



INCOMING-PROGRAMME 2006



Service Civil International

Colonial Legacy : Global Responsibility



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Preface



After finishing the “Incoming-Programme 2006 “successfully, it is time for us to give you some details on what we have done. The following report is an overview about our activities.

But before we go in the inside, we would like to thank all of the participants who came a long way to join “The Incoming-Programme 2006”. We do appreciate your engagement and support for ensuring the success of our Programme. You have done such a great job, friends!!

Our regards are directed as well to all the institutions involved: without all of you this “Incoming-Programme” would not have been possible. We hope that we can tighten up the co-operation.

Finally, we would like to thank all German SCI members who have been so much of helpful and really patient during the preparation and duration of “The Incoming -Programme 2006”.

Now, enough introduction. We hope that you will enjoy reading our little presentation and that we will spark your interest in our Programme.

Yours Sony Hermawan

On behalf of SCI Incoming Team
Germany 2006

1 Background Introduction to the “Incoming-Programme 2006”

1.1 Profile of the SCI

Service Civil International (SCI), is an international organisation for peace support with branches and partner organisation in 37 countries worldwide. It was founded in 1920 as the response to the violence and destruction of World War I. At that time, young people rebuilt houses and villages that were destroyed during the war. They wanted to show the society and governments that people, regardless of their countries, culture, and religion, could live and work together peacefully towards one common goal.

Today, SCI organises international workcamp in more than 80 countries all over the world. In Germany, each year 50 to 60 workcamps with German volunteers and international participants are held. Through these international workcamps, SCI wants to promote peace, international understanding and solidarity, social justice, sustainable development and respect for the environment.

1.2 Aims

We base our work on the following **values** that colour all the work of SCI:

- **Volunteering** - in the sense of acting out of self-initiative, without seeking material reward and for the benefit of civil society, as a method and a statement for social change, whilst never competing with paid labour nor seeking to contribute to strike-breaking
- **Non-violence** – as a principle and a method
- **Human Rights** – respect for individuals as stated in the universal declaration of Human Rights
- **Solidarity** – international solidarity for a more just world and solidarity between human beings at all levels
- **Respect for the Environment** – and the ecosystem of which we are a part and upon which we are dependent
- **Inclusion** - to be open and inclusive to all individuals who share the aims and objectives of the movement, without regard to gender, race, colour, religion, nationality, social status or political views and any other possible grounds for discrimination
- **Empowerment** – empowering people to understand and act to transform the social, cultural and economic structures that affect their lives at all levels.
- **Co-operation** – with local communities as well as other local, national and international actors to strengthen the positive potential within civil society as a whole

1.3 Service Civil International, Germany

SCI Germany was founded in 1946 with support from the British branch of the SCI. After World War II, it undertook reconstruction work in destroyed areas and supported refugees and homeless people as well as beginning international co-operation and exchange. Since the seventies, its workcamps and voluntary- work- projects have involved a wide range of partners.

Aims :

- To Promote peace and inter-cultural understanding by doing work camps

Type of activities :

- Work camps
- LTV exchange
- Training, educational programmes, seminars

2 The Incoming- Programme

2.1 Introduction of Incoming-Programme

The Incoming-Programme is a solidarity programme of SCI Germany in co-operation with SCI branches in Asia and SCI partner organisations in Africa, Latin America, and the Middle East. Each summer, the SCI branches in Europe invite 10 to 15 volunteers from branches and partner organisations of the southern continents to stay for 9 weeks in Europe.

In August each of the volunteers takes part in a workcamp of an European SCI branch and in September they all meet in Germany to take part in the Incoming Project. The main focus of the programme is placed on educational work. In the first part of the project the participant , design workshops in an attended group, which they will perform later on schools in the area of the project location.

After the project, the volunteers also have the opportunity to take part in the North South Working Group Meeting of SCI.

2.2 Idea of the Programme

SCI Germany came up with the idea of the Incoming-Programme because we did not want the exchange between North and South to be a one-way street. Instead of only sending European volunteers to the South continent, this programme makes it possible for committed volunteers from SCI branches and partner organisations of the South continent to come to Europe and experience our culture.

By bringing together people from different nations and cultures, the Incoming-Programme wants to contribute to a better understanding between the nations.

2.3 List of Participants

Participants:

Stefan Quäker	(Germany)	Klaudija Turkalij	(Germany)
Sony Hermawan	(Indonesia)	Sandra Kowalski	(Germany)
Shakila Saparamadu	(Sri Lanka)	Irma Tonfehrde	(Germany)
Joseph Mangani	(Zambia)	Eberhard Plümpe	(Germany)
Krishna Sadan Awal	(Nepal)		
Frida Edward Kasebel	(Tanzania)		
Sina Leipold	(Germany)		
Klaudija Turkalij	(Germany)		

Camp leader:

Julia Lausch	(Germany)
Sora Jung	(Germany)

Trainer:

Doreen Vorndran	(Germany)
Mauro Carta	(Italy)

Supporting Team:

Lisa Monnhoff	(Germany)	Anne Krieger	(Germany)
Sabrina Freitag	(Germany)	Julia Beth	(Germany)
Maaike Ansorge	(Germany)	Jona Streit	(Germany)
Julia Beth	(Germany)		

Anett Shabani (Germany)

Melanie Schmelcher (Germany)

Sabine Joo (Germany)

Leo Müller (Germany)

Project Coordinator:

Ricarda Lewandowski (Germany)

2.4 Training Session

2.5 Arrival and Introductory Meeting



I think it is very long way to come to Germany from Sri Lanka by bike.
Shakila (SCI Sri Lanka) ;)

Before “The Incoming-Programme 2006” started officially , some volunteers had already arrived in SCI office. The first was myself, Sony Hermawan (IIWC Indonesia). I started doing an internship in SCI Germany on 2nd August. I worked in the office the whole month helping to prepare the project. The second volunteer was Joseph Mangani (YAZ Zambia). I had to pick him up at Bonn central station 29th of August. This was quite a task, because the last information about him was that his plane had a delay and nothing more , but then in the end, after quite some time, I found him standing in the hall of the station..

Together with Krishna Sadan Awal (SCI Nepal)

who was the next who joined us we prepared the materials for the Training Week in the office in Bonn. After that we had to carry our considerable huge luggage to the SSM, on our way we picked up Frida Edward Kasabele (Uvikiuta Tanzania). Now, only one volunteer more joined us from abroad: Shakila Saparamadu (SCI Sri Lanka).

After we were complete, the introductory meeting started off with some games and activities to get to know each other. In the first activity we had to find a partner whom we should ask several questions related to their life. Afterwards the answers had to be presented in a kind of creative way. The people could for example sing or do a pantomime. The second game could be called something like: *going around-find your partner-and imagine game*. It was really enjoyable. We had to dance, following the music. Every person had a blank sheet of paper stuck on the back. When ever the music stopped one had to find a partner and the mediator asked a personal question, now everybody had to write down the answer he imagined being correct referring to the person in front of him. In this session, our creativity and empathy was required.

2.6 Expectation, Fears, and Motivation

The Camp leaders (Julia and Sora) handed out papers in different colours where we were meant to write down our expectations, fears, and motivations. Here are some of the results :

Expectations	Fears	Motivation
<p>I want to take home :</p> <ul style="list-style-type: none"> • Self confidence • Ideas from the training to apply in the workshop • Friendship with people from different backgrounds • Good experiences • Information about different cultures • New experiences • Knowledge and skills • Chocolate and cheese 	<p>I don't like :</p> <ul style="list-style-type: none"> • Feeling nervous since I don't know the topic • Splitting groups • Not being prepared so much for school workshop • Making some mistakes in conducting workshop • Not knowing about the pupils <p>The first experience must be difficult</p>	<p>My motivations here are :</p> <ul style="list-style-type: none"> • To know more about the school • Gaining more knowledge • To get some experiences in teaching • To get more self confidence

2.7 Excursion to Bonn

After a day full of Introductory Workshop, on Tuesday, we had some free time to spend together and to arrive properly. We all enjoyed the leisure time after a really hard first day. We visited the city of Bonn. As this is the home town of Sabina, from the local group she became our "tourist guide". It seemed as if she knew all of the city's history. After taking a stroll around, we went to the office together to have a BBQ for dinner. Hmm...it was just yummy. And now I know: It's true !!! Italians can cook well (it's proved by Mauro).



2.8 Presentation of SCI Germany



Mauro, one of the trainers, was leading the game about the history of the SCI. He handed out some pages containing data on the SCI and Pierre Ceresole. Based on this the participants had to arrange a story which Mauro read out aloud explaining a bit in addition.

The second part of this session was a lecture on the SCI Germany giving the participants an idea about the aims, the structure, and the activities of the Organisation. This time, our course instructor was Ricarda who as well provided us with an insight into her personal experiences within the SCI Germany.

2.9 Intercultural Learning

Now, we were split in two groups. Each group received a sheet with 20 questions. All of this referred to German culture and life. The answers were meant to be found by asking the people on the street.

All of the participants had to go to the train station to ask some Germans there. It was a really good activity because it was a possibility to get to know the German culture and life on the field.

As the questions were answered, the participants had to go back to the SSM to present what they had found out. A few answers were given incorrect. Further, some participants felt that it was quite difficult to ask German people. Most of them refused to speak to us volunteers even if they could speak English. They just did not seem to want someone to steal their time. And we received some funny replies as well, on the question "When did the "Fall of the Berliner Wall" take place?", a man, for example, just answered....Tomorrow!!!. Maybe he was still drunk.

2.10 Training Session

This sessions was meant to prepare us to work with the groups in school. It was divided into four units:

A. Training on Colonialism

Sina was giving a short overview about what is meant by Colonialism. Then we talked about the history of Colonialism: We started with the extension of the western countries to Asia, Latin America, and Africa. After that Doreen, one of the trainers, illustrated the types of colonies which are : settlement colonies, exploitation colonies, and hybrid colonies. Really interesting in this concern was her method of presentation: She used clip charts and a world map to illustrate her explanation making it easier to follow . After that, the participants were asked to make a presentation of their own country related to the topic of Colonialism. It was a bit difficult for most of us since it was the first time we were asked to do such a thing . But with the help of the trainers, all presentations could be easily finished.

B. Training on North – South

Here, we mostly discussed the differences of southern countries meaning Asia and Africa, and the western countries, referring to the European countries. We talked about the problem of each country has. This time we were asked all one by one to sit on a chair. This was the place of the interviewed person. Sitting on it every participant was asked by the others referring to problems in his home country.

C. Training on Colonial Legacy

Now the question was :“What is left of Colonialism today?.” Mainly all of the home countries of the volunteers had been colonized except Nepal, therefore the participants where asked to explain the colonial legacy in their countries. To do so we mostly used some self made posters presenting the information we wanted to give that we only needed to explain additionally .

D. Training on Action for Development

On this training, the participants had to think about the development and most important facts of their countries. Again this appeared to be a bit difficult for most of us, since the knowledge in the group on was districted on this matter, but luckily the SCI had already prepared some papers about the different countries. The only thing which had to be done was to convert the data on the papers into a nice presentation.



2.11 Teaching Methods

This session served to provide the participants with the information referring to the pupils and the tasks.

These are the information about the pupils :

- There are 20 to 25 students in each class
- The range of the age is 16 up to 18
- They don't know about the topic or only got few information about it
- Mostly they have limited English skills but some of them can speak English very well.

The tasks for the us were :

- Holding the Introductory Workshop
The topic will be Colonial Legacy : Global Responsibility. There will be eight Introductory Workshops for 2 groups. It means that each groups will do four of it. They have to use their own personal experiences that they gained in their home countries. The interactive methods are necessary , to avoid that the pupils will be bored quickly . One way to make the pupils enjoy the Introductory workshop is involving them in the activities.
- Supporting the lessons of the teachers
In this session, the participants have to use the game activities and energizers to make the Introductory Workshop more interesting. They can use their personal experiences to answer the questions related to the topic. Pre-meeting with the teachers in the first week to discuss the school Programme is very important, to gain first ideas of the up coming on both sides .
- Supporting the group
Every participant must know that they are working in a group. They have to discuss first what the important things are in the Introductory Workshop. After that, they can decide what kind of job description each volunteer will have. Helping each other when someone get difficulties in presenting the country is A nice thing to do within a group.

Methods and the examples how to do the workshop.

The Methods	Examples
1. Evaluation	<ul style="list-style-type: none"> • Good and Bad things The group has to make a circle with chairs. There are two papers on is written down "Good "and "Bad" each laying in front of a chair. Each person moves one by one from the Good -Things- Chair to the Bad –Things- chair. Here they can voice their feelings. • Catching the ball Every participant will catch the ball and says what he felt during the day • Putting the paper on the circle The group has to put sheets of paper into the circle to illustrate the level of satisfaction referring to the activities. The closer to the centre they are placed, the better were the experiences of the activities.
2. Quiz → Combining the words with movement	<ul style="list-style-type: none"> • Yes or not / Agree or disagree There are two sides divided by a rope. One stands for disagreement one for agreement. Every participant has to move to the side expressing their feeling best, referring to a statement.

	<ul style="list-style-type: none"> • Human chart on population There are several numbers from 0 up to 100. The trainer asks a question and the participants have to guess the correct answer by moving to the number they guess. • Colonization Quiz The participants have to split up into two groups. One is called Colonizer, representing a country which wants to colonize and the other is Colonized. Now, they have to debate why they want to colonize and why they don't want to be colonized.
3. Individual work → Asking the pupils and monitoring them	Country presentation In this part, the participants have to make their own country presentation and present it in the group.
4. Open air activities	Looking for traces (Intercultural Learning)
5. Pair works	<ul style="list-style-type: none"> • Songs for the radio Each group consists of two people. They have to make up songs and pretend to publish it in a radio show. The songs have to be related with their activities. • Asking about the major problems moving around the table: Every participant has to ask the other about the problems their home countries faces. They have to move from chair to chair, so that everyone can ask the other.
6. Group Works	<ul style="list-style-type: none"> • Colonizer Local –Colonisation Import → putting the right groups on the corner The trainer will handout some papers and the participants should put them in the right order of certain category.
7. Energizer	<ul style="list-style-type: none"> • Fruit salad The group is divided into three parts. The first has to sing <i>mango</i>, the second <i>kiwi</i>, and third has to sing <i>ananas-banana</i> • Elephant, toaster, washing machine, James Bond Someone has to be the leader and point out someone. The one pointed out is the centre and two friends on his or her side have to imitate the things the leader said. • Water melon Game Passing the watermelon to other participants. There are three options : continuing the direction, change the direction, and split up the seed. • Ram-ram Kuli-kuli This energizer is started by singing Aram-ram-ram 2x Kuli 5x Ram2 and then the participants have to touch eachother's body when they sing e.g chin and legs.
8. Group-splitting Game	<ul style="list-style-type: none"> • Anderson and Andersson Each group has to find their partner by asking and seeing what's written on a sheet. Is it Anderson or Andersson • Plant and animals Each participant can choose in which group they will belong by choosing Plant Group or Animal Group
9. Introduction Activities	<ul style="list-style-type: none"> • Guten Morgen Trainer will sing "Guten Morgen" and the participant will continue making it nicer • Looking up the window

	<p>Trainer asking what's outside the window, when the participants starts answering, the trainer will answer give a clue what's outside there.</p> <ul style="list-style-type: none"> • Hakuna Matata It is a song from Tanzania to introduce the topic
10. Simulation	<p>Your mother, your father, your best friend, and you The trainer will hand out three sheets of paper. Inside of them are our family members with different backgrounds and culture. We have to think, imagine, and pretend.</p>
11. Role play game	<ul style="list-style-type: none"> • General Manager, selling T-shirt In this role play, the participants have to imagine to be the person they choose in the paper, whether they are general manager, sales person or the labour • Teacher and pupils (patient teacher and naughty pupils) This time, one of the participant has to be the teacher and the rest will be the naughty and ignorant pupils
12. Presentation	Country presentation
13. Discussion / opinion	<ul style="list-style-type: none"> • Agree-disagree Each participant has their own opinion on the topic and the trainer will be the moderator of the discussion • Colonizer vs. Local people The group will be divided into two groups and each of them has to choose one of the option and start to debate on it

“Seven Steps to built a House”

Introduction helping to create a workshop

1.Aims - What do I want to achieve?	Cultural Dimension with Colonialism
2. Target Groups - Who will be participating	<ul style="list-style-type: none"> - Small or big group? - Age, origins, knowledge of participants - Interest to the topic
3. Trainer's competence - Is it my topic? - Do I speak the participants' language?	<ul style="list-style-type: none"> - Interest + Knowledge - Find skills and talents that can be developed
4. Content - What I am going to talk about	<ul style="list-style-type: none"> - Cultural - Identity - Effect on the cultural identity
5. Methods - Are they diverse and balanced?	<ul style="list-style-type: none"> - Introduction, simulations game, funny facts, study case, conclusion
6. Needs Assessment - What is needed?	<ul style="list-style-type: none"> - Room, tables, chairs, silence, privacy, papers
7. Timing - How much time do I need and have?	60 to 90 minutes (need rehearsal)

Lesson of Workshop

1. Objective → make 1 or 2 objectives only, remember time is limited !!
2. Plan → make the important points e.g.
 - Introduction.....20 minutes
 - Colonial history.....15 minutes
 - Country presentation.....35 minutes
 - Games and energizer..... 15 minutes
 - Closing..... 5 minutes
 - Total Time 90 minutes

2.12 Workshop

This time the session was divided into three parts:

1. Developing a Workshop
In this part of the Training Session, the trainer gave us the opportunity to do our own presentation about a workshop we should organize on the paper related to a given topic.
We had to use our own creativity to conduct it.
Some materials and information's had already been prepared by the SCI, and know it was on us to use our imagine and creativity on how to attract the audiences . In general the time scheduled for this task was not sufficient. So the most continued with it in their free time
2. Presentation
Now was the time to present what kind of workshops each of the p. Flip chart, papers, pictures, and data could be used to make this part more interesting. Every participant had a speaking time of ninety minutes. A lot of us were really nervous about this task, because they had no experience on this field. Here the support within the group was really strong and helpful . The trainers involvement needed to ensure the participants that they could do the workshop in school.
3. Discussion of the contents
Right after each presentation, the others gave their opinion about the present workshop plan. The suggestion from other volunteers were mostly about speaking English slowly, to line out some topics more clearly, and also to make the presentation more interesting by speaking without using the cheat sheet to much.

2.13 Evaluation of the training

At the end of the training session we did an evaluation of the past week. Each participant had to fill-in a questionnaire containing the issues: accommodation, groups, activities, trainers, knowledge, and food. The appraisal showed a general satisfaction . The activities and experiences in general were felt to be very new and interesting.

3 Workshop and school activities

3.1 Welcoming Party



The 11th of September ,after a joyful week of Training Sessions, the participants were ready to go and start the school project with the Albert Schweitzer Gymnasium . Due to our lack of German geography we arrived with a thirty minute delay. Even though we had left the pupils waiting for quite a while we were welcome with a broad applause as we finally entered the school hall. Still really surprised and overwhelmed we listened to the welcome speech of the headmaster who told us that a shedule of all activities we would take part in over the upcoming three weeks was prepared . His speech was followed by a short introduction about the school by Dorotee,, the teacher who was the coordinator of this project.

Then, it was the turn of the SCI and our group of volunteers to introduce ourselves. Mauro and Ricarda, started with an explanation about the Organisation. After that it was on the volunteers to tell a bit about themselves and their countries.It was such a nice Welcoming Party for us.

3.2 Living together with a host family

For a time period of two weeks the participants lived together with a host family, giving them a great opportunity to learn more about German culture and life. They were placed in some of the parents houses of students of the Albert Schweitzer Gymnasium. During their stay, they had to adapt to the families habits and ways of life. At the and every volunteer was really satisfied with the time they could spent with the family. Some activities that they really enjoyed doing were cooking their traditional food, going out with family, and spending the evenings together.

3.3 Introductory Workshop

There were two groups doing the Introductory Workshop. The first group consisted of Khrisna,, Frida and myselfe, the members of the second group were Sora, Julia, Joseph, and Shakila. The following lines are a little explanation of the fist groups works shop:

To start off, every volunteer greeted the group in his or her maternal language and asked the pupils to try and repeat. The next activity served as a warm-up. Frida, as the instructor of the first activity started to throw "the globe balloon" to every pupil. The catcher was meant to say his name and try to illustrate his/her hobbies with body gesture. Next Khrisna introduced the Watermelon game which was judged by the pupils the most enjoyable game ever played in school. The next point on the schedule was a session on Colonial Legacy guided from me. I started by showing the flag of Tanzania asking the pupils to guess the meaning of the colours. This was a bridge to get to the matter of the Workshop which was introducing what is colonial legacy from the history and how we can deal with it in our life. I gave the explanation by writing some important points down and put it on the floor, so the pupils could see it.

After that, Khrisna started the game about Colonialism. He gave each pupil a flag of a colonizer country which should be placed on the world map lying on the floor right after Khrisna had read out some information. After all of the flags were on the correct spot, the pupils had to give their idea on the colonialism time in each of the countries on the basis of the given information.

Within the next session the volunteers introduced their countries. Frida started her presentation by singing Hakuna Matata (a song from Tanzania which means No problems). She asked all of the pupils to stand up and move around the class while she was singing. Then, she explained about colonialism time in Tanzania using pictures to underline her words which made the presentation more vivid.

After she had finished I continued telling about a colonialism time in Indonesia. For illustration I used time lines constructed of cartons which were able to stand. Additionally I used flags and papers to underline my explanation about Colonial Legacy.

The last country presented was Nepal. For his presentation, Khrisna had made a map of Nepal. He talked about the country's culture and as well explained why his country has never been colonized.

The next session was an energizer. We asked the pupils to stand up and sing along together.

To close the workshop we tried to evaluate the pupils' view on our work. We wanted this feedback as a helper for the workshops to come.



Here are some examples of what the pupils wrote :

<p>1. What did the pupils like during the Workshop</p>	<ul style="list-style-type: none"> • Funny, interesting, and new way of learning • Learning a lot about the countries • The games, songs, and dances • Full with pictures and information • Getting to know other cultures • Learning more about history • Friendly atmosphere • The role plays • Getting “the international feeling” • To see people from different culture and make friend abroad
<p>2. What did the pupils not like during the Workshop</p>	<ul style="list-style-type: none"> • The dance and the music • Not easy to understand the English of the participants • Lack of culture information • Lack of daily life information • Time was too short • Too many information
<p>3. What do the pupils suggest for the next Workshop</p>	<ul style="list-style-type: none"> • Personal information • More history • More games and songs • Participants should speak English slow • Showing same points more clearly • Keep on doing this project 😊

3.4 Art Project



During the time in school, the participants had to do an art workshop. One of the teachers explained their task. They had to make one drawing which should later decorate a wall of the school. After discussing a bit the group decided to make a picture by using transparency as a model and paint it on canvas later. Each participant had their own space to draw on one of the four provided canvases. After drawing separately, we had to combine the picture. The result turned out to be quite good, at least in the opinion of the group.

3.5 Drama Workshop

During the first week in school, the participants as well took part in a Drama Workshop. Here a play was developed to be performed on the Farewell Party. First the participants and pupils were introduced to the basics of drama. Then, Melanie, the trainer, asked them to write a short story. Based on their writing, the participants and the pupils had to create a performance using chairs. They had to be able to express their story by moving the chairs

and using their own mimic. In the end, a rather well play was brought on stage which could be seen on the Farewell Party.



3.6 School Festival

On Saturday 16th September, the participants helped on the school festival of the Albert-Schweitzer Gymnasium. In the morning we spent over an hour cooking our traditional food which we sold later at one of schools sale booths .Afterwards our help was required regarding a School Rally we already had prepared beforehand. Every participant had to give some information written down on a sheet of paper. The aim of the school Rally was to give the visitors an overview about Colonial Legacy, our activities, and further we wanted to introduce the SCI.



3.7 Teaching in Classes

Beside the Introductory Workshops, some of us gave one lesson in school. To be well prepared, the teacher gave us some suggestions about what we could do and information's about each of the several topic we would teach .Joseph was joining a class talking about poverty in Africa as well as about the differences of life in Germany and Zambia. Shakila and I were talking about tsunamis and deforestation. At the end of their class, discussions where held.



3.8 Meeting with MDG (Millennium development Goals)

One evening, MDG invite us to give us a brief explanation of their work. We had such an interesting discussion in a bar down in Cologne. We learned about their aim set for 2015 which is to convert essential poverty into history. The first step in this matter is eradicating extreme poverty and hunger. Next step is to ensure that the children finish the primary school, followed by the promotion of gender equality. The volunteers from MDG asked our helped to spread out the information and as a symbol of our care in this matter they gave us a bracelet as a present.

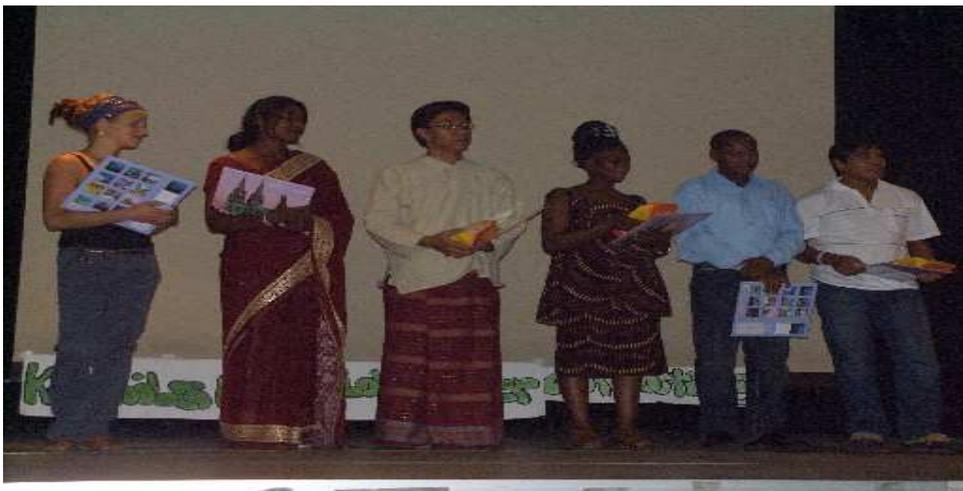
3.9 Farewell Party

Finally, after three weeks doing activities in school, the participants had to say goodbye. A big Farwell party was organized by the school staring with a speech of Doreen, followed by a Beamer Project showing all activities again on pictures.

After that, Dorotee, as the representative of the school gave us some souvenirs and expressed the schools satisfaction regarding our work. We all felt really good.

Now the had arrived time to present our short story on the stage. After that all off us to joint in a skit called "Human Machine".

The Farewell Party was closed by eating and drinking together.



4 Contacts

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Hakuna Matata (Tanzanian Welcoming Song)

Jambo

Jambo bwana

Habari gani

Nzuri sana

Wageni

Twakari biswa

Tanzania yetu

Hakuna Matata

Wote Karibuni.....Hakuna Matata

Tanzania yetu.....Hakuna Matata

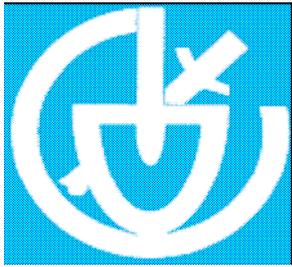
Germany yetu.....Hakuna Matata

Indonesia yetu.....Hakuna Matata

Nepal yetu..... Hakuna Matata

Zambia yetu..... Hakuna Matata

Sri Lanka yetu..... Hakuna Matata



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Thank you all very much for your engagements
See you again 😊