences in and with the international encounter projects have strengthened my competences and my attitudes to the extent that I feel confident to carry out these tasks with pleasure.

Learning Together in Everyday Life

Ana Angélica Salazar Torrez

The project offered the young participants a lot of opportunities. I never, at any time, had the impression that one person or any of their opinions was worth more than another's. It was a chance to get to know other countries, other cultures and other realities. I believe that the opportunity to live together day by day is a very effective way of learning. Here we have further evidence that education and learning takes place on the street, in flats and in the marketplace and not necessarily in institutions. Apart from that the experience was enriched by being with young people from other countries. Natural communication and speech, and not necessarily speaking the same language, led to close bonds within the group and encouraged non-verbal communication, in particular physical communication. It was fundamental that they could recognise themselves in others; not only to see the differences but also to be aware of the similarities among those of the same generation: a generation that is often



2012 Tanzania: Theatre rehearsals for a play with Ana Angélica Salazar Torrez.

characterised by alienation and negativity in respect of their roots. This project offered every participant the chance to positively re-evaluate their own identity as well as the customs in their countries that they have grown up in. Others recognised the privileges that they enjoy, for indeed we live in a world of fundamental injustice. The themes that we dealt with in the encounter such as wealth, poverty, money or migration opened space for discussions, analysis as well as suggestions from the youngsters themselves. They posed many questions regarding the injustice that we are experiencing all over the world. Questions such as, 'What is wealth?' and 'What is poverty?' generated disputes and a constant questioning of what they take for granted.

As a trainer I experienced this project as a powerful stimulus for further awareness-raising support for the young people in their own countries. That includes to learn how to become aware of the different realities that there are in the world and about the privileges that some enjoy. Part of this is to become aware that the capitalistic world is not only destroying our planet but also the human race. The world renews itself but the human race will die out. Without a doubt, this kind of project is auspicious because it shows that there are a lot of people who oppose these dominant structures. It becomes obvious that one can dream again of a more conscious and joyful society, which recognises the value of our ancestors' knowledge and can find a way to a fine community.

This international encounter project was really one which allowed us to get to know distant cultures and contexts which became more familiar because they could be experienced at close quarters. This chance to be able to travel to different continents is a dream that so many people constantly have and which, because of financial restraints in particular, they could never achieve. My wish is that more young people from Bolivia could take part. I am so thankful that I can be part of this dream.



2016 the Philippines: The encounters were a continuous learning process for the accompanying trainers. Here they are convincing themselves that seaweed tastes good. This important natural food product from Palawan is also farmed in Zanzibar – up to now it is only exported. The first seaweed to be planted in Zanzibar came from the Philippines. Can the recipes also be exported? Another project to come?

Global Learning Within Encounters As A Process

Birgit Mitawi

Life-long learning. Start early and never stop learning. We like to name these and other similar insights when we describe how learning can succeed. When we reflect on learning in international encounters in a north-south context, we are normally talking about experiences after a journey or at best following a two-way encounter in both of the countries concerned. Processes rarely or never take place in this context so that we can observe, describe or purposefully initiate them. Investigations which are done through surveys following an initial encounter often show that young people in encounter visits (orientate themselves) in a global society in a North-South context towards differences' or, Personal encounters within the framework of a (South-North) school partnership can reinforce prejudices and clichés. I have to agree with that. It is an illusion to expect that all the participants in an international encounter in the southern hemisphere will afterwards be able to cope with their prejudices; that they do not predominantly concentrate on differences but instead are able to behave in a non-discriminatory way integrating post-colonial perspectives: that they are critical consumers who have come to terms with power and their own privileges and in the long term champion for a fair world.

A global encounter is initially an impulse for (or is) a learning process. Travel in itself does not ensure any wonders, since the way from recognition to action

within a journey or encounter needs time. Learning is a continuous process for the young people, the trainers and other accompanying people, which takes place both during and following the journey. Anyone accompanying the young people should then be able to help shape this process alongside all those involved, so that global learning is made possible and that all the positive and negative experiences can be reflected upon together.

The majority of (young) people have never had the opportunity to be able to take part in an international encounter in the southern hemisphere. In face of this fact we know that long-term international encounter projects are currently an exception. We have taken a dare with this exception. We have accompanied and monitored an international group working on global themes for eight years; in Germany, in Tanzania, Bolivia and the Philippines with a relatively constant international core group as well as additional participants from the host countries. Each encounter brought more experience and an increasing willingness to integrate these insights into their own personal lives. The motivation and the ability to critically come to terms with their own points of view increased. Most of them live in a more sustainable way and speak out against injustice and discrimination when they observe it.

They have become active and in the meantime pass on their knowledge by for example acting as educational multipliers.

1 Dr. des. Susanne Krogull: „Weltgesellschaft verstehen – Eine internationale, rekonstruktive Studie zu Perspektiven junger Menschen“, Heidelberg, 2017

2 Dr. Luise Steinwachs: Zitat: „Arm, aber glücklich“. Persönliche Begegnungen in Schulpartnerschaften, Berlin, 2012



2012 Tanzania: Participants from the International Encounter are interviewing farmers from Bambi about their everyday lives and are visiting their fields. The participants find out about the farmers' problems and about them fearing for their land to be taken away.

Learning Over Time – Process As Orientation and Confidence Building

"I have realised that change starts with me, for example how to use language that is not discriminatory or how I sharpen my awareness of stereotypes. I have grown up in the project and it has formed me into a person who is more aware of topics like worldwide injustice. I have grown into a person who is more self-confident, gets involved, fights and believes that solidarity within a small group can change the world a little." *Giang, student, 22 years old, encounter projects of 2011, 2012, 2014, 2016, 2017, 2018*

"The project has great importance for me as I have been involved in it for seven years. That was almost the whole of my puberty:) I have developed along with the project. We have grown together. I have become more self-confident through meeting people from different cultures who were initially strangers. I have learnt how to take more responsibility and how to take care of things. The greatest challenge was jumping over my shadow and testing my limits and avoiding prejudices. To be quite honest I sometimes still find it hard but then I question it and lots of things become clear. I cannot say how I would have developed had there not been a project; but everything is as it is and I am satisfied." *Isabell, hairdresser, 24 years old, Encounter projects of 2011, 2012, 2014, 2016, 2017, 2018*

The international encounter project 2010 to 2018 was one that demanded a high level of dedication from all the participants and the trainers. It is a proj-

ect that could only be financed with a great amount of effort and considerable donations. In the meantime there are several funding programmes which made the encounters possible; which financed the travel costs as well as the preparation and most of the follow-up activities of the German group. What is usually not funded are the preparation and follow-ups of the partners in the Global South or a professional monitoring by qualified trainers of the visits in the southern hemisphere who repeatedly posit impulses, moderate reflection and create spheres of action even after the visit. In some of the funding programmes the expertise of NGOs (non-governmental organisations) is definitely sought. There is no remuneration for this works except for a small administrative sum.

Although there are very few long-term encounter projects, their expected impact should be adjusted to the length of the encounter. The results of studies based on one-off encounter projects should not question these visits per se but should encourage donors to make more funds available for middle and long term visits within the context of South – North international encounters. The aim should be to allow a process to develop and not one in which the results have been planned from beginning to end in advance; processes which are orientated towards and developed according to the needs and potential of the participants and those which allow all different kinds of networking in which the results are open-ended.

Further Offers: From Participant to Junior Seminar Trainer

In the meantime there is also a basic infrastructure for global learning in Brandenburg through which an introduction into themes regarding global justice is ensured. But what happens once that interest has been kindled?

Which offers ensure continuous learning in a south-north partnership? What space within our educational work in Germany is needed to pick up on experiences and to work on them further; to enable participants and trainers to work together? Which options for action are available to motivate them to get involved? A key for this are local, good, regional, accessible and attractive offers which offer a platform to exchange ideas, to contribute, to try things out, to take responsibility in some areas and which enable participants to move forward in their personal learning process. It is important to build up personal relationships, an atmosphere of trust

for self-critical reflection which is a pre-requisite for recognising prejudices and discrimination in oneself and others as well as then addressing and taking them apart. Trust is also necessary to reflect upon one's personal developmental process and in retrospect to look back at one's own behaviour and to be able to look for and try out new ways of dealing with situations.

Over a period over several years at least, one week-long seminars have proved successful. We are talking about workshops with young people and young adults who came upon the work of RAA Brandenburg to concentrate on global themes.

North-south partnerships, international encounters and global education project days are generally the starting point for those interested in getting involved in development issues or anti-racism. Subsequent learning processes are enriched through the heterogeneity of the group. I would now like to demonstrate this experience with reference to three examples.



2017 Germany: The focus of the seminar for junior seminar leaders from Zanzibar and Brandenburg was to promote a post-colonial, anti-racist commemorative culture. In doing that, they became aware of their interwoven histories. The young people placed happenings that had affected people from Germany and Tanzania since the middle ages on a time line.

2017 In Conflict With the Colonial View

Participants:

- Five students who had taken part in different global learning projects, who had become involved in anti-racists groups in schools while they were still at school and who had taken part in south-north international exchange programmes.
- Six young adults from Zanzibar who had taken part in a student exchange programme in Brandenburg.
- One female student from the Leibnitz Gymnasium in Potsdam which had established a school contact to Zanzibar.
- Two male students from the Vicco-von-Bülow Gymnasium Falkensee which runs a school partnership with the Hamamni School in Zanzibar;
- Eight students and two teachers from the Geschwister Scholl comprehensive school in Zossen who have been involved in school partnerships with Zanzibar since 2006.

The seminar had two aims because these participants had had very different experiences. The five students and partners from Zanzibar had gained a qualification as junior seminar trainers and were then monitored in their first school projects to enable them to act independently as trainers in educational projects.

The school students who participated, for some of whom it was the third year to be part of an RAA global seminar, found (new) stimuli and input and created an exhibition on colonial legacies in their area and took it to their school. Through working with their slightly older peers they were also able to see where involvement in development issues can lead.

2018 Germany: The students from Dabendorf School had the opportunity to interview their peers in small groups. The main question for Nina and Maxine for the participants from the Philippines was, 'How do you bring change?' The students from Dabendorf created a poster for their school based on these interviews. So they shared their experience with other students in their school to incite interest in international projects.



2018 Shaping Society

- 20 young people from Germany, Tanzania, Bolivia and the Philippines who have been connected in a common learning process since 2011
- Two students who also attended the seminar in 2017
- Five students from the Geschwister Scholl comprehensive school in Zossen who were also involved in the 2017 seminar

The student trainees were introduced into the pedagogical work and developed concepts for project days with the support of the international trainers' team from Germany and the Philippines. Pedagogical skills were also practised by planning and presenting sections of the seminar either independently or with support and then subsequently analysed and reflected upon. Following the seminar three international teams led 18 project days in schools where German participants had attended in the past. In these project days the young adults were able to demonstrate how global learning within an international encounter and school partnership programme can be facilitated, monitored and can lead to independence.

The school students only participated in the last part of the seminar. These students gained new content-related stimuli which they again took with them to their school.

2019 Sustainable Involvement

The partners from ‚Twende Pamoja‘ Zanzibar are continuing to support schools such as Hamamni Secondary School or Mtopepo Secondary School with the organisation of their partnerships with schools in Brandenburg.

This work is currently succeeding because of the extraordinary voluntary dedication of one teacher who is being supported by three young adults who have participated in various encounters. Not only in Germany but especially in the Global South, structures need to be established and financially supported. That is an essential requirement if partnership projects on equal terms are to be long-term and sustainable.

We are endeavouring to create a learning process hand in hand with our partners in Brandenburg and in the southern hemisphere as well as to improve the circumstances of our partners south of the equator. One of the challenges that we are currently facing is to achieve a bit more of justice.

Participants 2010 – 2018

Abubakar Khatibu Bakar | Adina Hammoud | Alexander Giese |
Alfredo Alanoca Argollo | Ana Angélica Salazar Torres | Anne Meiling
| Awatif Fauz Abdurahman | Ayshia Adela Zuleta Justiniano | Azaluu
Jaffar Abdulla | Birgit Mitawi | Brayan Machaca | Christian Arvin C.
Salanga | Coral Salazar Torres | Darian Pfarr | Dexter Alvarado | Elmir
L. Edep Jr. | Farhat Ali Shehe | Hassan A. Mitawi | Hayroun Abass
Rajab | Hazel Leen Orcajada | Huong Giang Bui | Husna Mmanga
Mzee | Hussein Seif Dadi | Isabell Siewert | Isabelle Heinrich | Ivan
Inti Limachi Zelada | Jan Kopitschke | Jana Makowski | Jezielle
Caab | Johanna Baars | Juan José Mamani Zegara | Julia Sidorow |
Julio César Portillo Huarachi | Keila Alejandra Vasquez Ledezma |
Khalfan Mwita Hassan | Kornel Kijogoo Venedy | Laura Kauczynski
| Leah Skorniakow | Lucas Nowak | Luisa Kanisch | Luisa Penndorf |
Magdalena Freudenschuß | Marco Antonio Callisaya | Maria Anlen S.
Tapaya | Mary Joy M. Yadao | Maxime Knorr | Minnie Maisie Salazar
Salanga | Nena Abrea | Nina Ruden | Nino Terry Dumagan | Ronja
Schmidt | Ronny Sommerfeld | Rubina Saadat Haji | Satine Grunow |
Sharifa Othman Salum | Sonja Deichmann | Uwe Berger | Yiu Hon Ho



**Shaping
Society –
Perspectives
of Youth**



**in
Bolivia
Germany
Philippines
Tanzania**



RAA
BRANDENBURG
Regionale Arbeitsstellen
für Bildung, Integration
und Demokratie

Shaping Society – Perspectives of Youth

in

Bolivia – Germany –

Philippines – Tanzania

Part 2

Portraits

References

Bolivia

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Authors 2018: Laura Kauczynski, Isabelle Heinrich

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Interviews & Fotos 2017: Hussein Seif, Luisa Kanisch, Isabell Siewert

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Interviews & Fotos 2017: Dexter Alvarado, Hong Giang Bui, Sonja Deichmann

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Co-operation Partners in Germany: Demokratie und Integration Brandenburg e.V. (RAA Brandenburg), GSE e.V., Carpus e.V.

EDITION NOTICE

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Perspectives of Youth – Working with Biographical Texts

The exchange project between Bolivia, the Philippines, Tanzania and Germany was launched in 2010 as a collaboration of NGOs, community projects and schools in these four countries. We began with a series of interviews with young people in all four countries, weaving their experiences together into an exhibition. Starting from this exhibition, four encounters took place over the following six years. An exhibition evolved into a joint learning process which in the end, in 2018, turned into yet another learning resource. In 2017, former participants re-did the series of interviews of 2010. Combining their findings with the material from 2010 they then wrote the biographical profiles gathered in this resource.

What do young people think about? Which turning points have influenced their lives? What do they value? The answers to these questions are as diverse and numerous as the number of people having answered them for this resource. Still, some issues continue to emerge across all four continents: the value of education, experiences of discrimination and degrees of self-determination are three main topics we repeatedly encountered throughout the interviews. These issues also represent three important points of reference for the encounters. Originally, in 2010, we chose to use the country of domicile as the main ordering principle. Learning together has also changed our own perspectives: now, rather than focussing on differences, we tend to privilege shared experiences, values and thought and have decided to present the profiles under a series of thematic headings.

More information on the project is available at:
www.stadt-land-geld.brebit.org

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Discrimination

Privileged or discriminated against? At the beginning of the international youth encounters, these terms were abstract categories to most participants, bearing no relation to their own lives. During the encounters, however, they became lived experiences: who needs a visa, who can travel without? Whose luggage is checked superficially and whose is rifled through with great diligence? Which passports are scrutinised in minute detail and who can check in quickly? Shared travel experiences sharpened the participants' awareness of their own positions in a global context and, in particular, of global inequalities. What became clear throughout the content-related discussions held during the seminars was that discrimination and privilege relate to and affect us all. We all operate within overarching power structures and are affected, to varying degrees, by racism, sexism, different forms of exclusion and discrimination. On the other hand, some of us benefit from the prevailing social and global inequalities. For example, German passport holders are granted a high degree of travel freedom. We can afford many treats – an ice cream here and a packet of crisps there. We don't have to struggle against exclusion on a daily basis. These encounters raised our group awareness of such differences and sharpened our perception such that we now discuss and treat the subject of discrimination in a much more sensitive manner. We are making progress.

Projectteams

Bolivia

Interviews & Fotos 2010: Marco Antonio Bazán, Adina Hammoud

Interviews & Fotos 2017: Keila Alejandra Vasquez Ledezma, Ivan Inti L. Limachi Zelada,
Laura Kauczynski, Isabelle Heinrich

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Authors 2018: Hong Giang Bui, Sonja Deichmann

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National High School

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Authors 2018: Hong Giang Bui, Julia Sidorow, Isabell Siewert

Co-operation Partners in Germany: Demokratie und Integration Brandenburg e.V.
(RAA Brandenburg), GSE e.V., Carpus e.V.



Shaping Society

“I would like to raise environmental awareness in my society. Palawan really surprised me because, although the conditions are similar to those here in Zanzibar, it’s so clean. Here, everyone just throws their garbage into the street. I would like to change this first.”

Name: **Awatif**

Age: **23**

Domicile: **Dar es Salaam, Tanzania**

Current occupation: **student of land management**

Role: **interviewed in 2010 and 2017, encounters of 2012, 2014, 2016 and 2018**

How I Have Changed

"The younger Awatif wasn't so open-minded and her thinking has changed a lot. She wanted to become an accountant but she decided against it because it's hard to get a job and the relevant studies are very expensive. I will easily find work following my current studies."



2010

Awatif is 16 years old and lives with her mother and siblings in the Mbuyuni district. Her mother is a housewife and her father has already died. The family receives financial support from an aunt in Dubai but Awatif considers her family to be neither poor nor rich. She attends the Commercial Secondary School. "Because we have few teachers, we plan discussions among ourselves. Then we help each other with our lessons such as mathematics, Kiswahili, and English". She has many friends with whom she likes to talk, exchange ideas and discuss various issues. "If you are alone with problems it's hard to solve them. You need friends who can help you, especially if you are really deeply in need of help. My hobby is cooking: I cook rice, sauces and snacks. I like singing Indian songs although I only understand a few Hindi words. My best friend is Indian. Most Indian films have English subtitles, which helps me to learn and understand the language."

2017

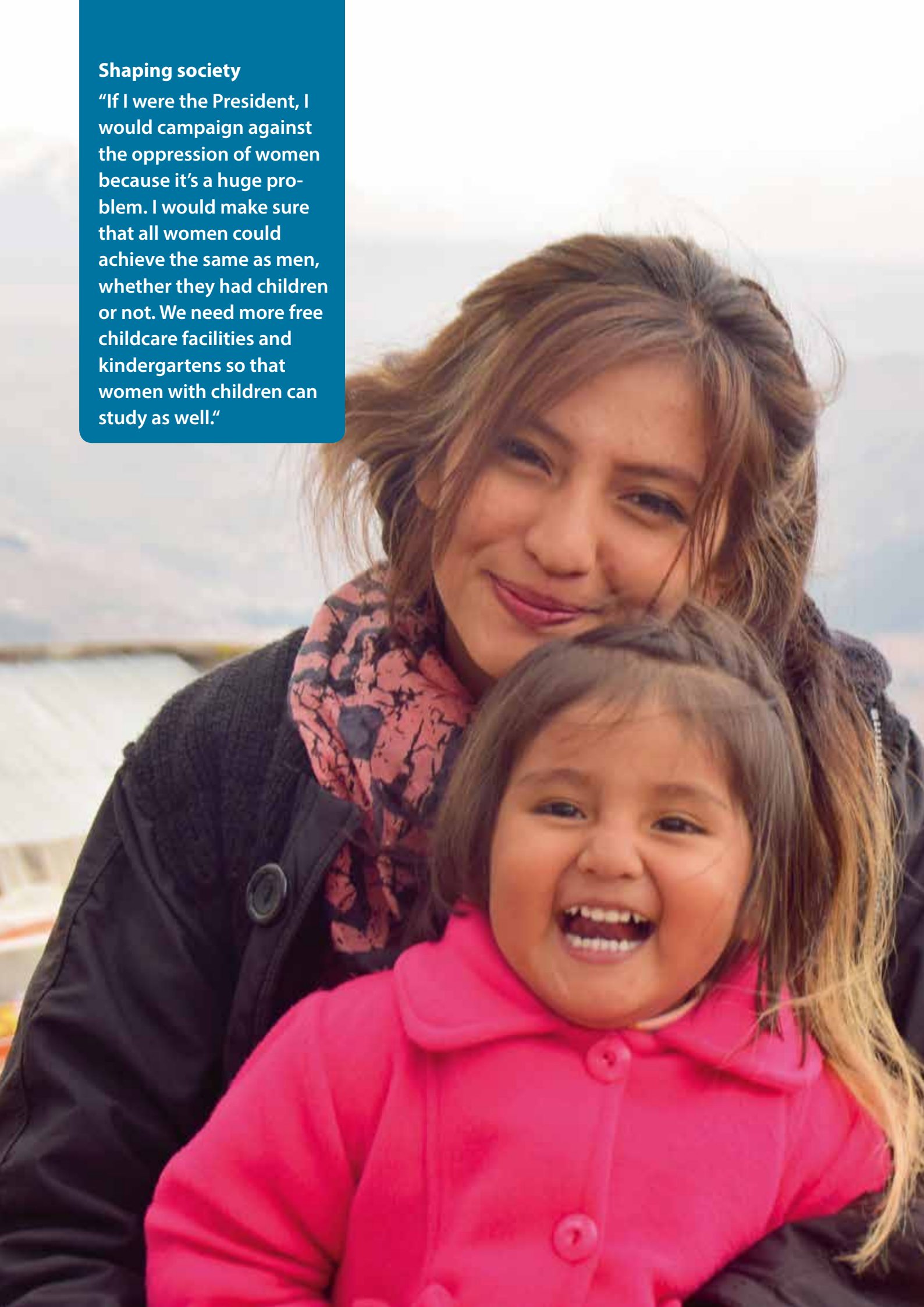
Awatif is 23 years old and studies at the ARDHI University in Dar es Salaam, where she is studying for a bachelor degree in Land Management and Evaluation. To study this subject, she had to move to Dar es Salaam, where she initially encountered certain problems. Most people in Zanzibar are Muslims but the majority of teachers and students at her university are Christians. "It was hard to adjust because our respective behaviours can differ enormously". The teachers often believe that their religion is the only right one, which results in discrimination. "Personally, I believe that all religions are equal. It depends on the person who believes in something. I have no right to say one religion is wrong. You have to respect each other". If Awatif's teachers identify someone as a Muslim, they might grade them differently or even incite other students to harass them. Awatif also encountered discrimination before she started studying: the Zanzibarian group was subjected to particularly rigorous security checks at the airport en route to Bolivia. "When tourists come into your country, you should respect them because they make a significant contribution to the economy."

When she isn't studying, Awatif lives in Stown Town with her mother, stepfather and sister. She idolises her older sister and discusses everything with her. Unfortunately, her studies prevent her from spending much time with them: she needs to sleep during her limited free time.

Awatif considers herself rich because she has her family and sister. She can always turn to someone for help if ever she needs anything. "Also, if I don't have enough money, I don't think of myself as poor." For her, good behaviour and how you treat other people can make you rich. "I see myself as a very lucky person and I thank God for it". Thus, poverty is not exclusively defined in monetary terms. One can have money but no children and feel poor. Or, as Awatif sees it, a person lacking a good heart and unwilling to help others can be poor. "You can't take your wealth with you when you die."

Shaping society

“If I were the President, I would campaign against the oppression of women because it’s a huge problem. I would make sure that all women could achieve the same as men, whether they had children or not. We need more free childcare facilities and kindergartens so that women with children can study as well.”



Name: **Ayshia**

Age: **22**

Domicile: **San Matias, Bolivia**

Current occupation: **cosmetician,
mother**

Role: **interviewed in 2010 and 2017,
encounters of 2011, 2012 and 2014**

How I have changed

"The Ayshia from back then was a funny and lively girl with many dreams that she wanted to realise. Although her family was not rich, Ayshia barely had any concerns. Her life consisted of school and playing. With the birth of my daughter, life turned serious and I now have to accept a lot of responsibility."



2010

Ayshia lives in the Romero Pampa district, one of the poorer and more inaccessible parts of El Alto. She is 14 years old and lives in rental accommodation with her parents, her 12-year-old aunt and her two siblings. Her mother runs the household whilst her father is an installer. She doesn't necessarily consider her family to be rich but rather "normal", despite the fact that there is sometimes insufficient money for such things as gas, milk for the baby and food. At such times, there's only rice for dinner. In her free time, she likes to draw and do sports. She helps her mother with the household chores every day before school. Praying is very important to Ayshia, who considers herself a Christian. Ayshia attends a state school close to her home. Maths and sport are her favourite subjects.

2017

Ayshia lives with her partner and their 2-year-old daughter in a village close to the Brazilian border, where the young couple had to move to because her partner found work there. Ayshia had actually wanted to go to university after school. She passed the entrance exam but would have had to move to another city to study, which she decided against because she was convinced that her child needs a father and a mother. However, she hasn't given up her dream of studying. As soon as circumstances permit, she wants to study linguistics or medicine. Until then, she earns extra money as a cosmetician in the village.

When Ayshia got pregnant unplanned and unmarried, it was a catastrophe for her. She was scared to tell her parents as she had not yet finished her army training. So, she hid the pregnancy for a long time and went to work to earn money for her child. When her family found out about the pregnancy, Ayshia found herself facing a difficult period and she was disappointed by the lack of support from her own relatives who even advised her to have an abortion. Being socially marginalised as a single mother was difficult for her. To this day, some relatives still say that she could not study as a mother because she has to look after her child and go out to work. But Ayshia is strongly convinced that a woman with a child can also complete a degree and be successful. Her most fervent wish is for all women to have the opportunity to learn a profession.

Today, Ayshia describes herself as a person with many worries. She's still a funny and lively person but not like she was, because her responsibilities weigh heavily upon her. Life is no longer a game for her. The young girl has grown into an independent woman who, in spite of her difficult circumstances, continues to hold on to her dream of studying. Ayshia wants to be a role model for her little daughter and to give her a better future: she's more than prepared to fight for this.



Shaping society

"If I were the President of the Philippines, I would abolish money and re-introduce the barter system. In my opinion, everyone should have equal opportunities and equal standards of living: there should be no distinction between rich and poor."

Name: Eldrin

Age: 22

Domicile: Puerto Princesa, Philippines

Current occupation: student in a teacher's training programme

Role: interviewed in 2010 and 2017

How I have changed

"The younger Eldrin was not really open to the reality of life because everything was given to him by his parents. He didn't have many problems and everything was provided for him. He felt as if the world was not poor and nobody was suffering. Whenever there were problems, he thought he could always go to his parents. Now my eyes are open to all forms of problems and life's difficulties."



2010

Eldrin is 15 years old and lives with his parents, sister and an aunt in a simple rented wooden house in the San Miguel district. The family shares 2 rooms (kitchen, lounge-cum-bedroom). Eldrin has a congenitally disabled arm. His parents buy and sell gold for a living. Eldrin is in his 3rd year at San Miguel National High School, which is a public school. His school is just a short walk from his house. In his free time, Eldrin enjoys playing a group game called Patintero with his friends. In his view, his family belongs to the middle class and is neither poor nor rich.

"I meet my friends at school, where we work on our school projects and homework in various subjects. One project involves writing poetry."

2017

Now 22 years old, Eldrin shares a large old house with friends and is studying for a Bachelor of Science in Secondary Education at Palawan State University. He experienced discrimination because of his disability when discussing his career options at school. He failed the medical examination for his first preferred degree course and had to opt for a different course. The teacher could not imagine him taking a technology-based vocational course because of his disability and asked: "Why are you taking up this course?". She was convinced he would need two hands to work as a carpenter. It was a difficult time for him.

Such discouraging words sometimes make him feel weak. It has a major impact on him when people tell him he cannot do something: sometimes he hesitates even when he could actually do it. At times, he feels that people are looking down on him and don't believe that he can do it. Nevertheless, when it comes to solving problems, he finds comfort and support in his family, friends and the parents of his friends. In addition, certain teachers and the dean are encouraging him to continue with his studies.

He does have some problems with one particular lecturer at the university. Eldrin was the only one willing to stand up against the teacher in question and, as a result, both his own grades and those of his classmates went down. His classmates gave him the blame, but he can count on some of his friends, who still support him. Some of his friends also help him financially with the tuition fees. Sometimes he needs to keep working to earn money even after classes have resumed following a break.

In contrast to school, Eldrin found support and friendship with the Boy Scouts. Through the Boy Scouts Association, he learned to manage and adjust to different situations outside of school. "When you're doing outdoor activities, you have to learn to adjust, but when you're at home, you are in your comfort zone", he said.

He will only consider himself to be successful when he graduates from college. He is not yet satisfied because he cannot yet support his father financially. "All in all, there's a lot I want to accomplish."

Shaping Society

“I want People of Colour to be treated equally and have the same opportunities that all human beings deserve. I want a society where People of Colour don’t have to face racism, sexism or any other so-called ‘isms’ in their day-to-day lives.”



Name: **Giang**

Age: **22**

Domicile: **Frankfurt (M.), Germany**

Current occupation: **student in transnational social work**

Role: **interviewed in 2017, encounters 2011, 2012, 2014, 2016 and 2018, project team 2017 and 2018**

How I have changed

“The younger Giang didn’t know what to expect from the world and what kind of a system she live in.

Now I am awake and can no longer close my eyes to injustice. I’m stronger now

and fight injustice in my own way.”



What the project meant to me

“The international Youth Encounter was one of the most enriching experiences of my life. This project has given me a great deal. I learned more about global topics such as nutrition, justice, child labour and migration. In particular, I learned that countries in the global south and north are connected to or even dependent on each other. I learned that poverty and wealth exist in different forms and places. Moreover, I realised that, if I want to change something, I have to start with myself, for example by adopting sensitive non-discriminatory language or raising my awareness of stereotypes and how to deconstruct them through my choice of words or our workshops and presentations. I changed my own lifestyle by paying more attention to my consumption, plastic consumption and food waste. Furthermore, I learned that prohibiting child labour in some regions would not be a viable solution and that it is instead important to improve working conditions and to secure access to schools for child workers. I grew up with this project and it has helped me become someone, who is more aware of topics such as global injustice. I have developed into a more self-confident and committed person, who fights injustice and believes that the cohesion of a small group can change the world a little bit.”

2017

Giang is 22 years old and studies transnational social work at the Frankfurt University of Applied Sciences. She is currently in her 5th semester of her studies and lives in a student dorm.

She really wanted to study transnational social work because she views it as the perfect combination of social work and the belief that such work should not be limited by national borders and that many things are connected too dependent on each other. “But also, that certain people have certain needs which we, as social workers, should meet. For example, people of colour who live in Germany may have specific needs, which we should meet and react to”. During her studies, Giang perceived more and more situations in which she faced and experienced discrimination. “It is so important to believe in yourself and to raise your voice when something discriminatory or racist happens. I don’t look away but say something when I have the energy”.

After completing her A-levels, Giang decided to do a voluntary social year and spent a year in Cape Town, South Africa where she worked in a kindergarten attached to a shelter for women. At first, her parents were really sceptical and anxious. They would have preferred their daughter to stay in Germany and go to university. She managed to convince them after many conversations and they finally agreed to let her go. Getting their approval and understanding was really important to Giang. “Then, when I came back home after one year, my parents were proud of me and my decision. Of course, they were also happy that their only daughter was back home”. This voluntary social year was one of the most important experiences of my life and it gave me the strength to follow my path in life”.

In everyday life, Giang is often confronted with the question “where are you from?” or “where are you really from?” or is told that she speaks very good German. Those everyday situations make her angry and she knows that she has to deal with such questions more often than others because of her appearance or name. Sometimes she thinks of a defiant answer and sometimes she just says what the people want to hear because she is tired of explaining and of justifying herself for something she already knows: “I am German too”.

One of the moments in which Giang felt strong was when she was awarded a scholarship for her studies. The application process involved three rounds and there were many applicants. She got through to the final round. “The evaluator’s feedback was extremely encouraging and it gave me the drive to accept myself and to raise my voice as a woman of colour”.

Shaping society

“If I could change something in Germany, it would be the school system. I am in favour of all parts of Germany having the same syllabus so that no student is disadvantaged when going to a university in another federal state.”



Name: **Julia**

Age: **22**

Domicile: **Potsdam, Germany**

Current occupation: **student in business administration**

Role: **interviewed in 2017, encounters of 2011, 2012, 2014, 2016 and 2018, project team 2017 and 2018**

How I have changed

"If I could change something in Germany, it would be the school system. I am in favour of all parts of Germany having the same syllabus so that no student is disadvantaged when going to a university in another federal state."



What the Project meant to me

"Thanks to the International Youth Encounter project I gained insights into different lifestyles and living conditions from people from the four participating countries. Above all, my stay with a host family in Zanzibar, Tanzania, helped shape the then 16-year-old me. The family gave me a very warm-hearted and caring welcome and integrated me into their daily life.

Thanks to our project, I am more sensitive, aware and perceptive when it comes to subjects such as discrimination, migration or flight. As soon as we talk about these things, we should reflect upon the appropriate choice of words and how they might affect the person you're talking to. Furthermore, I have learned to look at topics and evaluate them from different perspectives. We always have an enormous variety of viewpoints at our encounters. Especially when we discussed the topic of child labour, I realised that one can assess it from many different points of view.

The project was the beginning of my steadily increasing interest in diverse cultures. The project encouraged me to question why people act the way they do and the extent to which it may or may not be cultural."

2017

Julia is 22 years old and since she began her business administration studies, she has been living with her roommate in student accommodation in Potsdam. To finance her studies, she receives support from the government and works in part-time jobs. She perceives herself as rather rich, because her basic needs are fulfilled and she has her family and friends, who always support her. In addition, she has the opportunity to travel. "I am very happy with my life (situation)".

In her free time, she likes to do sports. The University of Potsdam offers a wide range of courses, so Julia takes the opportunity to try out something new every semester, for example, salsa, basketball or an obstacle course. She also goes to the gym with friends.

Julia felt discriminated against because of two aspects in her life. First, because she is a woman: "even friends of mine make statements, which can be really upsetting and hurtful. I am self-confident enough to voice my opinion and I try to explain to them, why their message is not appropriate". In many cases, she feels underestimated, when it comes to Do-It-Yourself activities, that are "usually or typically" done by men. Especially in those cases, she is even more motivated to do it herself.

During her semester abroad, she faced another kind of discrimination. There she met students from West German cities. Every day they revealed a new prejudice about the former East Germany and especially about her hometown Frankfurt (Oder). "I tried to speak about the prejudices and to tell them, how I feel, when they always joke about my home. I think prejudices are bad. In particular, if someone just accepts them, instead of getting an idea or image of the people or the situation."



Shaping Society

"I would like to change society such that looks, social, cultural and economic origin, religion, etc. no longer have such a big impact on how people are treated and what opportunities they get. In my opinion, skills, actions and social behaviour are more important."

Name: **Luisa**

Age: **21**

Domicile: **Lauchhammer/Ahaus,
Germany**

Current occupation: **student in
pedagogy**

Role: **interviewed in 2017, encounters
of 2011, 2012, 2014, 2016 and 2018,
project team 2017 and 2018**

How I have changed

"I was 15 years old when the project began in Potsdam in 2011. I had never attended a workshop before and I didn't know anybody there. Even today I am a rather restrained person, but I have learned to voice and represent my opinion and am now able to speak freely about a topic."



What the project meant to me

"During the project, I was repeatedly confronted with new challenges, which enabled me to discover new strengths. For me, one special feature of the International Youth Exchange programme is the fact that people from different countries and cultures, but also with such different traits and interests, can work so well together and create something in common. You only have to look at us as a German group; we are so different and probably would never have met without the project. This is precisely why the collaboration works so well: everyone has different strengths and so we complement each other. The same also applies to us as a whole group. We have all grown up in different ways, but we have many things in common and real friendships have been formed. I am quite sure that the project has had a major impact on my development and that I would not be the same person today if I had decided against participating in the workshop."

2017

Luisa is 21 years old and studies at the Westfälische Wilhelms-University in Münster. To study there, she had to move from a little town in the east of Germany to a city in the west of Germany. "It was hard at the beginning because both the city and the people were completely new to me". During the semester, Luisa lives with her uncle in Ahaus and it takes more than one hour by bus to get to her university. "I use this time for reading and learning". Between semesters she spends most of her time at home in Lauchhammer with her parents, two cats, a rabbit, a guinea pig, a dwarf hamster, a chameleon and a goldfish. Luisa has a sister who is five years older and studies and works in Berlin.

She has never personally experienced discrimination but her studies and the project have made her aware of how privileged her own childhood was. "I didn't have to go to work to earn extra money while I was in school or now that I'm at university, so I can concentrate fully on my studies". In recent years, Luisa has learned how many injustices exist in the world and that one should never look away even if one is not directly affected by them. Through the project, Luisa had the opportunity to get to know many new people, their ideas, stories and countries, and to talk and discuss topics that affect everyone. She learned to be independent and reliable at an early stage, but also to develop more conscious consumer behaviour and not only to look at the touristic side of the countries to which she travels. She has gained experience, which she can pass on to others in her immediate environment and which is also relevant to her studies.



Shaping society

"I would change the school system. I would like to have more subjects, such as foreign languages, subjects from which students will benefit when they apply for university. Philosophy, for example, doesn't really help, because it is taught in many schools, but it doesn't help me for my future career."

Name: **María**

Age: **19**

Domicile: **El Alto, Bolivia**

Current occupation: **preparation course for University**

Role: **interviewed in 2010 and 2017**

How I have changed

“The younger María was an insecure person. I was mainly defined by the fear of what others might think of me. Today, I have more self-confidence. I’ve started to make my own decisions and to inform my parents about them. It is always good to get an opinion of one of my parents because they have more experience. I want to participate in this society, to have a good profession and be myself and accept myself the way I am. Besides, I want to build a house from my own money and buy things that I will then own.”



2010

María is 11 years old and lives with her father, mother, her younger brothers, an uncle and her aunts. They live in Villa Libertad. Villa Libertad is a very young and not fully developed district in the suburbs. Her mother sells food at a bus stop to earn money for the family. Her father is a carpenter by trade, but is currently unemployed. Two of her aunts work in Brazil as sewers and sometimes send money. In general, María considers her family to be neither rich nor poor. In her free time, María does her homework, helps her mother, watches TV and sometimes participates in a workshop for the circus or theatre. Her two friends live in another district called Villa Adela, so María can only see them at school – the Villa Adela Yunguyo public school. Her walk to school is about half an hour each way.

2017

María lives with her parents and siblings in El Alto and is applying for an engineering course at the University of San Andres. She is taking extra-curricular tuition in maths, physics and chemistry to prepare for her entrance exam. The exams are very hard – this is already her third attempt. Approximately 125 students study together in a single lecture room. The university is different to school. Nothing is monitored as it is in school, but those who don’t study simply fail the course. María thinks that friends are just a distraction.

In her free time, she does her homework and helps her siblings with the household chores. She likes listening to music and going out with friends. But like the others, her parents also set her certain limits. They say that women should be home by 8 pm because it is too dangerous on the streets after dark. Although she knows that this is true, she still feels that they treat her unfairly compared to her brothers. It is similar when it comes to romance: her parents want her to graduate from university before having a relationship.

The fact that it is dangerous for women on the streets is one thing that María would like to change in her society. She would like to be able to walk along the streets at night, without being scared. Besides, she wants the judicial system to be more resolute and consistent, so that nobody can buy themselves out of prison. “Instead, I would like to see the death penalty introduced and applied if somebody hurts me”.

She dreams of graduating, being independent and living in different countries. She already makes her own decisions, but she still discusses them with her parents and her best friend, who understand her really well.



Shaping society

“I want equality for men, women and people from the LGBTQ (Lesbian, Gay, Bi, Transgender, Queer) community. Moreover, I want to change the public transport system in Metro Manila, because people cannot get to work if they are stuck in traffic. We also need a different system of education, because it is difficult for children from rural areas to go to school.”

Name: **Plinky**

Age: **19**

Domicile: **Metro Manila, Philippines**

Current occupation: **Student in Communication, Arts and Advertising Management**

Role: **interviewed in 2010 and 2017**

How I have changed

"The younger Plinky was really shy. She was expecting herself to be a certain girl with long hair when she grew up. Now I would describe myself as a strong and independent woman who loves cats."



2010

Plinky is 12 years old and lives with her parents, brother and a housemaid in a newly built stone house in the San Pedro district. Her father is the head of the technical department in a mobile phone company in the Palawan province and her mother is a housekeeper. Plinky thinks that her family is better off than many other families in the city. Plinky is in the 6th grade at the private Hope Christian School. Her parents drive her to school by car every day and pay her school fees. In her free time, she likes reading books and playing hide and seek or other games with friends. Her favourite toy is Tamagotchi. She loves eating burger steak from Jollibee, a fast food chain in the Philippines. "I've never had to work to support my family. My mother once showed me how I could sell things at school, but for some reason, selling things embarrassed me."

2017

Plinky is 19 years old and is currently in her third year of university. She is studying communication, arts and advertising management. Her university – one of the best and most expensive universities in the Philippines – is very nice. She was one of the brightest students in her class so she sometimes found lessons a little boring. Starting at university has given her independence, both academically and in other areas. "I am very independent and don't like to be controlled".

She shares an apartment with two roommates, one of whom was her batchmate in Palawan. When she lived with her parents, they always told her when to wake up or do something. Now, she can wake up late and go to bed late. Sometimes she has classes until 9 pm, but she is happy with her current situation.

When thinking about her future, she imagines herself coming home late and petting her cats or doing her paperwork. She can imagine staying in Manila where there are better job opportunities than there are in Palawan. It was not hard for her to adjust to big-city life in Manila, but she finds public transport exhausting. "Everything is such a hustle. The public transport system is not that good and there is always traffic". She could actually live with her grandmother in Quezon City but it is too far and she would not be able to get to the university on time. Now, she can walk to the university in five minutes.

She doesn't really consult her parents about her decisions except, perhaps, when she has made a really bad decision. Her parents are still in control of her finances, she has to ask them whenever she wants something.

She had a traumatising experience once when she was held in a jeepney (public transport) against her will, as a result of which she feels unsafe every time she commutes. "It is kind of hard to walk on the streets as a woman because there is a lot of sexual harassment. Especially when you are female, your family expects you to study, go to university, get married and stay at home". Plinky has friends who belong to the LGBTQ community and wants them to feel secure. Everyone should be able to do whatever he or she wants. "Society should stop treating members of the LGBTQ community differently. It is just normal."



Shaping Society

“The government should support the women’s football team; the team should be informed in time before a match so that they can prepare properly. I would also make sure that the players receive all the sponsorship funding and not the team manager who takes it for himself.”

Name: **Sabaha**

Age: **22**

Domicile: **Gongoni, Tanzania**

Current occupation: **football player in the national team of Zanzibar**

Role: **interviewed in 2010 and 2017**

How I have changed

“I would like to go back in time to when I used to play with a home-made paper ball. On the positive side, I have now more opportunities to play football professionally because one has to be over 18 to play in the national team. In the future, I would like to work as a football coach and doctor.”



2010

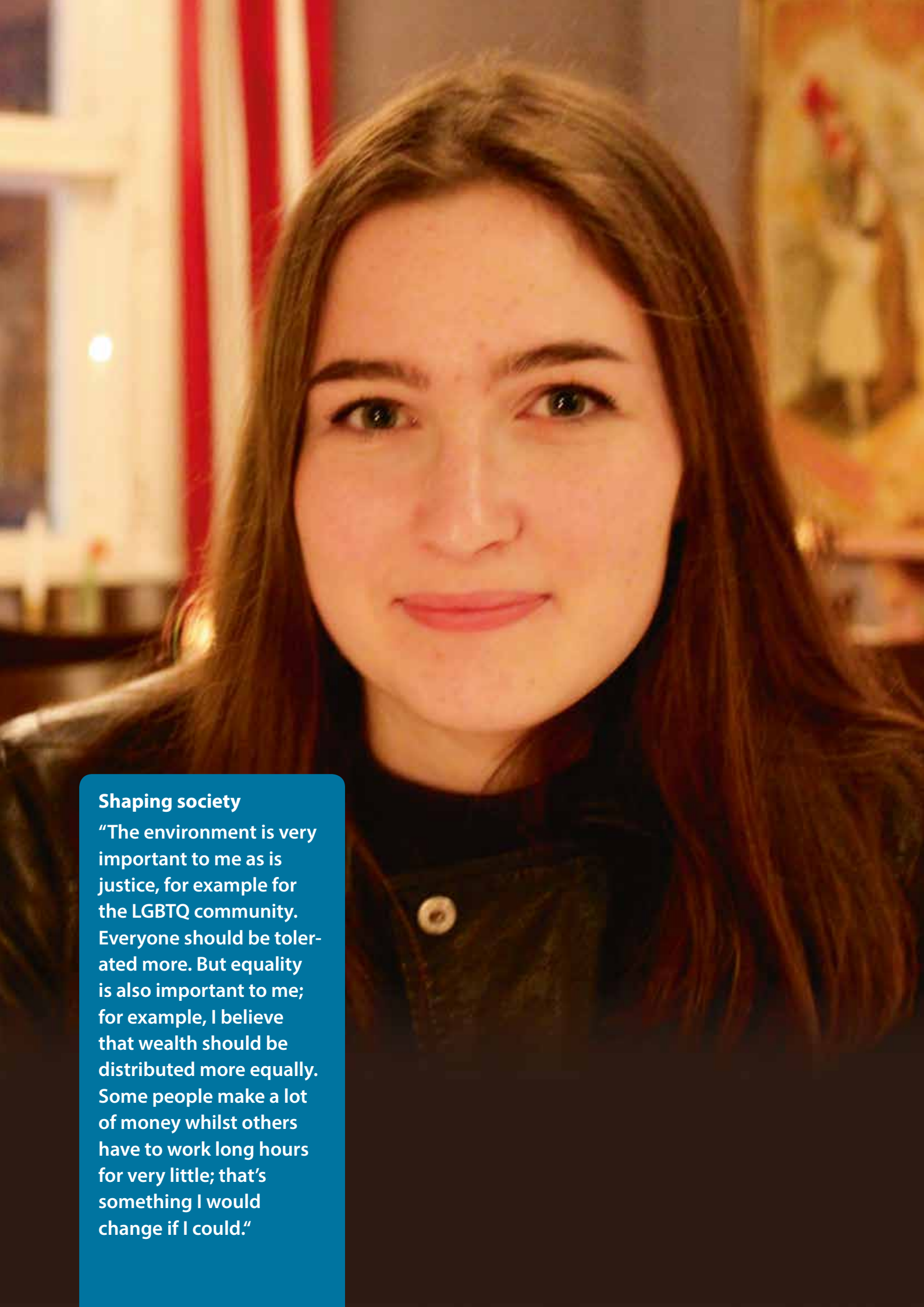
Sabaha is 15 years old and lives with her grandparents and three uncles in the Kigwajuni district. Sabaha's dad lives in Dar es Salaam and is a carpenter. She sometimes helps her mother, who works in a shop in the city. Sabaha attends the form 2 at the Haile Selassie Secondary School and also goes to Koran school. She does a lot of sports, mostly football but also athletics and swimming.

“I've been playing football since 2002. I used to play street football with the boys from the neighbourhood. Sometimes, there were just three players. Later, I went to Mao Tse Tung Stadium and played with boys until I discovered Nasra Juma's team, who trained women. I was in Germany in 2009 and I made many new friends, but, unfortunately, I don't have much contact with them. Julia was my best friend in Frankfurt (Oder) and I stayed with her family.”

2017

Sabaha is 22 years old and lives with her parents and grandparents in a house in Gogoni. She's comfortable with her living conditions because her parents support her financially whenever they can. Sabaha plays football for the national team of Zanzibar. She started studying tourism but didn't graduate. However, she would like to resume her studies later. She's not working currently and nor does she get paid by the local football team. However, she does get some money from the national team, although the precise amount depends on the season and whether she plays. If she's left on the bench, she gets no money, so it's an unreliable source of income. Moreover, she also has to buy her own football boots and socks. If she can't afford them, she asks her coach for help but that's a secret. But at least the strips are free. Sabaha started playing football with the intention of playing for an international team someday, maybe in Germany or the United States, and then making some real money. Besides golf and basketball, football is one of the best paid sports in the world. “They don't play that much football in Zanzibar, but in other countries it can make you rich”. Her parents accept and support her ambition of becoming a professional football player. In her free time, Sabaha likes to go to the beach and swim as well as visit places where loud music is played and many people meet. One of her favourite places is Forodhani.

Sabaha's team members often cause her problems. If she's sick, her team members ignore her, because she's only important when she's able to play. “I feel discriminated against, because they show me that I'm great when I'm on the field but, as soon as I can't play, they don't support me anymore”. But even when she's healthy, her coach sometimes doesn't let her play. When Sabaha has problems like this, she first talks to her coach and team members. “But also, if I talk to them about things like this, they're sometimes not interested in it”. When Sabaha has personal problems, she asks her family and friends for help.



Shaping society

“The environment is very important to me as is justice, for example for the LGBTQ community. Everyone should be tolerated more. But equality is also important to me; for example, I believe that wealth should be distributed more equally. Some people make a lot of money whilst others have to work long hours for very little; that’s something I would change if I could.”

Name: **Sarah**

Age: **18**

Domicile: **Potsdam, Germany**

Current occupation: **student**

Role: **interviewed in 2010 and 2017**

How I have changed

“The main reason I have changed is probably because I have been travelling a lot in recent years. I went to New Zealand for 3 months when I was 15 and then travelled quite a lot on my own both while I was still at school and afterwards. And yes, maybe I’ve become more open-minded and self-confident.”



2010

Sarah is 10 years old and lives in Potsdam, Hermannswerder. Hermannswerder is a calm and very green district of Potsdam, right on the banks of the River Havel. She lives in a terraced house, with her parents, her brother Daniel and her sister Johanna. The children all have their own separate rooms. There are small gardens in front of and behind their house. The large meadow directly in front of the house has never been cultivated, so the neighbourhood kids use it as a play area. Sarah’s mother works in a museum in Berlin and her father works in research. Sarah is in the fifth grade at the public Max Dortu primary school. She rides to school by bike and takes the ferry across the River Havel. She sometimes takes the bus in winter, depending on the weather. “I read and do different things: sometimes I go to the after-school care club, which is pretty silly, in fact, but I don’t want to stay home alone all the time”. After school she likes to meet up with friends. Sarah is learning the piano and acts in a theatre group once a week.

2017

Sarah is 18 and lives with her family in Potsdam, Hermannswerder. She finished her A-Levels in 2017 and got a job in a children’s museum in Potsdam called the “Extavium”, which paid for her driving lessons and licence. She worked there for about 7 hours a day, mostly at the weekends, often at the cash desk. She’ll be travelling to Costa Rica with 30 other volunteers in early 2018 to spend a year there. Although she doesn’t know anyone in the group yet, she isn’t worried and thinks she will make friends fast, because everyone is open-minded.

When Sarah has problems, she asks her friends for advice. She asks her parents for their opinions, but they don’t intervene in her decisions. Since she turned 18, she has had more personal freedom, for example, she’s allowed to stay out much longer.

“Yes, our parents support us in everything”. For example, Sarah’s dad helps her to search for information on various issues or he tells her how to do it.

In her free time, Sarah likes to travel, to go to the gym, play the piano or meet up with friends. At the moment, her work also feels like free time, because she likes her job and no longer goes to school. She pays most of her own travel expenses but also gets some support from her parents when necessary. She took part in the “World Wide Opportunity on Organic Farms” programme, and only had to pay the travels expenses. She then earned her board and lodgings by working on the farm. “I prefer to spend my money on travelling than on other things”.

In her opinion, women are still disadvantaged, but not that much. Sarah sometimes objects vociferously to this situation, certainly when she’s with people she knows, although she may not always dare to do so in the presence of strangers.

Sarah felt a sense of empowerment when she passed her A-Levels and when she got her driving license. After her A-levels, she was glad to have her certificate and to have been successful.

Sarah has a vague memory of her former ambition to become a reporter or an actress, but no longer desires these things. She is thinking about studying something that has to do with creativity, the environment or management – or maybe all three.

Shaping society

“Bolivia needs more schools – normal schools and, of course, some for football. If I were the President, I would build schools and houses for those, who don’t have them and have to live humble lives in poverty.”



Name: **Yerson**

Age: **17**

Domicile: **El Alto, Bolivia**

Current occupation: **worker**

Role: **interviewed in 2010 and 2017**

How I have changed

“Back then, I was really small for my age because we didn’t always have enough food. We were poorer than we are today. I am taller now, but quiet like the way I used to be. I don’t disturb myself or others, not even my siblings. My character hasn’t changed: I was and I still am a cheeky lad.”



2010

Yerson is ten years old and lives in the Via San Pedro district. San Pedro is one of the poorest quarters on the outskirts of the city, next to the landing strip of the international airport. He has two younger siblings and lives with them and his mother at his aunt’s place. His family lives in a small room in the yard. They have to share the bathroom with many other families. His mother sells toys at markets. Yerson neither considers his family poor nor rich. It is just “normal”.

Yerson is in the fourth grade of the elementary school in San Pedro de Charapaque.

“My favourite subject is natural studies. It is a little bit, let’s say, a little bit hard. We often learn things about the digestive system or about the body in general”. He meets his friends at school and plays football or basketball with them. At home, he likes to watch TV, especially cartoons. His favourite dish is roast chicken.

2017

Yerson no longer goes to school. For two years, he has been working for a company that produces windows among other things. He does manual and machine-based steelwork and has learned welding and soldering. He didn’t make this decision voluntarily and had imagined a different future altogether. But Yerson quit school and took a job, because his family had almost no money and his mother had debts to pay. He used to go to two different schools. The first one was really bad, there weren’t enough teaching materials and some people used to drink. He was more satisfied after changing schools, because the ambience was better for learning and the teachers were better as well.

Yet, even at the new school, Yerson had to face many problems. He was bullied and insulted; sometimes his classmates even wanted to beat him up just because of his clothes and the shoes he wore. His family couldn’t afford anything else. However, there was one teacher, who supported him and told him not be ashamed. From that day on, he was able to face problems and now solves them with words.

When he was a child, Yerson always wanted to have his own house. Despite the fact that his family lives under difficult conditions and just has enough money to pay the rent, he never gave up on his dream. His mother and his siblings mean everything to him and their support prevented him from ending up on the wrong path and falling in with a bad crowd.

Yerson definitely wants to finish school and start a training course to get his graduation certificate: his ideal job would be a restaurateur. “My wish for the future is to be able to graduate and then work in catering. All material wealth will follow.”



Shaping Society

"I would like to change what Chinese society thinks about Africa. They have to stop thinking that Africa is a country: it's a continent and not one that is solely defined by hunger, poverty, strikes and war. Africa is a peaceful place, it's like heaven. You can enjoy life and be free."

Name: **Yiu**

Age: **22**

Domicile: **Guangzhou Shi, China**

Current occupation: **Student in English language**

Role: **interviewed in 2010 and 2017, encounters of 2011, 2012 and 2014**

How I have changed

“The younger Yiu didn’t have much experience and knowledge. He wanted to become a doctor. Today, my priorities have changed. Becoming a very important person is no longer important to me. I want to help people in need of support due to poverty or war, which is why I want to get involved in organisations such as UNICEF in the future.”



2010

Yiu is 15 years old and lives with his uncle and mother in the Kariakoo district. His father works on the neighbouring island of Pemba and his older siblings are studying and living in China. The family speaks Kiswahili and Cantonese. Yiu attends a private school, the Laurent International School in Chukwani. On the weekends, he works in a store that sells food and drinks; his mother prepares the food. For Yiu, his family is neither poor nor rich, but somewhere in the middle.

“There is also poverty in China, but not like here in Zanzibar, because people in China help each other if some of them are poor. The Chinese president helps poor people. Mutual support in Zanzibar is not like it is in China. The government of Zanzibar doesn’t have enough money to help the people for free. Tanzania always receives foreign support.”

2017

Yiu is 22 years old and lives on the campus of the South China University of Technology in Guangzhou Shi, where he studies English. He also helps his teachers with paperwork and is involved in the African and International Student Union. On the weekends, Yiu likes doing sports and meeting up with his friends; sometimes they all go to the pub. “You need to treat yourself sometimes”.

During his stay in China, Yiu realised how hard it is to overcome the language barrier. English and Kiswahili are his native languages, not Chinese. Many of Yiu’s teachers are from the United States but the office staff almost only speak Chinese, which makes communications complicated. Yiu often feels discriminated against because of the language barrier. “I feel discriminated against because I look Chinese but I’m not that good at speaking it”. As soon as people realise that he’s a foreigner, they treat him differently. They expect him to speak perfect Chinese. It makes him sad because his friends also get treated badly because of their skin colour. But they can’t do much to change such situations: “the Chinese government protects its citizens even if they’re wrong”.

Nevertheless, it’s important for Yiu to solve problems with confidence, of which he has gained a lot in recent years. His big sister had a big influence on him. She talked with him about life and taught him to not be lazy and to do whatever he wants. His trips to Germany and Bolivia have also made him more courageous. Yiu learned to be open-minded and to refrain from criticising people. Nor is he intimidated by challenges these days and is prepared to do whatever he wants.

Self-determination

Self-determination, independence and autonomy – three broad ideas, which mean different things to every single person. Dealing with them is part of becoming an adult, which means that this also formed part of this project. As one participant commented: “we practically grew up with these projects”. During the seminars and journeys, we had many opportunities to realise who we are, who we want to be, where we would like to go and what affects us individually. Many participants define the outcome of their long-term commitment as a deepened sense of self-determination. The co-organisation and the increasing self-organisation of the project contributed toward this. The participants went from individual contributions to documenting the projects to finally realising their own project ideas in 2017. With this in mind, the international youth encounters are a project, in which everyone could develop their individual and personal sense of self-determination. Linking local and global matters, self-determination was discussed as a political issue and it was connected to the question of interdependencies and connections.

Projectteams

Bolivia

Interviews & Fotos 2010: Marco Antonio Bazán, Adina Hammoud

Interviews & Fotos 2017: Keila Alejandra Vasquez Ledezma, Ivan Inti L. Limachi Zelada,
Laura Kauczynski, Isabelle Heinrich

Authors 2018: Laura Kauczynski, Isabelle Heinrich

Co-operation Partner in Bolivia: Fundación COMPA/El Alto

Tanzania

Interviews & Fotos 2010: Hussein Seif, Birgit Mitawi

Interviews & Fotos 2017: Hussein Seif, Luisa Kanisch, Isabell Siewert

Authors 2018: Luisa Kanisch, Isabell Siewert

Co-operation Partner in Tanzania: Khalfan Mwita Hassan/Twende Pamoja Zanzibar

Philippines

Interviews & Fotos 2010: Nena Abrea, Uwe Berger

Interviews & Fotos 2017: Dexter Alvarado, Hong Giang Bui, Sonja Deichmann

Authors 2018: Hong Giang Bui, Sonja Deichmann

Co-operation Partner in Philippines: Minnie Maisie S. Salanga/San Miguel
National High School

Germany

Interviews & Fotos 2010: Magdalena Freudenschuß, Ronny Sommerfeld

Interviews & Fotos 2017: Julia Sidorow, Isabell Siewert

Authors 2018: Hong Giang Bui, Julia Sidorow, Isabell Siewert

Co-operation Partners in Germany: Demokratie und Integration Brandenburg e.V.
(RAA Brandenburg), GSE e.V., Carpus e.V.

A man with short dark hair, wearing a blue zip-up jacket with a small white logo on the left chest, stands in front of a vast mountainous landscape. The background shows a town built on a hillside, with mountains in the distance under a hazy sky. The lighting suggests it might be early morning or late afternoon.

Shaping society

“I would fight poverty in Bolivia. But actually, I don’t want the position of President, because presidents always just want to feather their own nests. Power leads to egoism. Rich people think mostly of themselves and consider themselves somehow better people. But what is the use of being better than others? In the final analysis, we are all humans. I would rather be someone who helps society.”

Name: **Alfredo**

Age: **22**

Domicile: **El Alto, Bolivia**

Current occupation: **student in economics**

Role: **interviewed in 2010 and 2017, encounter of 2018**

How I have changed

"I was a playful rowdy and a horror for the teachers, but also someone who did things, which had to be done with responsibility. Until the sixth grade, I was the best student in class. But then I had to work with my father in the afternoon and no longer had time for my homework, so the other students got better than me. Sometimes I came to class without having done my homework, because I hadn't had enough time. But I was always the soul of the class. I was the leader of the class, but I could not get on with the nerds."



2010

Alfredo is 15 years old and lives in Santiago Primero, which is a mixed district in El Alto. He lives there with his two younger sisters and his mother in rented accommodation. Alfredo's mother works as a cook and sells food and his father is a construction worker. Alfredo thinks his family is poor. It takes him 5 minutes on foot to get to school, the Colegio Primero Santiago, which is a state school. "Yes, I like going to school because it is like my second home and the teachers are like my second parents". In his free time, he sometimes goes online and likes to play football. He is a football fan and supports the Bolivar who won the last Copa Aerosur. He meets up with his friends every evening to play football. Once, during the holidays, Alfredo worked on his own as a mechanic and earned some money. He kept some of it and gave the rest to his family.

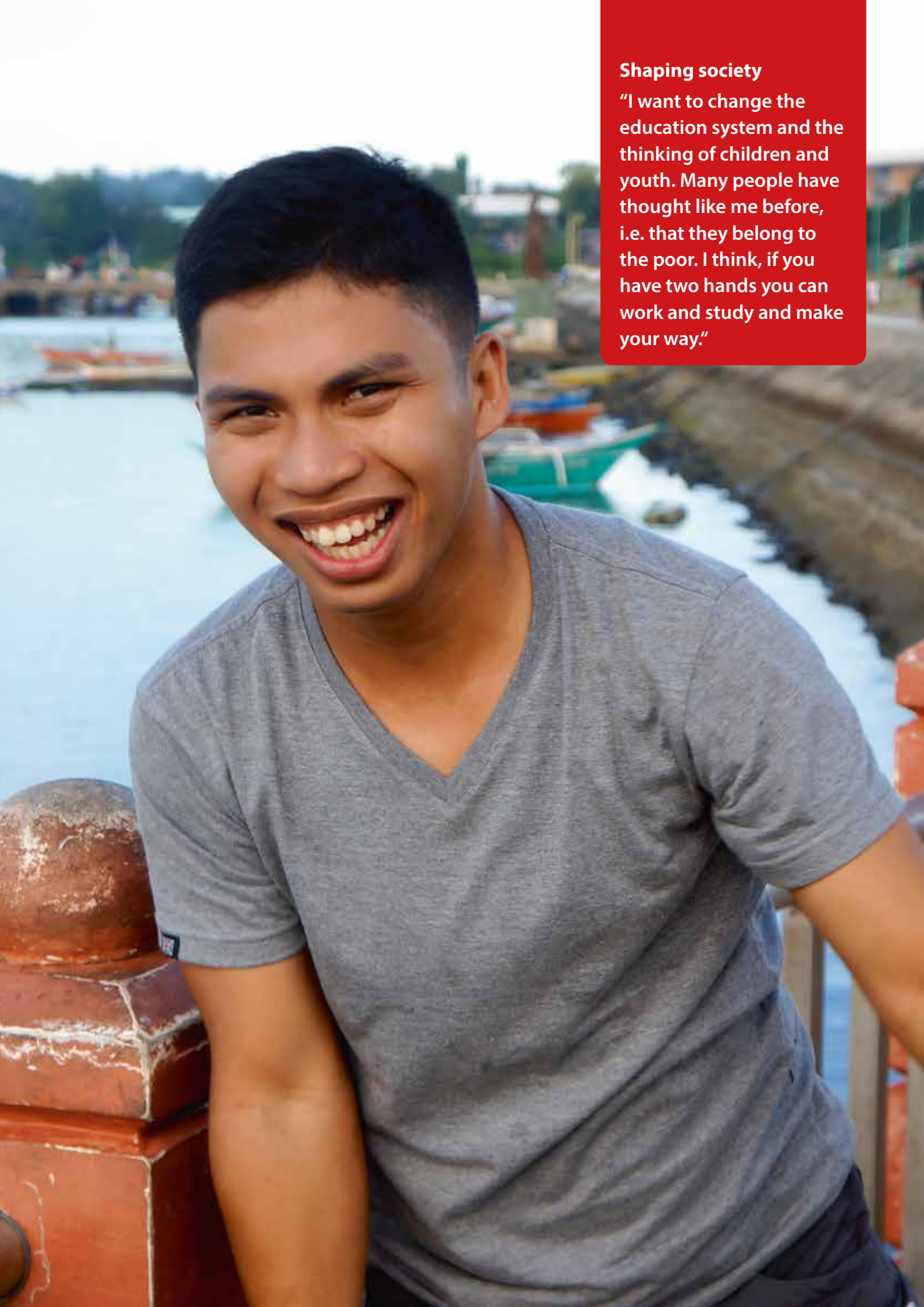
2017

In the past, Alfredo hardly had any time for games and fun, because he had to work with his father to support the family. But his father earns more now so Alfredo can study. Alfredo is very happy but has difficulties with group projects because they always end up in never-ending discussions. Nevertheless, Alfredo is convinced that you grow with every conflict.

A degree is not natural. As a farmer who had moved to the city, his father was exploited in the beginning and earned 50 Centavos a day from which the family could buy only a single loaf of bread, which Alfredo and his sister would get for breakfast, while their father went hungry. "I really admire my father; I don't know where he gets his energy from, but he just does it". Alfredo gets sad when he sees street children because it reminds him of his own childhood. He talks about a Christmas festival when he had to work with his father and his father excused himself for a short while to buy bread and water. Alfredo saw him looking for presents in the garbage. Back then, an unknown woman took him to church and gave him presents. This selfless action was a key moment for him to believe in good things and has motivated him to work harder.

Alfredo was always content with what he had, even though the privileges the other children enjoyed made him sad. Today he is thankful for that because, as a child, he already knew what he wanted and what he is working for. In his view, carefree children stay dependent and go to good universities but still don't know anything about life. The most disturbing thing for him in Bolivia is social marginalisation because of money. It makes no sense to him. A good life doesn't mean having everything but having a happy family is really important.

Alfredo is influenced by readings of Marx, Nietzsche and Kafka as well as by his time in the army, where everyone was treated the same regardless of their origins. The conditions were hard, and the soldiers had to steal to eat. He managed to get ahead through work and discipline. Alfredo is a proud man, who is convinced that life is not like it is in the movies and that sadness and problems are also part of it. People who think life should only be pure happiness will fail in the face of reality, because only through problems is one's character shaped. Nevertheless, Alfredo wants to change society, whereby the change must start with ourselves. "In the end, life is all about making friends and being free. If you don't do that, you stand in your own way."



Shaping society

"I want to change the education system and the thinking of children and youth. Many people have thought like me before, i.e. that they belong to the poor. I think, if you have two hands you can work and study and make your way."

Name: **Dexter**

Age: **25**

Domicile: **Puerto Princesa, Philippines**

Current occupation: **assistant researcher, student in maritime biology**

Role: **interviewed in 2010 and 2017, encounters of 2011, 2014, 2016 and 2018, project team 2017**

How I have changed

“The younger Dexter was very weak and shy, but the new Dexter now can compete with everything and is very strong compared to the younger one.”



2010

Dexter is 17 years old. For three years, he has been living with 11 other people in one apartment. He shares a bedroom with three other people. His parents and his nine siblings live in other towns. He is the second youngest child in the family.

Dexter usually goes to school by tricycle (motorbike taxi) at 6 o'clock in the morning. He pays for his studies with money he earns himself. He spends half his monthly income (1000 Philippine Pesos) on his education (school materials and food). He works almost every day and sorts fish in a cold storage room from 7 p.m. until 11 p.m. and from 4 a.m. until 6 a.m. He doesn't have much free time between school and work. Due to the nature of his work, he often develops a severe cough and falls ill. "If I'm sick, I rest at my brother's place. If I were to stay in my house, I would still get up and work, although I am not feeling well". When he does have any free time, he likes to go to church. He eats rice twice a day and often skips lunch to save money. He would like to eat pizza and other fast food at some point because he has never tried it. He considers his family neither poor nor rich, because no one suffers from hunger.

2017

Dexter is 25 years old and works as an Assistant Researcher at Katala Foundation, which support animal protection and biodiversity. Next year he wants to enrol in a marine biology course. He has been living alone since high school, but now lives with his brother. In his free time, he makes posters and brochures for his friends and can earn a little extra money that way. He goes to church on the weekends, because he has friends there who comfort him. He donates 10% of his salary to the church.

He stopped going to school for two years because his family could no longer afford it. At the age of eleven, he was "already a big man". Therefore, he tried to work in construction. For him, it was very sad because he was just so young. He realised his dream of moving to the city and earning money for the family to support them. This was a difficult time for him, because he had to get up at 4 a.m. and walk an hour to school. He left very early because he was part of the student council and had to prepare a lot. Sometimes, he was very tired because he only slept for 2-3 hours. One of his teachers would let him sleep during classes because she knew about his situation. Although it was difficult, Dexter says: "I was lucky because I could handle it".

Some people at his work think he's too young and other employees ask who he is and why he is doing this work even though he didn't finish his college degree. Sometimes he wonders why they talk like that because he knows what he's doing. He has a plan for his life. His main goal is to complete his studies.

Dexter no longer feels poor. He feels strong because he has a job. "There are no rich or poor people: if you work and receive money, you are rich and not poor". He thinks he is a rich person because he can afford food. When he has problems, he likes to go to quiet places like Baywalk and listen to music. Because his parents live so far away, he cannot talk to them directly. Therefore, he very often discusses his problems with his boss. Looking back, he can say that this project enabled him to experience many good things. "Now I think the Philippines are beautiful". He learned more about other countries and, because of his experiences, he is also given more responsibility at work.

One of his priorities is to finish his studies and then to build a house. He dreams of working abroad after his studies – maybe in Germany. "If I stay in the Philippines, I have to work every day. But if I were to move to Germany, I could work for a number of years and then take a year off."



Shaping Society

“I would reduce the hustle and bustle of today’s society to make people more relaxed. They should not freak out as easily as they do now. Also, I would adjust the income gap between eastern and western Germany that has existed since the reunification of the two parts of the country in 1990. Wherever you live, your income should be sufficient to make a decent living.”

Name: **Isabell**

Age: **24**

Domicile: **Zossen, Germany**

Current occupation: **hairdresser**

Role: **encounters of 2011, 2012, 2014, 2016 and 2018, interviewed in 2017, project team 2017 and 2018**

How I have changed

“I am still a cheerful person, but not as shy as I used to be. My appearance is easier. I have grown through the experiences I have had. In my profession, I am in constant contact with people, so I got to know many different characters. This experience as much as the experiences within the project itself have helped me not to categorise people too quickly. And yet, this is still a challenge.”



What the project means to me

The project is of major importance to my life. It has accompanied me for seven years now. So basically, I spent most of my adolescence with this project: as the project transformed and grew, so did I. I gained a lot of self-confidence by getting in touch with people I hadn't known before from different backgrounds and cultures. I also learned to accept responsibility and to be in charge of certain tasks. My biggest challenge was to question myself and try to avoid succumbing to my prejudices. To be honest, sometimes this is still difficult, but I learned to question things a lot. This helps me to get a clearer picture of a situation. I cannot imagine what my life would be like without this project. Certainly, I am happy and content at this very moment.

2017

At the age of 19, Isabell started an apprenticeship after graduating from high school. She trained as a hairdresser. As she performed very well, she finished the three-years' training after just two and a half years. At work, she enjoys the contact with her costumers, especially when she can make them feel good when they leave the salon. Working on more complicated tasks motivates her as much as getting the recognition of her supervisors.

Originally, she dreamt of becoming a make-up artist. But this would have meant working several years without an income of her own, even paying school fees. So she decided upon a different path: “I was happy to finally be able to say: I've finished my training and can start to earn my own money from now on”. This decision made her more independent. She bought a car of her own and signed a rental agreement for her first flat.

Finding a flat was not easy though. She had to state her salary and profession in every application. She had to deal with prejudices against her profession and class. Landlords expect a certain minimum income, which Isabell considers to be far too high. Even though her income is comparatively low, she could have paid the rent in a number of cases, but was not considered eligible. This idea of a minimum income as a barrier to renting a place limits a lot of people in their freedom of choice.

“I really enjoy living on my own”. Isabell enjoys her freedom, but also really appreciates being part of a group of friends. She still spends a lot of time outdoors, exploring new things in her environment. Equipped with her camera, she keeps record of inspiring details. Other than that, she does a lot of handicraft work. Once she even made a lamp shade for her apartment. “Balancing work and recreation isn't always easy”. Still, she feels that these two realms of life should be clearly separated. It is important for mind and soul to finish work and find some relaxation. She would like to work fewer hours as work is very strenuous for her at the moment, but she needs the money to cover her expenses. Otherwise she could be more relaxed.

To be more independent and relaxed is her wish for the future: “I don't like being dependent on someone or something at all. As long as my degree of freedom stays as it is, I am content with my life.”

Shaping society

"I want to end the drug war in the Philippines but in a good way, not like President Duterte. At the beginning of the campaign I voted for him because I thought he would remove the illegal drugs in a good way, but now things are alarming. People change, so give them opportunities to change – I really want to help them."



Name: **Jezielle**

Age: **23**

Domicile: **Quezon, Philippines**

Current occupation: **accounting staff**

Role: **interviewed in 2010 and 2017, encounters of 2011, 2014 and 2016**

How I have changed

“The younger Jezielle was a girl that could not afford the things that she wished for, and she wanted her family to be complete. She didn’t know that one had to sacrifice something to have something. Now she can afford things she wants to buy and can travel wherever she wants to go. She is successful now and doesn’t feel insecure anymore.”



2010

Jezielle is 15 years old and lives with her older sister and an older brother at their family home. Her mother has already been working for eight years as a domestic helper in Singapore. She regularly sends money from there and comes home every two years. Jezielle is looked after by her two siblings. “I have never eaten breakfast since kindergarten. On the one hand, we often don’t have enough money and on the other hand, nobody really takes care of me. No one has ever made breakfast for me.”

According to Jezielle, her family belongs to the middle class. In her free time, she loves listening to music on the radio and sending text messages (SMS) to her friends. Her favourite toy is a stuffed toy. Jezielle loves eating Sinigang na Baboy, a kind of stew with tamarind, tomato and cooked pork.

2017

Jezielle is 23 years old and is already working as an accountant. She graduated from San Miguel National High School and earned her BSc in Business Administration, majoring in management accounting at Palawan State University. She liked high school a lot because she was very close to many of her teachers and became part of the International Youth Group, because of one teacher in her school. During her time at the San Miguel National High School the classrooms were really small, so, with 40-60 students in one class, they sometimes had to go outside. There was a lack of teachers and school materials, such as books.

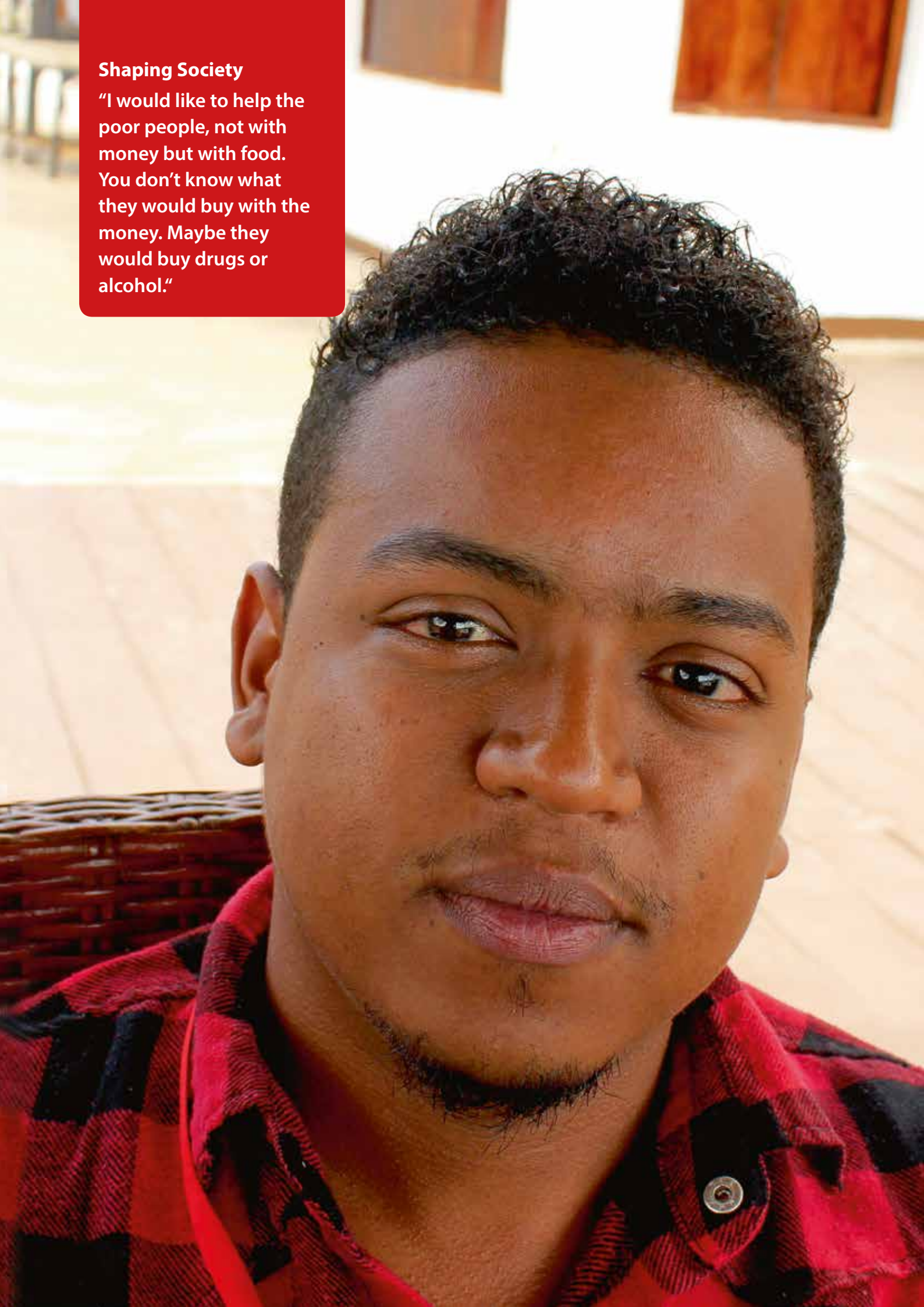
After she graduated, she moved to Luzon to another province where she found a good job with a company. She lives alone now and feels more independent. At the same time, she is sad because she misses her family and wants to move back to Palawan one day, if possible.

In her free time, she likes to travel to different places in the area when she has time and money. She has already been abroad with the International Youth Group Programme, but has not seen much of the Philippines. During weekends, she has to rest at home because her work is stressful. She has to travel almost one hour to go to work and she has to get up early because of the traffic.

When it comes to decision making, she talks to her elder sister. She is not really close to her mother because she grew up without her. Jezielle gets strength from her family and friends, but whenever she has a problem, she tries to solve it on her own and only asks for help if she really cannot cope with it alone. She doesn’t want others to worry about her. When she prays, she feels relieved. She can cry in the chapel when nobody can see her; after that she feels better. Jezielle was really happy when she graduated. She had to redo the final year after she failed. She proved to herself that no matter how hard it was, she could manage.

Shaping Society

"I would like to help the poor people, not with money but with food. You don't know what they would buy with the money. Maybe they would buy drugs or alcohol."



Name: **Julio**

Age: **23**

Domicile: **Stone Town, Tanzania**

Current occupation: **hotel staff**

Role: **interviewed in 2010 and 2017**

How I have changed

“The younger Julio was selfish. Instead of studying, he preferred to go out partying. Meanwhile, I have changed a lot although I still don’t like studying. I wanted to become an engineer like my father, but I can no longer imagine this. If you’re an engineer, you still have to work for someone. I want to become a businessman, so that people have to work for me.”



2010

Julio is 14 years old and lives with his parents, two sisters and an uncle in their family home in Mbweni. His father is an engineer and his mother a housewife. In Julio’s view, his family is neither rich nor poor but somewhere in the middle. He attends the Stown Town International School for which his father pays 250,000 Tanzanian shillings per month. “I like going to school although I hate getting up early”. His favourite subjects are physics, chemistry and mathematics. Julio likes to play computer games and football in his free time.

“I ride my bike, but I much prefer driving a scooter or car, but that’s illegal at my age. So, I only drive around in our area or at night when the police cannot see me easily, because I have no driver’s license. I am not afraid of getting caught, because many of the traffic police are my friends.”

2017

Julio is 23 years old and works from Sunday to Friday in his uncle’s hotel in Nungwi. He works from 1:30 p.m. to 10 p.m. each day. Julio spends his Saturdays in Stown Town at his father’s home. In addition to his job in Nungwi, he also has a business for which he got money from his father. Julio likes his job because he can meet new people every day and everyone respects him. He has never been confronted with problems at work. “I know how to deal with guests”. But he doesn’t want to work there forever, Julio wants to become a businessman but he doesn’t yet know what he wants to do exactly. His parents want him to become a pilot. Julio feels very comfortable with his living conditions; his mother lives in Dar es Salaam and his father in Stone Town so they can’t control him. He can do whatever he wants. Yet, he does need any support from his family; he talks a lot with his mother and visits her on the mainland. Julio would never move away from Zanzibar. “It’s like paradise here; you live directly by the ocean”. In his free time, he likes to go swimming or visits a friend in the hotel next door; they relax together or play volleyball. He likes to solve his problems on his own. “It isn’t good to share these kinds of things with other people. They say: trust no one”. Julio is self-confident and feels strong every day “because I believe in myself”. Julio considers himself neither poor nor rich. “I can’t complain. You should take it easy”. He can live well on his salary; he can buy everything he needs. But it’s hard for him to describe what poverty is. “Everyone knows what poverty is in Africa. Here are many people who don’t have good lives. You can see it on their clothes. Nobody respects you if you’re poor”. But, for Julio, wealth means having everything and being able to do everything. “When you’re rich, you get respected and you can do anything. Money is everything”.



Shaping Society

"I would like to change the way people behave. Everyone should behave well."

Name: **Khalid**

Age: **14**

Domicile: **Fuoni, Tanzania**

Current occupation: **student**

Role: **interviewed in 2010 and 2017**

How I have changed

“The younger Khalid wasn’t very good at speaking English. Now he’s much better at it and he knows what mistakes he makes. He used to want to become a doctor to help other people, but now he wants to become a pilot.”



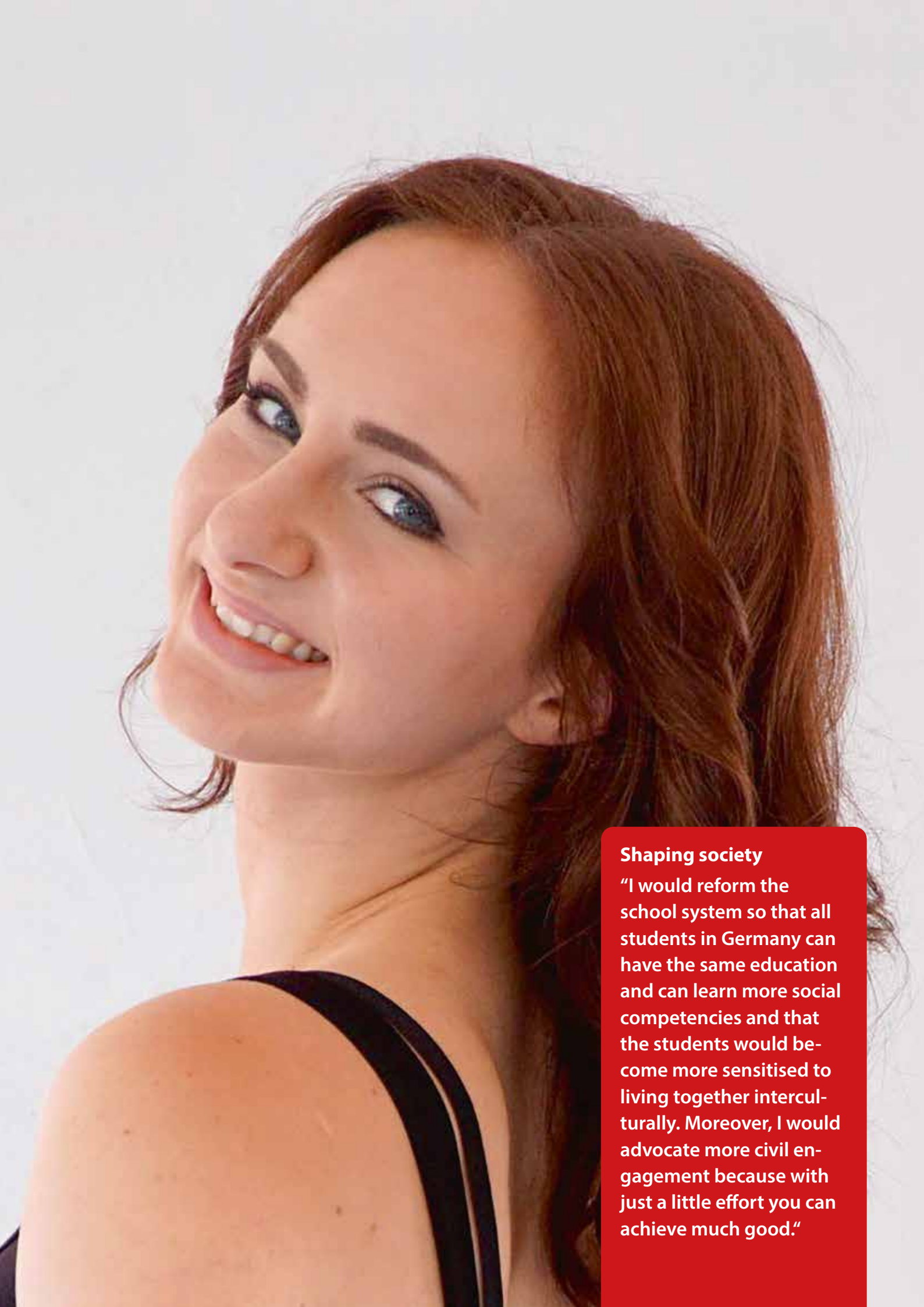
2010

Khalid is seven years old and lives with his mother, brother, aunt, and a cousin in the Fuoni district. His mother works at the Zanzibari television as a producer for children’s programmes and his father is a businessman and most of the time in Dubai. Khalid thinks his family has enough money to live on; they own a car and a bike. Every day he takes the bus to Mahdi Qama School in the Amani district. “I go to school to get an education. And education will help me to learn more and to teach others”. Khalid has some friends in their neighbourhood with whom he likes to play. “I like to play games. I play football at home. I like to draw houses, cars, telephones, motorcycles and bicycles.”

2017

Khalid is 14 years old and lives with his parents, a brother and sister in the Fuoni district. It’s a ten-minute walk to his school Rhanda Academy in Fuoni. His school conditions are good; they have a computer room and library. But they lack books and chairs, so the younger classes have to sit on the floor. Khalid feels comfortable with his living conditions. He likes living with his parents, because they help him when he has problems and support him with money for school. “I want to live with my parents because they can help me”. Before he makes any decisions, Khalid first talks to his parents because he’s still very young and also because his religion requires it of him. “My religion doesn’t permit anyone to just do what they want”. In his free time, Khalid likes to watch TV and play football; his favourite football team is Manchester United.

Khalid has never felt discriminated against in his life. Khalid gains confidence when he’s with his friends. “I feel strong, when I spend time with my friends”. His parents and teachers have also had a major influence on his development.



Shaping society

“I would reform the school system so that all students in Germany can have the same education and can learn more social competencies and that the students would become more sensitised to living together interculturally. Moreover, I would advocate more civil engagement because with just a little effort you can achieve much good.”

Name: **Laura**

Age: **26**

Domicile: **Berlin, Germany**

Current occupation: **employee in the field of public relations**

Role: **encounters of 2011 and 2018, interviewed in 2017, project team 2017 and 2018**

How I have changed

“Due to the care I received from my grandparents, I realised that family is one of the greatest gifts. I used to take them for granted, but now I’ve learned to appreciate them. They always support me and love me even when I make mistakes. I still love to experience adventures, but now I can also enjoy everyday life.”



What the project means to me

For Laura, participating in the International Youth Encounter is about passion in particular: “it is hard for my colleagues to understand why you should invest so much time and energy in something where you don’t earn anything, although there are many more important gifts in life than money such as epiphanies, insights and friends”. Another special aspect of the project, as Laura sees it, is building bridges between people, opinions and worlds, but also working for something worthwhile besides everyday life.

2017

Laura is 26 years old and studied political science. She actually wanted to study medicine, but changed her mind spontaneously and is happy she did so, because she is no longer studying at university. She started to work in the field of public relations and marketing because of her personal interest in the field. She sends out press releases and gives interviews. Since recently changing to a different company, she has started to feel more comfortable. At the previous company, she was mistreated, insulted, had to work unpaid overtime and had to be on permanent standby like everybody else. Additionally, she had a long commute for a month because she couldn’t find any accommodation near to where she worked, so her social life also suffered. Meanwhile, she has found an apartment for herself in Berlin. “At the moment, I feel very comfortable. Later I would like to live with my partner and start a family: two kids would be perfect”.

In her free time, Laura likes to dance and offers her own courses or leads dance groups. When she is convinced about something, she also invests all her passion and energy in it. She showed complete commitment while supporting her grandparents until the end. During her studies, she took care of them for a long time. She not only did the grocery shopping and household chores, but also accompanied them to doctors’ appointments and helped them with their body care. She did sacrifice a lot for it but would do it again anytime. “I became their caregiver and could give them security when they were scared, even though I was young and had no idea of life”. This responsibility was difficult and weighed heavily on her shoulders, but also made her strong. They taught her what is really important in life and she was overwhelmed by the love she received.

Laura met her biological father at the age of 11, and had never felt complete before that, despite having lovely parents. Even now, her relationship with him is not easy, but she wants to work on it. She often felt abandoned by him, but now knows how to deal with it. She not only experienced discrimination from her employer but sometimes felt disadvantaged even within her family. She would have really loved to help her parents with technical issues but they only asked her younger brother. It was similar with the question of who would drive the car. Social roles are often assigned or assumed on the basis of subconscious thought patterns. Today Laura cultivates a close relationship with her parents and brother. She still hasn’t really settled down, but the thought of that no longer scares her.



Shaping society

"I would fight for more security against the funding of drugs. I would build a rehabilitation centre for young people, because I feel sorry for them when I see them addicted to drugs. This should not only be in La Pas, but in other places as well. We don't have any rehabilitation centres here. We have a lot of drug dealing here and nobody can change it because money rules here."

Name: **Pablo**

Age: **18**

Domicile: **Yungas, Bolivia**

Current occupation: **coca farmer**

Role: **interviewed in 2010 and 2017**

How I have changed

"I was a dreamy boy with my head in the universe, but I could never reach it. I am a different person now with a different attitude, and no longer think the way I used to. I want to make progress and get to know different places. I am perfectly happy."



2010

Pablo lives in the Romero Pampa district. This district is not rich, rather poor and not fully developed. He is 11 years old and lives with his mother, his father and two siblings, Ayshia and Josué, as well as an aunt, who is only a bit older than Pablo. His father works as a gas plumber and his mother as a housewife. Pablo considers his family to be poor. Pablo only wants to work after learning a profession. He goes to the Illimani Mixto elementary school. His favourite subjects are social studies and sports. In his free time, he likes playing football and, sometimes, long distance running.

2017

Pablo is 18 years old and has been living alone for three years now, to be more independent. He can pay for it with his work as a coca farmer in the Yungas, the Bolivian lowlands, where coca is used in many ways including medicinal tea, for religious occasions or as a luxury food. Pablo's tasks include harvesting, processing and selling coca leaves in the La Pas region, which is 12 hours away and where he also grew up. His mother lives with his brother close by and they are in regular contact.

His father still lives in La Pas, which is why he doesn't see him often. Nevertheless, Pablo sees him as a great support. Earlier, when the whole family lived in El Alto, Pablo sometimes helped his father at work when his income was not sufficient to buy enough food for the family.

The family's difficult financial situation was not easy for Pablo when he was younger. He was bullied at school because of his poverty, not only by the other pupils. "They made fun of me and my family because we were poor. Some teachers also made fun of us". At that time, Pablo often felt discriminated against. As a child he dreamt of studying the universe, to understand it. Due to his decision to move into the Yungas, as well as the everyday life as a coca farmer, he forgot about this dream over the years. But Pablo is satisfied with his current lifestyle.

He enjoys spending his free time alone or with his family, but also likes excursions, swimming or doing sport.

When he has problems, he asks his parents for advice, but not only them. He is aware that some of decisions can have a big impact. "If I have problems, I must find the strength in myself, to solve them. Because I also play a role in causing the problems, it is up to me to look for a solution."



Shaping society

"I want people in society to be aware of their surroundings because a simple act of kindness can affect a person's life. Within the social media sphere, there is a significant lack of knowledge and understanding for people suffering from mental disorders. I am saddened that nobody seems to care about these individuals, but when they die, everyone talks about them."

Name: **Raya**

Age: **17**

Domicile: **Puerto Princesa, Philippines**

Current occupation: **student in business administration**

Role: **interviewed in 2010 and 2017**

How I have changed

"I used to be really unaware of my surroundings: I was selfish. I didn't care about the people around me. My attitude was that this is my life, and I will live the way I want to: you live your own life. I didn't think about what others would feel or the impact that my attitude could have on them."



2010

Raya is 10 years old and lives with her parents, two sisters and a housemaid in a rented stone house in the city centre. Her parents both work for a non-governmental organisation (NGO). Raya's grandparents live in another town in Palawan. Raya is in the 4th grade at the Baptist Christian School, which is a private school. "My mother is a Christian and my father is a Muslim. Since I've been going to a Christian school, I am more interested in the Christian religion". It takes her about 15 minutes to walk to school. In her free time, Raya likes to play chess, go swimming and watch TV. She only plays with her friends in the school grounds, because pupils are not allowed to leave the school compound before 5.30 p.m. In Raya's view, her family is middle class.

2017

Raya is 17 years old and lives with her parents. She will soon start her first semester at university, and will be studying Business Administration Major at Far Eastern University in Manila. She will be living with roommates in a dormitory. In her opinion, the facilities are better at Far Eastern University than at her previous university the Palawan State University, because of the higher tuition fee and the diversity of students there.

In general, Raya had no problems with teachers, because she would always listen and follow their instructions. But when she was still at Palawan State University, she disliked the approach of some teachers, because they would only hand out reading materials but would not offer any further explanation. Instead, the teachers would ask for a report about the content of the reading material.

During her high school days, she felt abused by her classmates. It was the period when they would send her messages to help them with maths. "They treated me special like a good friend but at the back of my mind, I knew they were only treating me like that because they needed my help".

At home, Raya lives a simple and comfortable life with her parents. About moving out soon, she said: "I believe that each one of us comes to a point at which we need to adjust to different situations, a new environment, a new place and a new set of people around us. I know that I can and will overcome all the challenges ahead of me when I'm living far from my family". Her family and friends had an influence on her decision but in the end, she said, it is still her decision.

When Raya faces problems, she prays, believing that the Lord is listening to her and that she would draw strength from Him. She also refers to the Bible verse Jeremiah 29:11: "For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope for the future". Her ideal life involves living in Puerto Princesa rather than staying in Manila, which she finds overcrowded and polluted.

For her, success is finishing a swimming competition and giving her best, even though she didn't win. When she was small, she almost drowned and since this experience, she promised herself she would conquer her fear and learn how to swim not only for the competition but much more for her own safety. "From then on, whenever I touch the finish line, though I am the last to complete the race, I feel that I've won, and am successful in having done so."



Shaping society

„I would change the system of government, which is far too expensive. The problem is that no one knows exactly where funds are invested. Money is invested in many senseless things. Things can be done better. One should learn from past mistakes. A lot of money is spent on this system itself and not on important things.“

Name: **Sebastian**

Age: **20**

Domicile: **Falkensee, Germany**

Current occupation: **student**

Role: **interviewed in 2010 and 2017**

How I have changed

„I used to be upset and ignorant and curious. I wanted to experience things for myself. I now think more and have become more mature and enterprising.“



2010

Sebastian is 12 years old and lives with his mother and two brothers in Falkensee, about 30 kilometres from Potsdam. His parents are divorced. In his view, his family is neither poor nor rich, although it would be nice to have a little more money available. Sebastian is in the 6th grade at the State Fröbelschule 18. Every day, he travels to school with the school bus, which takes over an hour. He doesn't like going to school, because there is often trouble there. He enjoys fishing in his free time. He also plays handball, football and basketball and is learning to play the flute. Sebastian is a member of the volunteer fire department and loves eating chicken doner kebab.

2018

Sebastian is 20 years old and lives in Falkensee with his mother, with whom he gets along well. He is currently completing his technical education at the Oberstufenzentrum Berlin-Spandau, where he attends classes from Monday to Friday from 8 am to 3 pm. He gets there by public transport, but he also has a driver's license. However, when he'll get his high school diploma and has found a job, he wants to live alone.

Sebastian likes to be outside and on the road. Being in his room all day is too boring, he says. In his spare time, he travels a lot with friends and likes to do things. He does a lot of fitness training. He used to learn the flute but then lost interest in it. He also played handball in the club but also stopped that. He feels successful every time he completes a project, regardless of how small it may be. He feels proud when he has implemented a plan. When he passed his driving license, it made him proud.

His family gives him a lot of support. If there are problems he cannot solve alone, he seeks advice from his parents. They also support him financially, but he also gets BAföG (Federal Training Promotion Act), a state education grant, and thus can afford to buy many things without asking his parents for help. Sebastian still remembers what he wanted in future 8 years ago: he wanted a laptop, a wish that was fulfilled 2 years later, when he bought one at the age of 14.

He discusses some concerns with his parents or with his siblings, but tries to resolve them himself. In other families, he says, it is normal to talk about everything, but not in his family.

Sebastian has never felt discriminated against. In his opinion, many people are not serious about the things they say and you can laugh about it and should ignore it, if you know it's not meant seriously. When he encounters problems such as insults or inappropriate comments, he clarifies this immediately, by addressing the individual concerned.

The moment in which he felt weakest was when he failed his final year exam and now has to repeat the year. It was very annoying for him, because he only failed in one subject. He had thought the exams would be easy and wasn't worried about them.

His school has everything you need. There's a computer room and a library. Students have to ask permission before using them. Sebastian doesn't have problems at school, neither with the other students nor with his teachers. „I don't get into conflicts, maybe because I'm a very friendly person. If you're friendly to others, they'll be friendly to you.“



Shaping society

“We are not very organised and that is why many people are stressed and impatient. Moreover, the lack of environmental awareness and the belief that you should not just throw your rubbish into the street is a problem. If I were the President, I would try to work on these issues and raise awareness.”

Name: **Veronica**

Age: **20**

Domicile: **El Alto, Bolivia**

Current occupation: **student in tourism**

Role: **interviewed in 2010 and 2017**

How I changed

“When I was a child, I was very shy and uncommunicative. I actually talked to nobody, especially after moving to another school. I was almost always alone and I couldn't really make any friends. But I really liked meeting up with my friends after school to play football or volleyball.”



2010

Veronica is 13 years old and lives in the Santiago Primero district, which is a middle-class neighbourhood of El Alto. She lives with her mother, father, older brother and younger sister in rented accommodation. Her dog's name is Perlita. Her father works in construction and her mother sells food at Cruce Viacha. “We actually always have everything we need. But sometimes time is missing”. Veronica attends the state school Colegio Santiago Primero. She goes to school on foot, which takes her seven minutes if she walks slowly. Her school uniform consists of grey trousers, a wine-red jacket and a white blouse. Veronica likes going to school, among other things, because she has friends there. Her favourite dish is Platto Paceno.

2018

Veronica was never really an extrovert. When she was forced to transfer to another school in the sixth grade, it was a turning point for her. She had to leave her friends behind in another district and was suddenly the “new one” among a class of people who already knew each other. She wasn't able to establish connections, which is why she really kept to herself and hardly talked to anybody. Veronica is still a calm but open and communicative young woman too, who is well-liked for her pleasant manners. When she gets into conflicts with her classmates, she no longer lets herself be intimidated by the others.

Veronica has found new friends. Her parents also give her more freedom now so that she can sometimes go out with her peers. In the past, her parents had greater control over and more influence in her life. Veronica absolutely wanted to become a teacher of psychology, but to do so, she would have had to move to another province which is a 4-hour drive and her parents didn't agree to this. In the end, her parents forbade her to study this course. Meanwhile, Veronica sees tourism as her future. It is difficult to find work as a teacher in Bolivia, because there are many candidates for few positions.

From her own experience, she knows that it is difficult for young Bolivians to find work or even an apartment. Especially in El Alto, she knows many stories from her friends who are badly paid in their entry-level jobs and are exploited. Veronica worked in a hotel in which she sometimes worked through the night and got no salary in the end. She regrets that young people in El Alto often don't even get paid the minimum wage. According to her, young professionals only have a chance to find a good job if their parents have certain contacts and connections. Nevertheless, she is determined to actively pursue her chosen career and wants to enrol in university the next year.

What is the Value of Education?

The International Youth Encounter project was embedded in the pedagogical concept of Global Citizenship Education and anti-racist education. At its various levels, it is an educational project which creates spaces for growing together, questioning and self-analysis, and examining individual normalities and one's own position in the world. Participants were encouraged to shape our societies. The participants took the opportunity to learn from one another and to aspire to achieving an equal footing in collaborating beyond their differences. Different aspects of education became apparent: learning processes don't happen in a linear, straight forward way, but rather they need time. Especially in terms of reflecting one's own global position in relation to racism, the learning process is lifelong. Within the project, education also included a kind of vocational training: the participants gained knowledge and experiences about the concept of Global Citizenship Education in every seminar, which they took into their daily lives, and, later, into their respective working fields. The encounter between adolescents from different social contexts with different education systems and different individual situations resulted in a critical assessment of our own situation. It helped us to become more self-critical.

Projectteams

Bolivia

Interviews & Fotos 2010: Marco Antonio Bazán, Adina Hammoud

Interviews & Fotos 2017: Keila Alejandra Vasquez Ledezma, Ivan Inti L. Limachi Zelada,
Laura Kauczynski, Isabelle Heinrich

Authors 2018: Laura Kauczynski, Isabelle Heinrich

Co-operation Partner in Bolivia: Fundación COMPA/El Alto

Tanzania

Interviews & Fotos 2010: Hussein Seif, Birgit Mitawi

Interviews & Fotos 2017: Hussein Seif, Luisa Kanisch, Isabell Siewert

Authors 2018: Luisa Kanisch, Isabell Siewert

Co-operation Partner in Tanzania: Khalfan Mwita Hassan/Twende Pamoja Zanzibar

Philippines

Interviews & Fotos 2010: Nena Abrea, Uwe Berger

Interviews & Fotos 2017: Dexter Alvarado, Hong Giang Bui, Sonja Deichmann

Authors 2018: Hong Giang Bui, Sonja Deichmann

Co-operation Partner in Philippines: Minnie Maisie S. Salanga/San Miguel
National High School

Germany

Interviews & Fotos 2010: Magdalena Freudenschuß, Ronny Sommerfeld

Interviews & Fotos 2017: Julia Sidorow, Isabell Siewert

Authors 2018: Hong Giang Bui, Julia Sidorow, Isabell Siewert

Co-operation Partners in Germany: Demokratie und Integration Brandenburg e.V.
(RAA Brandenburg), GSE e.V., Carpus e.V.



Shaping Society

“I would like to educate people in matters of health. Often, it’s their own fault when they get sick for not cleaning their houses or bodies enough. I mainly want to work with children.”

Name: **Azaluu**

Age: **23**

Domicile: **Chukwani, Tanzania**

Current occupation: **student of medicine**

Role: **encounter of 2011, 2012 and 2014, interviewed in 2010 and 2017**

How I have changed

"I would like to educate people in matters of health. Often, it's their own fault when they get sick for not cleaning their houses or bodies enough. I mainly want to work with children."



2010

Azaluu is 15 years old and lives with her parents and four out of five siblings in the Kiembe Samaki district. Azaluu's father works for the Ministry of Health and her mother works at the Zanzibar State Trade Cooperation within the Regional Chamber of Commerce. Her parents earn enough to cover the basic needs. Azaluu is enrolled at Jumuia Girls Secondary School. She likes going to school because she knows, "if I miss even one day, I won't learn so many things and I won't get good grades". Last year, she only missed three days due to illness. In addition to attending lessons in school, Azaluu takes additional classes at the Koran school. Her parents pay a lot of money for her education. She also enjoys learning new things and reviewing lessons in her free time. Azaluu also enjoys travelling, singing and watching television. Azaluu has many friends; they visit each other at home "so that we can meet the other members of our friends' families. I like it very much. This makes our friendship stronger. I don't earn additional money for my family, because I need all my time for studying."

2017

Azaluu is 23 years old and studies medicine on the mainland at the Sengerema College. In addition to theory, she has to do practical exercises at the hospital nearby. She originally began a course at the University of Dar es Salaam but has changed to another university due to problems. However, she can imagine working in Dar es Salaam after completing her studies because there are a lot of private hospitals there. Since she began her studies, Azaluu has had very little free time. Sometimes she has to go to university on Saturdays, and on Sundays she has to prepare everything for the following week. Leisure time activities usually have to wait until the holidays. Azaluu would love to have more time to go to other hospitals and practice. "I would like to help doctors so I can learn. But it's not possible; everything is planned according to a time table. Sometimes we go to the hospital at night to watch operations". Because her university is far away from her home in Chukwani, she has to remain there alone if she only gets a few days off. Including Azaluu, there are only two students from Zanzibar at this university.

Azaluu gets a lot of support from her family: she is given pocket money and her parents also pay her tuition fees. If she has problems she can talk to her mother and ask for advice. "I get everything from my family". She regards herself as rich because she has everything she needs for a good life. In general, Azaluu thinks people are rich when they can buy everything they need and have the opportunity to go to school and university. She regards someone as poor when they're not able to satisfy their basic needs. The international project had a major influence on her development, because it gave Azaluu the opportunity to get to know different ways of life. "What I liked best was that I had contact with different people and that we could exchange ideas."



Shaping society

„I would reduce the salaries of the politicians because I want to see a fairer distribution of money. The people should also get enough. Minimum wage for everyone! Then everyone in society would get a sufficient amount from the state to secure his or her standard of living.“

Name: **Christian**

Age: **25**

Domicile: **Berlin, Germany**

Current occupation: **retailer**

Role: **interviewed in 2010 and 2017**

How I have changed

"I have become very self-confident; there's no comparison to the way I was back then. I was shy. I've become sportier. I can now approach people with ease."



2010

Christian is 17 years old and lives with his mother and two younger brothers in Groß Glienicke, about 30 kilometres outside of Potsdam-Zentrum. His mother is currently seeking work. His parents are divorced, his father works at a call center. Christian earns his own money by delivering newspapers every Saturday.

In his free time, he likes to play football, listen to music and do technical work on the computer. He wants to make a career as an IT specialist. Christian is in the 11th grade of the state-owned Peter Joseph-Lenné-Gesamtschule. His favourite subjects are computer science, mathematics and sports. It takes Christian 45 minutes to get to school each day. He enjoys going to school, even though lessons should be more practice-oriented in his opinion. He and his friends meet up at the youth club, on the sports ground and at Potsdam central station. Christian likes to eat noodles with tomato sauce and potato pancakes, but he doesn't like beef liver.

2017

Christian is 25 years old, lives in Berlin-Spandau and works as a retail salesman. He works 40 hours a week, from Monday to Friday. It takes him an hour to get to work by public transport. Christian is currently taking lessons to get his driving license and wants to buy a car. After work he tries to relax with video games, goes to fitness training or plays darts.

At the moment, Christian earns a basic salary and is happy with it because he can pay for everything he needs to live. „Money is not so important to me“. He lives in a flat with his girlfriend so they share the costs. He would not want to live with his parents anymore because he needs his privacy. He gets on well with them, but everyone „needs his own four walls“. Christian feels comfortable in his environment, which is why he spends a lot of time in the Spandau area.

Christian still remembers his wish for the future 8 years ago. He wished to become a computer science specialist up to 3 years ago. He started taking a relevant course, but found that the profession is not as great as he had imagined. „The first and second semesters were fine, but the third was catastrophic“. The expected performance level of the 3rd semester was too high for him.

He makes decisions independently. When he has problems, he tries to deal with them. If he needs advice, he asks his father or his girlfriend. His family supports him a lot, both financially and with advice and tips. Quitting his studies made him feel weak. „It was a phase in which I really had to pull myself together“. Admitting this defeat was not an easy thing for him to deal with.

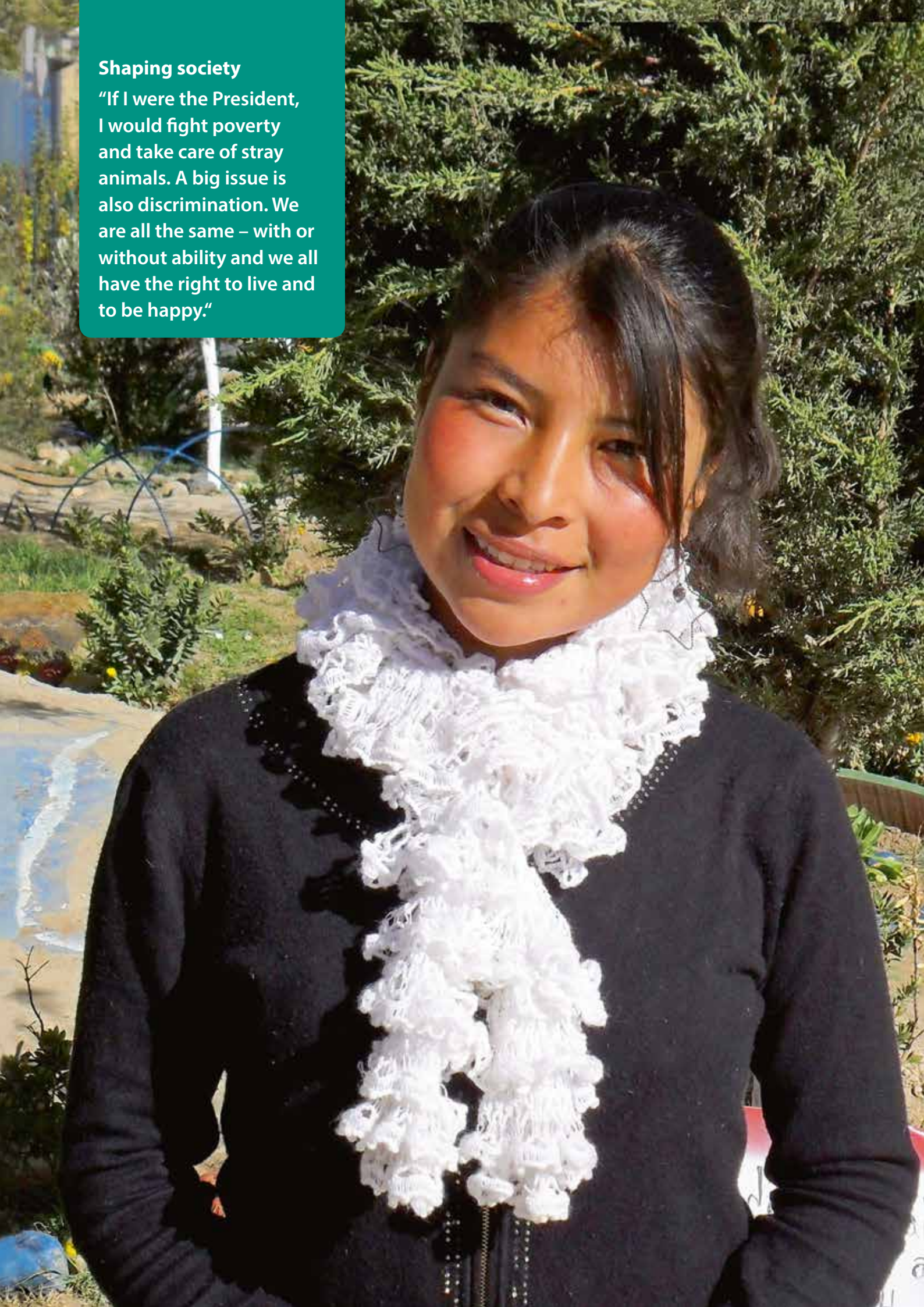
Yet, he felt good when he completed his training as IT-specialist. Not only did he complete the training in record time, but he was also the best. The teachers were sceptical, but he did it. It's neither common nor recommended for someone to skip a class in the middle of the year and then pass the exam. Christian heard from a teacher that a female student had done so and that motivated him.

In earlier classes he was often teased for his looks. He describes himself as „a small boy with glasses“. That continued until the 9th grade, but he was not intimidated by it.

In Christian's view, wealth and poverty are not just about money. Someone who cannot earn a living, or has no family or other caregivers is poor. He regards himself as rich, because he has a job that he enjoys and earns money to make a living. He has a family and a dog, which are important things to feel good about.

Shaping society

"If I were the President, I would fight poverty and take care of stray animals. A big issue is also discrimination. We are all the same – with or without ability and we all have the right to live and to be happy."



Name: **Evelyn**

Age: **18**

Domicile: **El Alto, Bolivia**

Current occupation: **student**

Role: **interviewed in 2010 and 2017**

How I have changed

“Back then, I was prone to tears and often cried when I felt bad. But many people misinterpret this as a weakness, which is why I broke this habit. Today I am stronger and face my problems confidently.”



2010

Evelyn lives in the Villa Libertad district in El Alto. Villa Libertad is a district, which emerged on the outskirts only in the last few years. She lives in her grandmother's house with her mother, father, uncles and younger sister. Evelyn has to do many household chores. Her mother works at the hospital and her father is a craftsman. He manufactures windows, frames and metal doors. One aunt lives in Germany and sometimes supports the family financially. Evelyn likes to play with her Barbie doll house and sometimes goes to the culture centre close by where she plays theatre, draws and makes music. She is in the fifth class of the state school Veinticinco De Julio.

Her school uniform consists of grey skirt, blue pullover and white tights. Her school is quite far away and she has to walk an hour every day.

“During the day, I am at school and do my tasks there. After school, I go home and do my homework. Sometimes I watch TV or play and, in the evening, I go to bed.”

2017

Evelyn attends school and is currently in her final year of secondary school, which means she has almost finished her degree studies. She lives with her parents and siblings. The school can be reached on foot from her house, which is not the only advantage. The school has adopted an ecological and sustainable philosophy. Not only does it have garden areas which the students take care of, but also its own greenhouses made of used plastic bottles. Dealing with nature is as much part of the curriculum as maths, music and sports. They also have a computer room and a small laboratory. Evelyn likes to go to school and participates enthusiastically. After she graduates, she wants to begin a university degree course, preferably in accounting because that would give her good vocational prospects. She hopes to complete her studies in Germany with the support of her family.

Evelyn is a happy person and content with her life despite the fact that not all of her dreams have come true. For example, she wanted to become a singer and was in a band for a very long time. Singing in front of other people boosted her self-confidence and made her proud. But she had to give up on that dream because school was so demanding. She prefers to spend her free time with her boyfriend who makes her happy and laugh. Her parents are an important part of her life and give her stability and orientation for which Evelyn is very grateful. Certainly, they cannot protect her from all bad things, but Evelyn has a secret weapon against bad moods: sleep! She is not very tall and was often bullied because of that at school. Over time, she learned how to get her way and win discussions with good arguments. Wealth or a great house in a good district are not particularly important to Evelyn. For her, happiness is spending time with her family and her loved ones, and being grateful for what you receive. She says with self-confidence: “I always felt good about who I am and where I am from.”



Shaping Society

“People should be more disciplined and cooperate more so that we can achieve more development.”

Name: **Frank**

Age: **17**

Domicile: **Chuini, Tanzania**

Current occupation: **student**

Role: **interviewed in 2010 and 2017**

How I have changed

The younger Frank played a lot of football. His parents didn't like this because, in their opinion, he spent a lot of time on this and ignored more important things. Also, because Frank suffers from asthma, they didn't want him to do too much sport. Meanwhile he prefers to focus on school. His long-term wish to become an aircraft engineer hasn't changed, which is why he focuses on science at school.



2010

Frank is 11 years old and lives with his parents, brother and grandmother in the Mbwani district. His father is an electrical engineer at the television station in Zanzibar and his mother is a housewife. His family sometimes receives financial support from relatives. Frank attends the sixth grade of the Kiembe Samaki School and gets additional lessons. "I enjoy learning; I go to school to broaden my knowledge and to get a good job later". His parents pay 3000 Tanzanian shillings per year in school fees. In his free time, Frank likes to read, play football and help around the house. He likes meeting up with his friends to learn and play. "When I see people on the street, I don't know who is poor and who is rich. My own family is poor. The money that my father earns is not enough. We cannot buy everything we need."

2017

Frank is 17 years old and lives with his older brother in Chuini. He attends the Secondary School in Lumumba and can concentrate well on homework and learning at his brother's place, which is why he's comfortable with his living conditions. There is no possibility of that at home with his parents, but he would like to move back in with them after finishing school. Frank can't make decisions on his own but he gets support from his family because they allow him to live with his brother, so that he can be successful at school. Frank rarely has free time but if he has some, he likes to relax and sleep. After waking up he has to go to school and is back at 4 p.m., when he starts studying and doing his homework till 11 p.m. "If I slept in between, I would not have enough time to study. His ninth-grade teacher has had the biggest influence on Frank. He explained to him that he will not succeed if he only goes to school from Monday to Friday.

According to the teacher, you also have to go to school on Saturdays and Sundays if you want to achieve anything. But those were his football days. "I had to decide if I would skip the football matches to have more time for homework and studying". He has been getting more support from his parents since he made that decision.

Frank regards himself as poor and often has financial problems. Sometimes he doesn't have enough money to go to school and back with the Dalla Dalla. And if he asks his mother for food it's possible that she isn't able to help him. "They have also hard times". In Frank's opinion, someone who can't afford enough food, clothes or has no place to sleep is poor. If someone has enough food, clothes and a nice but not necessarily large home, this person is wealthy.



Shaping Society

“I would reform the tax system in Germany to relieve the pressure on families. Having a child should no longer put anyone at financial risk. Moreover, we should adjust salaries: more money for more responsibility is okay, but wage differences should stay within decent limits.”

Name: **Isabelle**

Age: **24**

Domicile: **Schongau, Germany**

Current occupation: **employee in sales and export**

Role: **encounters of 2011, 2012, 2016 and 2018, interviewed in 2017, project team 2017 and 2018**

How I have changed

“Earlier, I had no idea about the world. I have only started developing as a person when I started participating in the encounters. These experiences made me more relaxed with new things and more quick-witted. Today, I have a broader perspective than before. I have learned to take responsibility. And yet, I would consider myself a light-hearted person. However, I do question certain things in the world.”



What the project means to me

“I had rarely reflected on life, and even less about how life is in other parts of the world. This has changed by participating at the international youth project. In 2011, I took part in the first encounter in Potsdam, more or less unprepared. I continued to be a member of the group over the years, even when my studies prevented me from joining the encounter in Bolivia in 2014. My commitment grew over time: At the age of 17, I wasn't particularly eager to get to know the world. I was dreaming of my own family and house. The international youth project changed a lot in my life. One of the major turning points in my life was leaving my home town to go to university. Being involved in this project provides me with opportunities to think outside of the box and question the normalities of my daily life.”

2017

Isabelle works in sales and export, a job she finds enjoyable and well paid. She lives with her partner in the south of Germany, far away from her family. Sometimes she misses living alone, but these are only short moments: “One usually wants what one doesn't have”. In her leisure time, she likes to go dancing and is active in the voluntary fire brigade in her town. Isabelle is still the active person she has always been.

Although most vocational training courses are free in Germany, she opted for a private school of economics after graduating from school. She had to earn the fees on her own, as her family could not support her financially. So, she worked at a food stall for two years and also did a lot of smaller jobs. With this money and some loans, she could afford to study abroad. This was a challenging time for Isabelle, but she has never regretted her decision to follow this path, as her studies challenged her in a positive sense. And, her goal was to learn by all possible means.

Isabelle is proud of what she has achieved so far. As she comes from a family with no academic tradition, she had no great expectations of what studying could or should look like. In the end, she graduated with honours.

Her friends are an important force in her life. They give her strength and help her with advice as “two eyes don't always see everything”. Isabelle wants to achieve other things in her professional life, including doing something meaningful and earn enough money to make a living without taking on additional jobs.

In addition, she dreams of a house and children, preferably right now. However, her previous job interviews have already made her aware that family planning is considered an obstacle to the professional careers of women. Isabelle doesn't want to risk her career; therefore she has postponed her dream of having family. “There should be more support for families, so that everyone can balance work and family. Work should be paid accordingly, so that you don't need state support when working full time”.

To achieve her goals, Isabelle deems it important never to give up, even if obstacles present themselves. If you are not too inflexible and deadlocked, you might find alternative ways to your aim. “Life holds a lot of surprises for us in store: we cannot plan everything – and I like that”. This is one reason she thinks “people should laugh more in Germany.”



Shaping society

"I would change the school system. I want the classes to be more exciting and for students not to have to spend all their time sitting down, because, at some point you can no longer concentrate. It should be a bit more practical, so that you learn things which you need. I would introduce more justice and more equality and I would stand up for the environment. We are the first generation to experience climate change and the last one that can ameliorate it."

Name: **Johanna**

Age: **15**

Domicile: **Potsdam, Germany**

Current occupation: **student**

Role: **interviewed in 2010 and 2018**

How I have changed

"I haven't grown much: I am still short. I have become calmer, whereas I used to be very bouncy and needed a lot of movement."



2010

Johanna is 7 years old, she lives in Hermannswerder, Potsdam. Hermannswerder is a calm and very green neighbourhood, situated on the River Havel. What she likes about the estate of terraced houses, where she lives with her family, is that it is not a big street and it is not too loud. She plays with her friends on the two green fields in front of her house. "The bunk bed is the best", Johanna says, when she talks about her room. Both her parents work and Johanna thinks they earn sufficient money for the family. Johanna is in the 2nd grade of the public Max Dortu primary school. She and her little brother Daniel, who goes to the kindergarten there, are mostly taken to school by their parents. She travels to school either by ferry and bicycle or by bus and tram. She takes piano lessons once a week. "I want to become a magician and fly around the world to dispense bags of money. I want to throw gold to the poor countries. I will conjure it up."

2017

Johanna is 15 years old and in the 10th grade of the "Helmholtz Gymnasium". She still lives with her parents and her little brother in Potsdam-Hermannswerder. Most of the time she goes to school by bike, except for winter time, when she takes the bus. Johanna thinks that her school is all right, but there are some teachers, who cannot explain things well. She is in the class for talented students. Within this class, she feels she ranks somewhere in the middle. When she was asked if she would call herself a striver, she had to laugh: "it's all relative: it depends". She considers herself worse in comparison to her classmates, but says she is more of a striver in contrast to other classes. She gets on well with her classmates. Any problems with teachers are discussed at parent-teacher meetings, to resolve any potential conflicts. Recently, Johanna helped to build up a new school library and now she sometimes supervises it.

Johanna is currently thinking about spending a year abroad in the USA. She has applied for a scholarship. She has completed the written application and the first interview. The final step will be an interview with the chairwoman of the election district. There is only one space for this programme in each election district.

Johanna is contemplating a change of school, because the new school would be closer to her home and, after 5 years, it gets boring being at the same school. She also already knows many of the students from the new school.

When it comes to decisions, Johanna sometimes asks her parents for advice, but in the end, she makes most of the decisions herself. Sometimes she asks her friends and tells them about her problems. Then she listens to them, but mostly she takes advice from her parents. "My dad practises the interview for the scholarship with me", she said. Her parents support her in every respect, whether psychologically or financially. But she also babysits for her neighbours to save some money for her future plans. She took part in an exchange in France for 3 months, where she went to school with her exchange student. Through that she has become more independent, she says.

Johanna remembers her wish from eight years ago. She wanted to become a magician. "When I was 11 years old, I was disappointed that I had not received a letter from Hogwarts". Currently, she doesn't know what she wants to become in the future, but she was thinking about becoming an actress. The most important thing is to get a job where she is not sitting in an office all day long. She envisages a job that will allow her to travel the world.



Shaping society

“I would enforce more agreements with other countries. I also would import and export more goods that are reasonable and deal with the topic of profit. With increasing economic relations, Bolivia will develop faster. Besides, I would make arrangements with different universities to motivate older people to study to give them the opportunity to earn more money.”

Name: **José**

Age: **19**

Domicile: **El Alto, Bolivia**

Current occupation: **preparation course for university**

Role: **interviewed in 2010 and 2017**

How I have changed

“Back then, I helped my mother and worked with my uncle in a minibus. He gave me 50 Centavos per day for calling out the destinations of the “taxi”. This was my first own money. I still had enough time to play and study. Today, I am dependent on my job. I want to study and I have plans to get to know different places. I also feel more mature and determined. I know what I want. I also know that I will make mistakes but I always pursue the thought of supporting my mother and to see the best in everything so that I can say that I gave it everything I could.”



2010

José is 12 years old and lives in Horizontes, a district of El Alto where both poor and more wealthy families live side-by-side. He lives there with his older brother, his mother and grandmother. His mother works in maintaining a public green space that she keeps clean and waters the plants. Sometimes, José also works there as a barker and cashier in a minibus with his uncle. He meets up with his friends at the sports field and likes to play computer games in the school breaks. José attends a public school where he has to pay the application fee and for the school uniform. It takes him 20 minutes on foot to get to school.

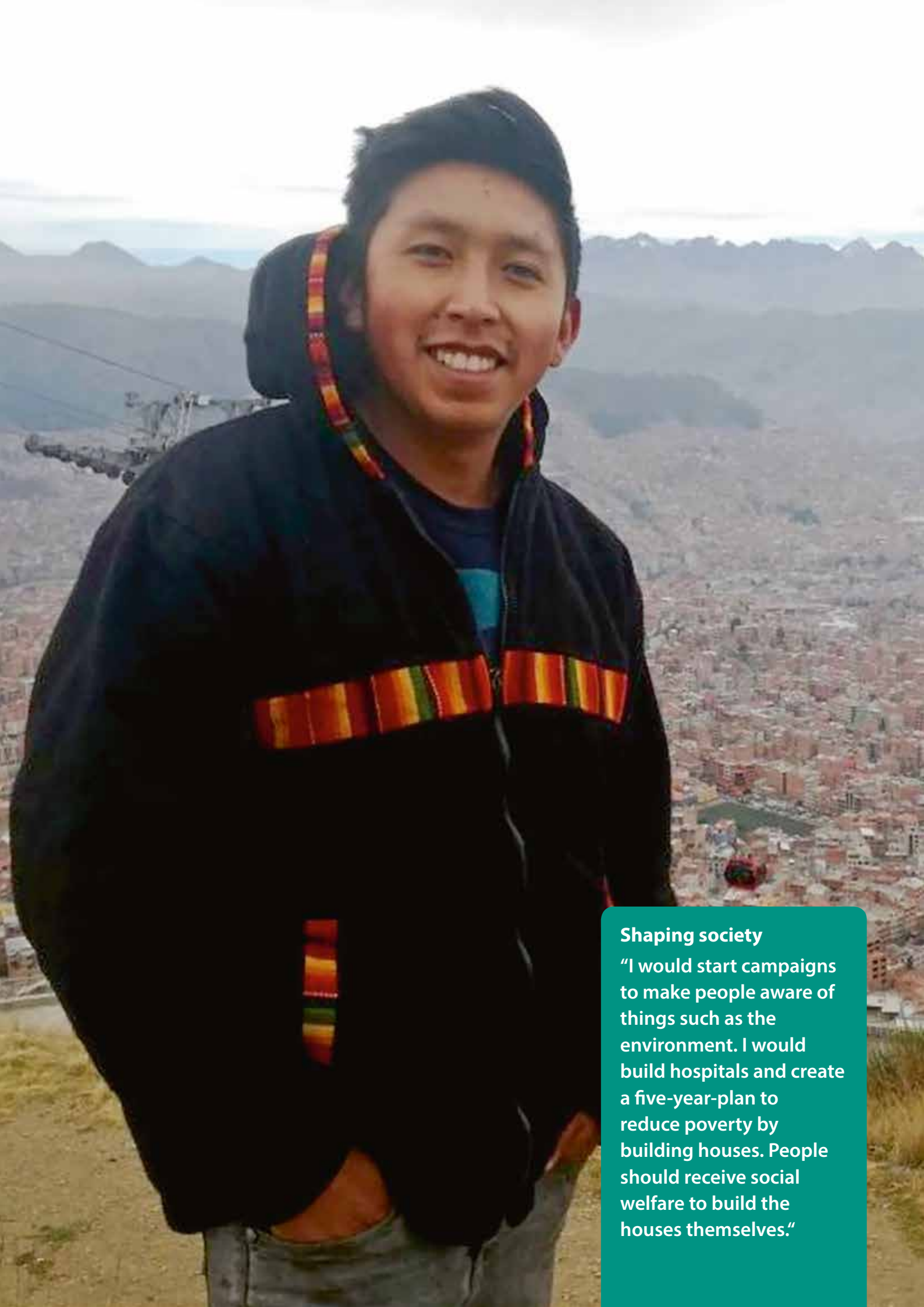
2017

José is 19 years old and lives with his mother and brother in El Alto. He left school two years ago and has been working and preparing for the university since then. It is almost certain that he will be accepted for a course in international trade at the technical university in La Paz. This course covers sales, import and export. With this qualification, he could work for the customs authority, at an airport, for the highway authority or in corporate imports. He has already learned about the administrative part of sales through his job in a store. He had originally wanted to become an engineer, but it is hard to find work in this area. He found out that international trade was not distinct yet and he wants to be a part of a developing field, which is why he changed his mind.

One small obstacle is finding the right degree course. He thinks the university is too bureaucratic and that they want too many documents, which some people find overwhelming. Moreover, studying it would be easier if there were universities at more places and if they were to offer more degree courses. In his opinion, that would reduce unemployment and poverty. He can hardly wait to start studying, which is why he is reading a lot of books in his free time right now. He also helps around the house. He likes doing sports, going to the gym and playing basketball.

José has a close relationship with his mother and discusses his problems with her and feels responsible for her. His father left the family when he was three years old. Since then, his mother had to fend for herself. As an adult, he wants to provide something towards her care. He never missed a father. He quickly learned to be autonomous and to take responsibility. The family members help and motivate each other and give each other security. “Being with my family fills me with warmth and makes me happy. I’m lucky to be able to say, I have a home”.

This experience has shaped him: he always cares for others to make sure they feel good. Also, he was the soul of the class at school. This independent streak helps him in his work life; the supervisors continue to trust and support him, which really encourages him.



Shaping society

“I would start campaigns to make people aware of things such as the environment. I would build hospitals and create a five-year-plan to reduce poverty by building houses. People should receive social welfare to build the houses themselves.”

Name: **Julio César**

Age: **22**

Domicile: **El Alto, Bolivia**

Current occupation: **student**

Role: **interviewed in 2010 and 2017, encounters of 2011, 2012, 2014 and 2016**

How I have changed

“When I was younger, my life was all about having fun. I was playful, crazy and only afraid of a few things. I was a happy child and still am. Today, I am no longer afraid of anyone and I think that one never really grows up. Nevertheless, I’ve learned so many things. I now know how it is to study. After school, you lose friends you thought you’d never lose touch with, but you get to know new people at university.”



2010

Julio Cesar is 14 years old. He lives with his mother, his father and his elder sister in Ciudad Satélite. Ciudad Satélite is a relatively rich and well-developed district of El Alto. His uncle and his aunt live one floor above them. His mother works as a social worker and project coordinator in the COMPA, a cultural and educational centre. His father is an electrician and does part-time jobs. Julio sees his family neither as poor nor rich, but as “normal”. The school is called “Heroes of the Pacific” and has a good reputation, although Julio thinks that the classrooms are awful. It takes him 5 minutes to go to school. After school, Julio goes to the COMPA and takes part in workshops there. He is also a skater. It is very easy for him to find new friends.

2017

Julio is 22 years old and lives with his father and sister in El Alto. He is writing his final thesis to complete his studies in business administration. Unfortunately, the Internet in the computer rooms at university is slow and the lecture halls sometimes a bit crowded, but, apart from that, he likes his university. He has some professors that are good, some are bad, some ambitious, some strict – a bit of everything. He finds university very different from school. The standard is higher, and you learn because you want to and not because you have to.

Julio likes living with his family because they are quiet and plain. Since having his own income, he has been supporting his family financially. He could also imagine living alone. Then his father would not always have so many worries and it would not bother anyone if he comes home late.

Photography and travelling are his hobbies and he likes to combine the two. He likes to take pictures of landscapes, but he likes to concentrate more on details and wants to capture real life the way he views it. He also does theatre; he basically grew up there, where his mother used to work. The group tackles social problems in their plays and wants to raise the audience’s awareness and make them think about things. He now makes his own decisions, but it is important for him to respect his family and not break their trust and to accept their advice. They also motivate him. When his mother died, and he felt helpless, but he followed her advice to always have the strength to continue on until the end, which is what he is still doing today.

He can talk about problems with his best friend from university. He does take the opinion of others into account if he is doing something good or bad. But before asking others for advice, he tries to solve his problems on his own. “When I make a mistake, I want to make the best of it on my own.”



Shaping society

“First of all, we need good schools for all people, regardless of their income. Everyone needs a good education. Besides that, I want to raise awareness for environmental pollution – trash doesn’t belong on the streets. Important appointments in the government should be assigned on the basis of ability and not money.”

Name: **Laura Valery**

Age: **16**

Domicile: **El Alto, Bolivia**

Current occupation: **pupil**

Role: **interviewed in 2010 and 2017**

How I have changed

"I was a cute and smiling girl, but always with a cheeky glint in my eyes. As a child, I was very shy and never disagreed with anybody. Today I feel more secure, I have more goals and dreams that I pursue."



2010

Laura Valery is 8 years old and lives in the Villa Luisa district. Villa Luisa is a small district where poor and richer people live together. She lives with her two elder brothers, her mother, her father, her aunt and her great aunt. Her father works as an electrician and earns the family income. Sometimes her brothers also earn money for the family. Her family also gets support from relatives living in Germany. Laura draws, watches TV and also likes to play with her Barbies. She goes to the private CEDEIN school. Normally, her parents would need to pay school fees, but because Laura was the best in her class, she was awarded a scholarship. Laura is often accompanied by her mother in the minibus to school, and sometimes her father drives her to school in the car.

"My parents help elderly people, some of whom play the guitar on the streets to make money, and are homeless and forced to beg. They do everything to survive. We help by giving them gift bags. In these bags, we put pastries, even sweets and tea, coffee and oil for Christmas and All Saint's Day. It brings a lot of happiness to these people because they don't have bread or anything else. My aunt Adina and my aunt Giesela send us money for it."

2017

At her age, Laura has been to three different schools and now attends one that is almost one hour away from her home. Before, she visited a school which was created by an initiative run by parents in her district. This school is supported by the parents and social initiatives and the fees are around 2 euro, which means that children from lower-income families can also go there. However, the level of education is very low. Graduates seldom make it to university. This was the reason why Laura changed to the private school, for which her parents have to pay more money. In the beginning, it was hard for her to keep up with her classmates, but she was soon able to catch up and participated in school Olympics this year. Her favourite subjects are maths, physics and chemistry. The classes are lively and good. They are also learning a bit about the plastic arts and have their own planetarium. Laura feels really good and has managed to find many friends, with whom she likes to play YuGiOh.

In her free time, she likes to play basketball, sometimes she skates and likes reading. Besides, she goes to an English institute after school, among other things, so that she can teach it to her cousins. Family loyalty and being with her family are very important to Laura. She really enjoys movie nights and pizza with her parents and her brothers. She dreams of living in another city one day or somewhere abroad.

Laura has long known that she wants to become a doctor, to help other people. She especially likes babies, which is why she is interested in gynaecology. It is not going to be easy for her to get one of the highly-sought-after study places at the state university. Nevertheless, she doesn't want to do anything else, because at a private university your performance would not count but only your ability to pay the tuition fees.

Another important topic for Laura is the environment. Concerning this, in her opinion, a lot has to be done in Bolivia, to raise awareness of environmental pollution, the need to make sparing use of water resources and to abolish plastic. Another criticism of hers is that a fat purse often opens the door to political posts – if it was up to Laura, politicians and police officers would be chosen on the basis of their motivation, because she is convinced that one does things well that one finds important.



Shaping Society

"If I were the President, I would like to change the squatter area – the place where I live. The government in Palawan is planning to demolish the squatter area in three or four years and to provide us with a good house on the mainland. But then my family will no longer be able to work as fishermen and therefore have no food. That is a big problem. My wish would be to stay in the squatter area because my grandparents died here. It would be difficult to leave this place."

Name: **Mansol**

Age: **20**

Domicile: **Puerto Princesa, Philippines**

Current occupation: **construction worker and street vendor**

Role: **interviewed in 2010 and 2017**

How I have changed

“The younger Mansol was very poor because his family had a lot of expenses from study fees for the children. The new Mansol is bigger, taller and smarter. He can stand on his own feet now and earns his own money.”



2010

Mansol is 12 years old and lives with his parents and 10 brothers and sisters in a stilt house in a coastal slum of Bagong Silang. His father collects trash and his mother sells pearls. Mansol and his other siblings have to earn money, too.

Mansol walks two kilometres to school each day. Every evening, he collects empty plastic and glass bottles until midnight and earns between 20 and 50 Philippine Pesos (3–9 Cents). Older boys have stolen his money and beaten him up several times. In his free time, Mansol enjoys learning new things. He often meets up with his friends in a big boat and plays hide and seek.

Mansol mostly eats rice, cassava (manioc) and fish. He would like to eat beef or chicken, but his family cannot afford it. According to Mansol, his family is neither poor nor rich since no one goes hungry. “I feel pity for my neighbours, who have to eat spoiled food. Many of them are new immigrants from Zamboanga.”

2017

Mansol is 20 years old and works as a construction worker in addition to selling bracelets. He went to school until grade 6. If his parents had had enough money, they could have allowed him to go on school trips. This was always very good for him because he gained an idea of life beyond school. Eventually, he had to end his school career because his birth certificate was missing and he started working. When he was younger and still at school, he could read Tagalog. Now he has already forgotten a lot. He can understand English but he cannot read it. During school time, he would eat three times a day and prepare his own food.

Mansol still wants to go to school, but because of his missing birth certificate, that is not possible. Instead of studying, he now works to support his siblings. He is giving them the chance to study or go to school. His siblings are all grown up and are studying. “Even though we are poor, we are happy”. His dream is to study, then get married and have a good family and to have money to support his family.

In his free time when he has nothing to do, he makes bracelets and if he finished his work, he plays basketball. He works at Baywalk (promenade) until 11 pm selling the bracelets. Sometimes he earns 300 Pesos (6 euro). “If I can afford it, I like to eat Quekquek (fried egg).

Once, he experienced discrimination, because he didn’t get the appropriate salary and his employer paid him less. He accepted the situation and went home. So, if he encounters a problem, he goes home and does chores to forget the problem. When he is sad, he walks to the seashore to look at the sea. He said he feels very poor and life is very hard for him, but still, he is happy.

In decision making or when he has a problem, he consults his parents. If he has money, he takes one half for his family and the other half for himself. Sometimes he borrows money from his parents if he needs something. His friends support him financially and he uses it for his sisters’ studies or food. “If I had the chance to live on my own, I would not want it because I want to stay with my family.”



Shaping Society

“People should concentrate more on education. When you don’t study, you have nothing in this world.”

Name: **Mohammed**

Age: **21**

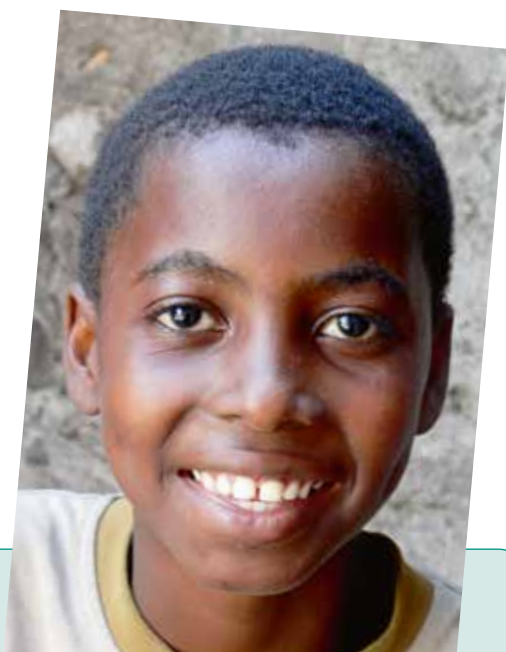
Domicile: **Kwarara, Tanzania**

Current occupation: **works on the market in Drajani**

Role: **interviewed in 2010 and 2017**

How I have changed

“The younger Mohammed wasn’t so open-minded. He didn’t know how important education is. But now I understand. I wanted to become an important person e.g. a boss like my uncle Ali. Now, I just want to work, so I can earn enough money to support my family.”



2010

Mohammed is 14 years old and lives with his extended family in one house; three grandmothers, five aunts and 22 cousins share six rooms. The majority of the family’s money comes from his mother, an uncle who is a television director, and an uncle who lives in the Netherlands. Nevertheless, Mohamed thinks his family is poor because they don’t have enough money for food and other things. He attends the Mwembe Makumbi School and after that he goes to Koran school. Learning is important for him to be able to find a job later. “It would be better if I could work to support my family. But I don’t know how and where I could earn money.”

2017

Mohammed is 22 years old and lives with his parents and two siblings in Kwarara. He earns his own money at a shop on the market in Darajani. It takes him an hour with the Dalla Dalla to get to his work place and he works from 4 p.m. to 9 p.m. Mohammed likes his job but he thinks his salary is too low for the work he does. “I have to accept that because I have no other option if I want to work”. Mohammed is proud whenever is able to sell a lot on any given day but he doesn’t want to do it forever. One day he wants to study medicine. “I want to become a surgeon”.

Mohammed is comfortable with his living conditions because he can make his own decisions but also asks his parents for help if he has problems. They support him emotionally and financially but also help him to wake up early so he isn’t late for work. Mohammed is grateful for his parents’ support, but, if it were possibly, he would love to live on his own. He considers his family to be neither rich nor poor, but somewhere in the middle. Mohammed defines poverty as when people don’t have enough money to satisfy their basic needs, and wealth as when someone can buy anything at any time.



Shaping Society

"I would like to change negative attitudes towards people with disabilities. They are like us; they can be independent and achieve the same as all other people."

Name: **Sharifa**

Age: **23**

Domicile: **Mombasa, Tanzania**

Current occupation: **student at a teacher training's college**

Role: **interviewed in 2010 and 2017, encounter of 2018**

How I have changed

The younger Sharifa had no time for friends and she didn't see the use of friendships. Now, she has a lot of them. "Without friends you have no life. I'm very happy with them". She used to want to become a lawyer like her dad but, over time, she decided to do a job with which she can help the society. "I wanted to do something good that people can see."



2010

Sharifa is 15 years old and lives with her mother and five siblings in a house in the Mwanakerekwe district. Her mother is a housewife and her parents are divorced. Her father is remarried and lives with his new wife in the Mombasa district. He works at a bank and earns money for the family. Sharifa has no friends. In her opinion, it takes time and trust to call somebody a friend. She attends the Shah High school to which she needs to walk for half an hour. Her daily routine is usually similar: she prays, goes to school, helps around the house, and visits her father. "I go to school every day. I like going to school because I want to broaden my knowledge. I have to study for as long as my father is paying the school tuition fee; otherwise I will lose out, waste his money and miss my chance."

2017

Sharifa is 23 years old and attends the Susa University in Zanzibar, where she has already earned her teaching diploma and is currently applying for a higher degree. She still has no exact plans for where she would like to work later. "As long as I can be a teacher, I'm happy everywhere". At the moment she is in a project phase and her day starts at 6 a.m. and ends at 7 p.m. Every day she walks the "short distance" of 30 minutes.

At her University, Sharifa was confronted with different problems. She specialised in inclusive education and parallel to her studies she visits students with special needs and different disabilities in which context she can see the relevant teaching challenges. At her university they only get taught the theory but have to make their own arrangements for gaining practical experience.

Sharifa lives in Mombasa with her mother and regularly visits her father, stepmother and siblings. She can't imagine living on her own because she's very happy with her family. "I'm thankful for my family". They support her financially and, whenever she needs to, she can ask for advice. In her free time, she likes to read books. "I love to read novels", or she goes to the beach. "There, I just relax; I don't know how to swim."

When Sharifa has problems, she prays to God. She feels strong and confident every day. "I'm a human being and a woman: I have to be strong to be successful". She will feel successful when she becomes a teacher and stands in front of a class with all the students listening to her. At the beginning of her studies, she thought that inclusive education was only for people with disabilities, but now she knows that it's for everyone. She learned about the field of inclusive education from her aunt, but she wasn't interested at first. Her family influenced and supported her on this path.

Shaping society

„My wish is to live in a society, where equality for everyone and an understanding for everyone exists, where people can live peacefully together and respect each other.“



Name: **Sonja**

Age: **22**

Domicile: **Frankfurt (M.), Germany**

Current occupation: **student in transnational social work**

Role: **interviewed in 2017, encounter of 2018, project team 2017 and 2018**

How I have changed

“The younger Sonja was unaware of what was happening in the world and was quite naïve. Since my year abroad, a lot of things have changed and I am more curious now. My interest in understanding different contexts in the world has increased.”



What the project meant to me

“During my studies, I met Giang, who brought me into the project. I went to the Philippines after I graduated and did my volunteer year there, where I worked in a school for special children. Therefore, the connection to the country, my interest and my basic knowledge of Tagalog (the most spoken language in the Philippines) was more than enough for me to get involved in the project. I now have another connection to the Philippines in a wonderful way. I have also had new encounters that were linked to my previous work and my host family.”

2017

Sonja is 22 years old and currently studying transnational social work in the 5th semester. She spent the 4th semester abroad at the University of Hull in England. She still has four more semesters before she graduates, one of which she will spend abroad again.

During her time in high school at the Waldorf school, Sonja was one of a very small group of pupils until grade 6. There were only seven of them, so she received a lot of individual support, but sometimes she wished she was in a bigger class. After she and her family relocated, she found herself in a class with 35 pupils and was very happy with that. In her school, they had big classrooms and she always had a good relationship with her teachers. She participated in a few field trips, for example, to Lake Constance, the North Sea and Istanbul. Her parents always supported her, also financially, but the whole class also collected money through different activities. “We always had a lot of practical and artistic activities in focus during our time at school, which I really enjoyed, looking back at it”. Sonja’s mother worked as a school teacher at the same school, so it was sometimes awkward for Sonja, but as she grew older, it was no longer a problem for her.

Since moving to Frankfurt am Main, Sonja has been living in a shared apartment with two other students and feels very comfortable with her living situation. Sonja likes to be independent and plan her daily life according to her ideas. For her, living together with others is very important. Her ideal life would be to live in a city located directly on the sea and close to nature reserves.

In her free time, Sonja likes to do a variety of sports: running, swimming, yoga, playing basketball and other ball games are just some of the things she likes to do. She also loves to read a good book, likes cooking and baking with friends, and watching movies. Sonja’s dream is to go hiking in the Himalayas.

If she has to make decisions, she can always rely on her family and count on their support. When she has problems, it helps her to go for a long walk, to get her thoughts clear again. Topics such as sustainability, the environment and climate change are important to Sonja, but she often feels perplexed and helpless concerning the relevant developments and the current situation. But even little things and meetings with other people who think similarly, help her not to lose courage. “I have a dream that one day we will wake up to a better tomorrow. We can all already do our part to make this dream come true by taking small steps and changing little things.”



Shaping society

"I want to be successful but maybe not as influential as a president. My vision is to erase poverty because when I see a beggar on the street, I feel the impulse to give him something. The problem is that I simply couldn't go on doing so forever, because it would be like a never-ending circle."

Name: **Von Ryc**

Age: **15**

Domicile: **Puerto Princesa, Philippines**

Current occupation: **student**

Role: **interviewed in 2010 and 2017**

How I have changed

“The younger Von Ryc was very inexperienced and didn’t know that much. But the new Von Ryc has more experience. The new Von Ryc changed from emotional to logical thinking and likes to keep a balance between both.”



2010

Ryc is 8 years old and lives with his parents in their family home close to the city centre in the San Pedro district. His grandmother, aunt and uncle live in the same compound. His father works as an employee in the marketing department of a mobile company and his mother organises the household. Ryc is in the 1st grade at Mediatrix, a private school. “According to my father, the cost of my education amounts to 15,000 Philippine Pesos a year. Generally, we live in better conditions than many other families”. A school bus takes him to school. In his free time, Ryc likes playing PlayStation and Game boy. His favourite toy is a Transformer, a plastic toy figure, which can be rebuilt and transformed into various forms. He likes eating pasta with tuna fish.

2017

Von Ryc is 15 years old and is currently studying at Palawan National High School. He focussed on his studies until grade 7 but then decided to become more social. The only benefit of focussing a lot was that he is “academically different” now, but he always felt that something was missing. “Studying will consume me if I focus too much”.

Von Ryc graduated as the best pupil from elementary school and chose his high school according to his test results. His workload is much higher than that of regular students. All in all, he likes his school life right now. For his senior high school life, he plans to go to Manila. He wants to take up accountancy because he is good at maths. He doesn’t think he would feel lonely if he were living alone, because he can adapt to new situations easily.

English is his favourite subject and he finds it very easy. Although, his first language is Filipino, he doesn’t like it and talks Taglish (Tagalog and English) at home. His parents persuaded him to do sports because he is tall. He uses contact lenses when doing sports, because one time he got disqualified from a game for wearing glasses. He felt sad about it and cried a bit because he had put so much effort into it. He had to quit basketball because of his eye disability.

If he has serious problems, he consults his parents. He grew up with the idea that he never has to solve a problem on his own. Sometimes he wonders whether he fits into his class because he is always the tallest. On one occasion, people mistook him for a guardian when he was walking around the mall with his friends. His parents are very supportive of the decisions he makes. As long as it is plausible and correct, they support him.

When things don’t go well, he likes changes, even major changes. Whenever he wasn’t feeling well his mother would try to motivate him to attend a drama course. In the beginning, he didn’t want to go because he thought that he would not like it, but in the end, he enjoyed it. Therefore, he learned that his stereotypical thinking was not proven right and that theatre was fun and he changed his attitude towards it. Grade 8 was the rockiest year of his entire life and he lost count of how many times he stumbled. “It was literally a dark year”. He made a big change because he didn’t like his haircut and so he shaved his head bald. He used to be introverted but now he is open-minded and more social. He also changed his attitude towards achieving low grades, because before he would cry over them. “Therefore, I changed a lot”.

Shaping Society – Young People’s Perspectives

Tanzania – Bolivia – the Philippines – Germany

Part 3

Didactical Suggestions

Das Impressum müsste abgeglichen werden - namentlich unten bei den Geldgebern etc.

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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

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.

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.

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.

Mögliche Fächerbezüge



Ethik 7 – 10:

Themenfeld 3.4 Was ist der Mensch? – Mensch und Gemeinschaft (Toleranz und Konflikte)

Englisch/Spanisch 7 – 10:

Themenfeld 3.2 Gesellschaft und öffentliches Leben (Gesellschaftliches Zusammenleben)

Philosophie 9/10:

*Themenfeld 3.3 Mensch und Kultur;
Themenfeld 3.5 Mensch und Kunst (Wahrnehmung und Wirklichkeit)*

LER 7 – 10:

*Themenfeld 3.2 Miteinander leben – soziale Beziehungen;
Themenfeld 3.6 Die Welt von morgen – Zukunftsentwürfe*

Unterricht im gesellschaftswissenschaftlichen Fächerverbund 7/8:

Themenfeld 3.3 Migration und Bevölkerung (Politische Bildung: Biografien und hybride Identitäten)

Berufsschule und Berufsfachschule:

Deutsch, Deutsch/Kommunikation; Englisch; Wirtschafts- und Sozialkunde, Politische Bildung, Politische Bildung/Wirtschaftslehre

Kompetenzen



Reflektieren und Perspektivwechsel:

Die Schüler*innen können kritisch eigene Vorurteile benennen und nachvollziehen, was Diskriminierung für Menschen in der Praxis bedeutet.

Kommunizieren und argumentieren:

Die Schüler*innen können Einzelbeispiele von Diskriminierung mit gesellschaftlichen Verhältnissen in Verbindung bringen. Sie können für und wider verschiedene Handlungsmöglichkeiten schlüssig argumentieren.

(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: Each 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.

Hintergrundinformationen zu verschiedenen Diskriminierungsformen:

Broschüre zu intersektionaler Pädagogik: <http://ipa-ed.blogspot.de/images/IPD.pdf> (Zugriff: 1.12.2018)

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-governmental organisations) and associations				

Diese Tabelle steht online als doc-Datei und Kopiervorlage zur Verfügung.

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.

Mögliche Fächerbezüge

Ethik 7 – 10:

Themenfeld 3.2 Wie frei bin ich? – Freiheit und Verantwortung

Englisch/Spanisch 7 – 10:

Themenfeld 3.2 Themenfeld Gesellschaft und öffentliches Leben (Gesellschaftliches Zusammenleben)

Philosophie 9/10:

Themenfeld 3.3 Mensch und Kultur

LER 7 – 10:

Themenfeld 3.1 Wer bin ich? – Identität;
Themenfeld 3.4 Den Menschen und die Welt denken – Menschen- und Weltbilder

Berufsschule und Berufsfachschule:

Deutsch, Deutsch/Kommunikation; Englisch; Wirtschafts- und Sozialkunde, Politische Bildung, Politische Bildung/Wirtschaftslehre

Kompetenzen

Erkennen und analysieren: Die Schüler*innen können anhand konkreter Beispiele Zusammenhänge zwischen Selbstbestimmung und Verbundenheit benennen. Sie können die Begriffe in Bezug auf persönliche und wirtschaftliche Fragen anwenden.

Handeln und gestalten: Die Schüler*innen können mehrere Handlungsmöglichkeiten benennen und politisch einordnen. Sie können eine bewusste Entscheidung für sich selbst treffen.

(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

WORKSHEET

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.

Mögliche Fächerbezüge

Deutsch, 9/10:

Lesend, schreibend und im Gespräch mit Texten und Medien umgehen (Debatte)

Ethik 7 – 10:

Themenfeld 3.1 Wer bin ich? – Identität und Rolle

Englisch/Spanisch 7 – 10:

Themenfeld 3.2 Gesellschaft und öffentliches Leben (Schule, Ausbildung, Arbeitswelt)

LER 7 – 10:

Themenfeld 3.6 Die Welt von morgen – Zukunftsentwürfe

Unterricht im gesellschaftswissenschaftlichen Fächerverbund 7/8:

Themenfeld 3.1 Armut und Reichtum

WAT 7/8:

Themenfeld 3.7 Berufs- und Lebenswegplanung: Einstimmen und Erkunden

Berufsschule und Berufsfachschule:

Deutsch, Deutsch/Kommunikation; Englisch; Wirtschafts- und Sozialkunde, Politische Bildung, Politische Bildung/Wirtschaftslehre

Kompetenzen

Erkennen und analysieren: Die Schüler*innen können auf Basis einer Textarbeit Probleme in Bildungssystemen beschreiben. Sie können zwischen verschiedenen Formen der Bildung differenzieren.

Bewerten und reflektieren: Die Schüler*innen können anhand eigener ethischer Kriterien in der Auseinandersetzung mit den Positionen anderer eine eigene Position formulieren.

(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.

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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 StadtLandGeld (CityCountryMoney) (www.stadtland-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
Spare time	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

Wieso gibt es 2x Freizeit?
War beim Deutschen auch schon so...

