



South African School Students

from

Joburg

in



Picture Documentation II

International School Student Exchange

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Hamburg – Johannesburg

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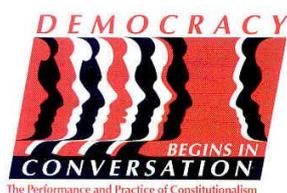


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Introduction

The return visit to Hamburg by South African school students' representatives from the Johannesburg Student Council in September-October 2009 was the latest stage in a series of international encounters between Hamburg school students and their counterparts in Sweden, the Czech Republic, Denmark, Finland and the Netherlands in recent years. The whole diverse range of interdisciplinary exchange programmes organised by the Hamburg Education and Vocational Training Department's schools information centre (*SchullInformationsZentrum*) over the past few years has resulted in continued projects dealing with the current international democracy debate beyond Europe's borders.

During the return visit, too, the exchange of political perceptions with the host country and the examination of its history sharpened the participants' view of the "big picture" and got them talking about issues relating to school students' rights of involvement and codetermination under different education systems. The 17th School Students' Forum (*SchülerInnenforum*) with its motto "You decide what kind of a world you want to live in!" was an important building block in this process.

This picture documentation shows the first impressions from the project. The Hamburg school students' representative body *schülerInnenkammer hamburg* has been cooperating with everyone involved to compile a documentation of the visits to Johannesburg in the spring of 2009 and to Hamburg in the autumn of that year.



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Johannesburg
Student Council



LOVING GERMANY

Our impressions



Lebogang Mashegoane:

Opportunity to repeat history in the family, in 10 years. The privilege to travel abroad is truly significant as it breaks barriers and helps us to see the world and interact with people, and also to learn about the history. Above all, to be in a group of academics, changing views and working corporately. Once in a life time experience that gets more exposure to the outside world out of my home country, throughout the Germany experience "I HAD" and would tell one can acquire skills of effective communication, gain new approaches. Transport system, schools, general life the way managed was phenomenal, seeing the standard of living compared to ours was something I truly approve to lead soon. This experience will not only benefit me but those around me.

Stephanie Van Straten:

My mind has been opened to a world I thought I incorrectly judged. My experience in Germany has been like a utopia. The life is that of a dream, perfect transport, approachable people and an education into the general history of this developed country. The skills learnt will never be forgotten and I will remember this time we spent together, forever. Thank you



Clement Scholtz:

My trip to Germany was an amazing experience for me and I really loved learning, and visiting all the historical sites of Germany. I also loved spending time with my host and seeing how Germans live daily. I also enjoyed seeing my friends and just being in Germany.



Wade Manning:

Germany is the epitome of life lived in a world full of speed, structure, order and ultimately excellence. Words fail me to give a true reflection of my experience in Germany as it will forever live on in my life through the effects of the change that was brought about due to this trip. I have succeeded in absorbing knowledge, wisdom and understanding through observation during my experience in Germany.



Ayla Hoogevorst:

Germany has given me much more than I imagined it could. I built sincere friendships and developed my relationship with myself. Being exposed to the youth and lifestyle in Germany created a deep desire to come back to this remarkable country in the future. The workshops developed my thinking globally rather than personally. As a member of youth I have realized the need for me to become more independent and tackle the world head on. Infinite thanks.

James McLaren:

A privilege to visit such a country. A country of time keeping, clean and loving people. A truly educational experience.





Noluthando Malaza:

I never really understood the difference between, learning to live and living to learn. In the past two weeks that I have spent in Germany I "learnt to live" in a different country with different kinds of people and their different beliefs and cultural backgrounds and these experiences have groomed me in many ways and matured me years ahead of my age and I realized in all of this that I was also living to learn because everyday and in every minute I learnt something new.



Mpho Lebethe:

My trip to Germany has been so awesome and so great that I really don't know how to describe it. I feel like I've been transferred to a totally new world, because everything in Germany that I have seen and experienced is just so beautiful and significant in its own way.

Phumlani Nyamathe:

My experience on this exchange of cultural and educational knowledge. It was all about observing and absorbing, learning as much as possible. It has been an experience of a lifetime and I really had fun.



Mkhusele Radebe:

My German experience was magnificent...to say the least. It was educational and very fun at the same time. The group was great and inspirational, to see how independent, mature and competent the German students are.



Sabeedah Mahomed:

An opportunity of a lifetime, an experience never to be forgotten and friendships to be cherished. This is my trip to Germany. Each moment was memorable, each person grew, learnt and became better people. We all grow by experience, the best way to have experience is to travel.



Bafana Zwane:

It is an honor for me to visit one of the countries history I've been learning about at school, and the whole trip to me was so educational. Sharing ideas, yet the feeling of being in Germany, and everyday was informative. Through this exchange programme I am able to teach and help other.

Hamburg

Gateway to the world



The Free and Hanseatic City of Hamburg is Germany's second-largest city, after Berlin. At the same time, it is one of the Federal Republic of Germany's federal states. Hamburg is located on the underflow of the river Elbe in the northern German lowlands, approximately 100 km from the confluence of the river's current with the North Sea. Hamburg in figures of greater or lesser importance:

- Sunshine duration: 1,489 hours per year
- Height of the St. Michaelis Church tower: 132 m
- 240 sports grounds with around 330 playing fields
- 183.457 school pupils

Some highlights from Hamburg's history:

- 7th century: first settlements
- Beginning of 9th century: *Hammaburg* built
- 1189 Charter from Kaiser Barbarossa to secure duty-free Elbe and maritime trade
- 1321 Joined the Hanseatic League
- 1558 Stock exchange founded
- 1618 "Free imperial city"
- 1815 Hamburg becomes a member of the German Confederation
- 1819 "Free and Hanseatic City of Hamburg"
- 1842 The "great fire" destroys a third of the city
- 1888 Customs union with the German Reich and
- 1889 creation of the free port with its *Speicherstadt* warehouse complex
- 1910 Population reaches one million for the first time
- 1939 Second World War begins, bringing great destruction and 55,000 deaths up until 1945
- 1952 New constitution
- 1962 Flood disaster
- 1996 Headquarters of the International Maritime Court



Hamburg City Hall (*Rathaus*) is the seat of government of the Hamburg state parliament (*Bürgerschaft*) and Senate, making it the city's political and representative centre. This building, constructed from sandstone and granite in 1897 and with an exterior featuring elements from the Renaissance period, has the appearance and feel of a palace. Before it was built, the swamp-like nature of the Alster marsh's substratum made it necessary to ram 4,000 wooden stakes into the ground as support. It is on these that the Hamburg Rathaus stands to this day. It has 647 rooms, three more than Buckingham Palace.



Traces of the Hitler regime in Hamburg

The alternative city tour

The alternative city tour around Hamburg's central districts deals with the Nazi (National Socialist) period. Places and buildings, both familiar and unknown, and their functions in the Third Reich are shown and described to the participants: e.g. the Rathaus, in which Hamburg's Nazis seized power in March 1933 by forcibly preventing Bürgerschaft deputies from the German Communist Party (KPD) from taking their seats for the session; the *Stadthaus* (see photograph), which was the headquarters of the Gestapo and the scene of interrogations and torture; and the former concentration camp in Fuhlsbüttel, where there is now a memorial to many of the Nazi regime's victims. There are accounts of "torture and resistance" supported by biographical examples.



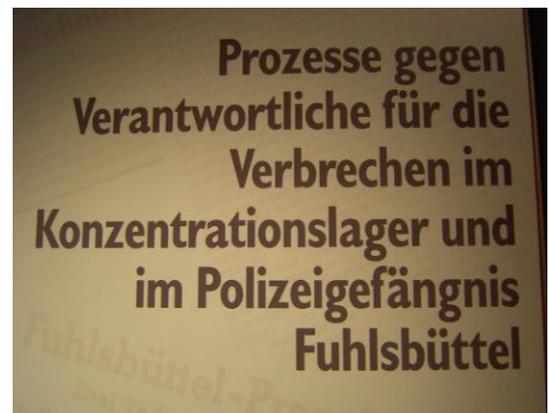
Picture above:

Memorial to the actress Ida Ehre, from Hamburg, who survived the concentration camp and continued to draw the public's attention to the National Socialist regime's crimes until her death in 1989.



Translation:

"That was where hell began for him. ... The torture victim's wife speaks out"



Translation:

"Trials of people responsible for crimes in Fuhlsbüttel concentration camp and police detention centre"

A workshop for getting to know one another



Working on existing problems, preconceptions, one-sided viewpoints, bias and/or prejudices is an effective way of examining differences constructively. The English term for this work is "anti-bias", which means being aware of prejudice and not discriminating against anyone. The objective of anti-bias work is to smooth out existing imbalances and one-sided perceptions and thereby reduce discrimination. It is focused on the intensive, experience-based examination of discriminatory modes of behaviour and structures. The Institute for Constructive Conflict Management and Mediation (ikm) applies this approach in a diversity of ways in its work with school students and adults alike.



The workshop day, along with the other topics of "Living together in the community of bread and roses with migrants" (see page 16), "Discrimination", and "Persecution and destruction in Nazi Germany", was an important start.



As a result of role-playing, the simulation enables the participants to experience communicative interaction in a tangible way and try out personal behavioural modes and reactions. One's own actions and those of the others are made tangible for each and every participant. In the simulation process, subjective experiences are brought together with objective conditions, creating the space for a game with an unlimited variety of roles. The personal viewpoints and the formulation of interests depend on the role in question. The role-playing and the simulation game can demonstrate that individuals' behaviour and ways of thinking are dependent on a structure and/or a classification system.

Five groups had the task of choosing a situation from their lives in which discrimination played a part. The mixed groups from both countries were very quick to find situations of this kind. In both countries, discrimination played a significant part. One of the situations concerned an application (photographs 1 – 4). Two executives conducted the interview and obviously allowed one of the applicants to fail. The failed applicant had the better attributes, but the other was chosen because he belonged to the majority group, looked similar to the interviewers and was given the job virtually without being tested.



The failed applicant was very obviously belittled and discriminated against. What is to be done? How can this be changed? This was the group's second task. They simulated a quality development process for the interviewing executives in their work. This revealed how clearly they had acted according to subjective criteria.

They changed their attitude and assumed a new perspective. Everyday discrimination that is simply a part of prevailing normality is particularly hard to penetrate. Most people think that they are acting fairly. That usually looks very different from the minorities' position, however, as their human dignity is being undermined.



The cooperation partner for the workshops, **Open School 21**, offers school classes a diverse programme of global learning featuring workshops, guided walking tours and harbour boat trips on the subjects of globalisation, poverty, migration and environmental destruction. Information can be obtained at www.openschool21.de.

Photograph below: The participants find one thing they have in common with each member of their group. They paint a symbol of their hobby or other important things and make the connection with the other members and their respective symbols. This gives rise to a network between the people who, at first, had seen only big differences between themselves but then make many new discoveries.



Climate and consumption walking tour of the city centre



Idea and objective of the climate and consumption walking city tour

"Pick up the youngsters where they are!" This statement accurately reflects the principle behind this guided tour. The linking of global fairness and consumption, which often plays an important part in young people's lives and attitudes, brings the subject very close to them and makes it possible for them to question their own actions and develop an interest – or intensify an existing one – in environmental politics and fairness.

On the streets the Jo'burg youngsters, together with the Hamburg school students, asked passers-by questions about this topic.



"Kick fair" – A different way to play football



Football fascinates, inspires and connects people all over the world, irrespective of their age, gender, social background or cultural affiliations. Football provides children and teenagers with important social experiences: they learn to play as part of a team, adhere to rules, deal with victory and defeat, and acknowledge the performances of others.

The projects are designed to encourage youngsters to get involved in society and in social issues in the long term. They should find out that by committing themselves in this way, they can change things for the better in their immediate social environment. The projects' objective is to make this commitment visible to others and thereby increase the public acknowledgement and appreciation of it.

KICKFAIR has been tapping into this potential for a number of years now and uses football to develop a diversity of projects in the fields of education, learning and teaching. "The young person is the focal point" is the guiding principle on which KICKFAIR is based. The project helps create spaces in which young people can take things in hand and develop them jointly. Here they can learn together, help to shape their own living environment and build up new, positive perspectives on life for themselves and others.

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www.joburg.org.za/fifaworldcup/.../2376/275

"You decide what kind of a world you want to live in!"



Hamburg's school students' forums are the subject matter of an agreement between the school students' representative organisation "schülerInnenkammer hamburg (skh)" and the Senator for Education, and have been held on the premises of the Land Institute of Teacher Training and Schools Development since 1999 under the slogan "Let's improve school". The forums' objective was and is for school pupils and students to elaborate demands, requests, ideas and visions from their own points of view so that they can then submit them to the Senator. By signing the agreement, the Senator undertook to examine how these ideas and initiatives can be taken into account in the schools development process.

The subject of the 17th School Students' Forum (*SchülerInnenforum*), "You decide what kind of a world you want to live in!", and the chosen working topics such as AIDS, democracy, school students' participation, and human and women's rights gave school students from South Africa and Hamburg the opportunity to reflect on, in particular, international issues and to exchange views and experiences against the backdrop of day-to-day life in their own countries. as well as their traditions and cultures.





The working groups were devised by representatives of the *schülerInnenkammer hamburg (skh)* and the school students' ongoing education project "Students – School – Codetermination" (*SchülerInnen – Schule – Mitbestimmung*) and conducted in English under the slogan "By students for students".



Berlin – A trip to the German capital

As the new, old capital of the Federal Republic of Germany, Berlin has some 3.4 million inhabitants and is still in a process of transformation 20 years after the Wall came down. For many years, nobody needed a compass to establish where the East ended and the West began. The Wall, which ran through the divided city from 1961 to 1989, was symbol enough: on the one side East Berlin as capital of the GDR under Soviet influence, and on the other the walled city of West Berlin



protected by the Western allies France, the United Kingdom and the USA. Today, 20 years after the Wall fell, visitors to the city can hardly imagine what differences the different political systems had created in Berlin's cityscape as well.

The **Jewish Museum Berlin** shows visitors two thousand years of German-Jewish history with the highs and lows in relations between Jews and non-Jews in Germany. The zigzag-shaped building is based on a design by the American architect Daniel Libeskind (see photograph below right). Its ground plan is reminiscent of a warped Star of David. From the time it was opened in 2001, the museum had attracted over four million visitors by mid-2007, making it of Berlin's most heavily-frequented museums.





The **Brandenburg Gate** in Berlin was erected between 1788 to 1791 by Carl Gotthard Langhans on the instructions of the Prussian king Friedrich Wilhelm II. It is the city's most important landmark, and at the same time a national symbol with which many important events in the history of Berlin, Germany, Europe and 20th-century world history are associated. In 1793 the Quadriga – featuring Nike, or Victoria, the goddess of victory – was placed on top of the Brandenburg Gate.



Neuengamme concentration camp

Visit to a memorial site

From 1938 to 1945, south-east Hamburg was the location for the largest concentration camp in north-western Germany, the Neuengamme camp. More than 100,000 inmates from all over Europe were imprisoned in the main camp and its 86 satellite camps. At least 42,900 people died in Neuengamme, in the satellite camps, and as a result of the camp clearance operations at the end of the War.



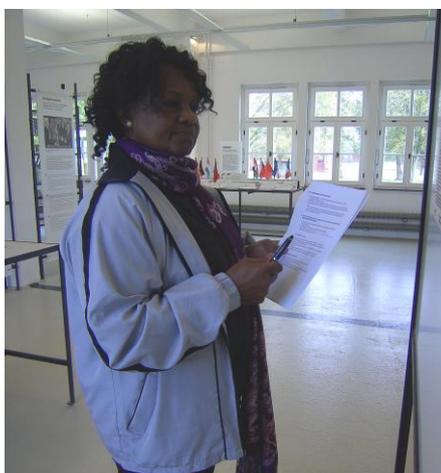
Camp inmates cutting an embankment at Neuengammer Hausdeich. Photograph: SS, 1941/42 (NIOD).

Mortuary chamber

The inmates died in a variety of ways. Many were beaten to death, hung, shot, or killed by other means. Many an inmate committed suicide out of desperation. Others died of exhaustion or drew their last breath in the sick bay. The dead were piled up in the mortuary chamber before being taken away. In the early years they were taken – after the gold fillings had been removed from the corpses' teeth – by a funeral director to the crematorium in Ohlsdorf, Hamburg. From 1942 onwards they were burned in the camp's own crematorium.

Information board at the memorial site





As a place of learning and for getting to grips with history and the present, the concentration camp memorial site at Neuengamme has pan-European significance. It brings people from Germany and other countries together and offers both Germans and foreigners the space they need to take a more intensive look at this historical location.

The goals of the memorial site's educational work are to sensitise visitors to the wrongs committed under National Socialism and to shed light on present-day forms of intolerance, racism and anti-semitism. It feels obliged to engage in historical didactics which are reflection-oriented and relate the recounting of Nazi history to topical issues.



Brot & Rosen

Diakonische Basisgemeinschaft in Hamburg



“Bread & Roses”

Grass-roots community service in Hamburg



On the work of "Bread and Roses" and how it sees itself: information from the Internet

"In the direct service of those closest to us, our intention is to work with people who are excluded from society. In doing so, we want to work in areas where the 'welfare' state deprives people of basic requirements and violates human rights.

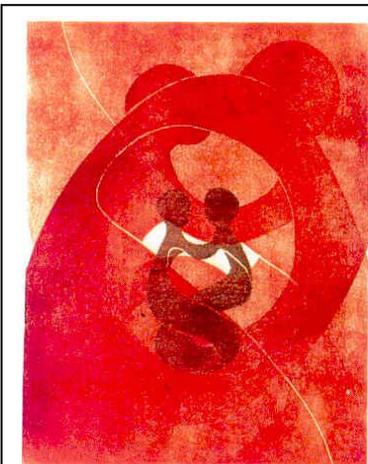
Asylum law in Germany has to a large extent been abolished. Refugees are deprived of their rights, deported or driven to illegality. Our "House of Hospitality" (*Haus der Gastfreundschaft*) is open to these people: we take them in without any bureaucratic obstacles and irrespective of their status under social security law. Here they find a temporary home to give them some breathing space and develop some fresh perspectives. This means that people of different cultures and religions are living under one roof and sharing their day-to-day lives with one another. All of them help in the household, cook, clean or go shopping. We share our joys and sorrows, eat together, listen to each other and have parties."

(Internet: www.brot-und-rosen.de)



German and South African impressions

An exhibition travels to Johannesburg



both sides of the story

Deutsche und Südafrikanische Impressionen
German and South African Impressions



Invitation to the exhibition – vernissage
Global school student exchange project
March 2009 in South Africa / October 2009 in Hamburg

Tuesday, 6 October, 19.00 hrs
schülerInnenkammer hamburg - skh
Lämmersieth 72, 22305 Hamburg

Exhibition in the **SchullInformationsZentrum**
Wednesday, 16 Sept. – Monday, 5 October 2009
Hamburger Straße 41, 22083 Hamburg

Painting, drawing and wood printing by
Janina Santer, Wiebke Nowack, Barbara Beutner





Translation: To ensure the safety of all who are playing, please close the coupler clamp. Thank you!

