



Academy of Central
European Schools

Kick-Off Meeting Salzburg, 29 September – 3 October 2008

REPORT

Report by
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Interkulturelles Zentrum

aces is an initiative of
ERSTE Foundation



ERSTE Stiftung

coordinated by
Interkulturelles Zentrum



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1. Programme – aces Kick-Off Meeting

Monday, 29.09.2008	Tuesday, 30.09.2008	Wednesday, 1.10.2008	Thursday, 2.10.2008	Friday, 3.10.2008	
	<i>Start & Spirit Intercultural Dialogue?</i>	<i>Intercultural Dialogue Methodical Approaches</i>	<i>Working with Partners Project Management</i>	<i>Outlook & Farewell</i>	
Arrival Participants	9:00 Official Welcomes - M. Steindl, Interkulturelles Zentrum - A. Dobart, Austrian Ministry for Education, the Arts & Culture - B. Marte, ERSTE Stiftung - Representatives of Ministries from Partner Countries - An artist's perspective: drawings of D. Perjovschi; RO	9:00 Get Started 9:20 Intercultural Dialogue in Europe – Short Input 9:35 Workshop Registration	9:00 Get Started, Introduction 9:20 Reflection of the Salzburg Experience in Project Groups	9:30 Get Started 10:00 "Looking Ahead" and Evaluation in School Teams	
	10:15 Programme Info Goals & Aims of Meeting	9:45 Coffee Break	10:30 ACES – Next Steps Information for Projects		
	11:00 Coffee Break	10:15 Methodical Workshops on Intercultural Dialogue	11:00 Coffee Break	11:00 Coffee Break	
	11:30 "Visit Austria" Group Building Game	<i>Workshops A – G</i>	11:30 Project Team Meeting Discussion & Further Planning	11:30 Evaluation of the Meeting	
	13:00 Lunch	12:00 Workshop Reflection and Transfer	12:30 Lunch	12:00 Closing & Farewell	
	Afternoon Welcome desk, Registration	14:30 Intercultural Dialogue – A Journey Beyond Knowledge and Experience" The Council of Europe's "White Paper on Intercultural Dialogue" and Our Experience inbetween Coffee Break	12:45 "Salzburg Discovery" – Visit & Dialogue with People/Organisations in Salzburg <i>Packed Lunch</i> 13:15 Preparation in Teams 15:00 Visit Different People	14:30 Project Management Workshops <i>Workshops 1 – 8</i>	Departure of Participants
	18:00 First Contact	17:30 Micro Presentations of Group Work	16:30 Free Time 17:30 Optional: City Tours (1h)	17:00 Workshop Reflection 18:00 Closing in Plenary	
19:30 Dinner	18:30 Dinner	Free Evening	18:30 Dinner		
21:00 Optional Program: Dialogue, Movies, Games	20:00 Joint Evening Program 22:00 End of Program		Optional Evening Program		

2. Aims of the Kick-Off Meeting and Participants

The aims of the network meeting are

- Bringing together students and teachers from all aces projects 2008 in order to get to know each other and the partner schools
- Working together on Intercultural Dialogue
- Learning more on methods and approaches of the topic of Intercultural Dialogue and on (international) Project Management in practical workshops
- Sharing of and reflecting of various experiences
- Planning further steps for the common work

Working methods and language

For the planning of the meeting and the joint work during these days the aces team has set up some **important principles which** are presented to the audience:

- The meeting shall be informative, interactive, funny and full of learning
- The chosen methods can also be used within the projects
- The theme of Intercultural Dialogue is also reflected through the way we work in the meeting

A variety of working methods and different composition of the group/groups are applied. The settings create a cooperative atmosphere which leads to fruitful and dialogue-oriented interactions between the participants. Further, self-directed learning processes are encouraged. The main outdoor activity in Salzburg fosters personal encounters with people and organisations from the city and allowed to actually “taste and live” intercultural dialogue.

The common working language is English.

Conference participants

Altogether 195 participants attend the 2008 meeting (see also the List of Participants in the annex)!

- Delegations from the 84 schools involved in the 42 aces projects: 165 teachers and students from 12 countries
- 8 Representatives from the Ministries of Education from partner countries
- Special guests from Austria
 - A. Dobart, Federal Ministry for Education, the Arts and Culture
 - B. Marte, ERSTE Foundation
 - K. Neumayer, ERSTE Foundation
 - F. Radunovic, ERSTE Foundation
 - W. Schick, Akzente Salzburg
 - M. Steindl, Interkulturelles Zentrum
- aces coordination and facilitator team:
 - ERSTE Stiftung: Robin Gosejohann
 - Interkulturelles Zentrum: Christine Gamper, Martina Fürpass, Rebecca Zeilinger, Feroz Omerzada
 - Facilitators: Katrin Lüth, Hermine Steinbach-Buchinger, Dirk Adams and Peter Hofmann; additionally many workshop facilitators (see Participants List, annex)

Conference Venue

Education and Conference Center, ST. VIRGIL, Ernst-Grein-Straße 14, 5026 Salzburg, Austria.

3. Impressions and Outcomes of the Meeting

Summary and foto documentation of the meeting.

Each day of the meeting has a special focus – a “motto” – to point out the different focuses of the meeting. According to these day-themes the programme is designed and the various sessions are carried out.

Monday, 29th September 2008 – “First Contact”

▪ Get together and get to know each other

At the welcome and check-in desk a picture from each school team (student and teacher) is taken and pinned on a map of Europe at the spot corresponding to their origin. It is impressing how the **aces network in Central Europe** becomes more and more visible with every picture that is put on the map!

After a warm welcome in plenary there are first exercises to get to know each other like the “**Wolferl, Austria**” activity during which participants are shaking hands and changing identity each time.

A common rhythm with 200 participants? Ari Glage from the Mozarteum University, Salzburg, shows that it is possible and very funny with **body percussion**: The “Funky-Body-Beat” (© Michel Widmer, Mozarteum; michel.widmer@moz.ac.at; www.theaterausdemkoffer.at) – a common rhythm of many different people. Afterwards in the evening there are games, chats and the city of Salzburg.



Ari Glage and participants



Rainer Buland, Mozarteum

Funky - Body - Beat © Michel Widmer

① x cc 7 x cc 7 x cc 7 x cc 7

x = Clap
c = chest
• = thigh front
• = thigh back

② Dance to the Rhythm of this Funky body Beat

③ Moon like you want

④ = freie Bewegung im zurück
free movement

Tuesday, 30th September 2008 – “Start & Spirit – Intercultural Dialogue?”

▪ Official Welcomes

Addresses of welcome as well as speeches from:

- Mari Steindl, Director of Interkulturelles Zentrum
- Anton Dobart, Director General for General Education, Education Planning & International Affairs, Austrian Federal Ministry for Education, the Arts and Culture
- Boris Marte, Managing Board of ERSTE Stiftung
- Representatives from the Ministries of Education from partner countries:
AL, CZ, HR, HU, MN, MK, RO, SI



Mari Steindl, Interkulturelles Zentrum



Anton Dobart, Education Ministry Austria



Boris Marte, ERSTE Foundation



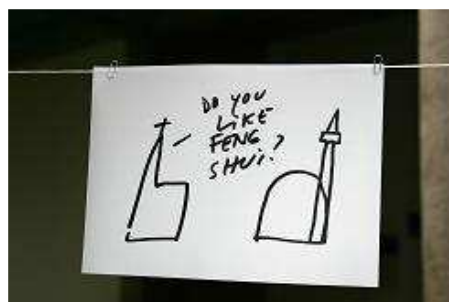
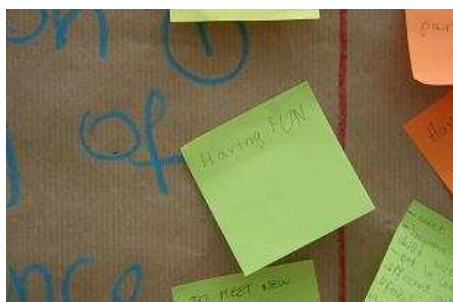
Representatives of Ministries Partner Countries

▪ Personal Aims and Expectations & the “Line of Thought”

The participants are invited to write down their **personal aims and expectations** of the meeting and to allocate them, if possible, to the corresponding parts within the life-size programme board.

Throughout the meeting there is also the possibility to add own views to the “**Line of Thought**” which is running through the whole house with postcards, pictures, quotations on intercultural dialogue, etc..

After their presentation in plenary, also the **drawings sent by Dan Perjovischi**, the Romanian visual artist, are added to the Line of Thought to stimulate further discussion (© Dan Perjovischi).



▪ “Visit Austria” – All Of Austria In Just One Hour!

The single **project teams** (students and teachers of the 32 aces projects) embark on a funny tour representing **32 indoor/ outdoor stations to get to know Austria**. Some stations also include to master specific tasks together. Before they set off they form their group identity by making a banner for a walking stick. With the map of Austria they choose their own route and travel together from one place to the next. At the end all get a small badge with an Edelweiss (the typical alpine flower). (See the gameplan/map of Austria, annex 7.1.1) Afterwards for lunch typical Austrian dishes are served!



▪ Ministry Café

Parallel to the meeting programme for students and teachers, the representatives of the Ministries of Education of the aces partner countries and the aces coordination meet to discuss and agree on the following issues:

- Educational developments in the countries
- Enlargement of the aces network
- aces 2009/2010 – the next cycle and contest
- Evaluation & strategies for the future of aces



▪ Intercultural Dialogue – A Journey Beyond Knowledge and Experience

For the European Year of Intercultural Dialogue the Council of Europe published the “White Paper on Intercultural Dialogue” edited together with experts in the field and containing key terms, conditions and strategies for Intercultural Dialogue (document download at: www.coe.int/t/dg4/intercultural/).

1. The White Paper: The facilitators, in a dialogical way, explain and present essential contents mentioned in the White Paper. The in project teams participants reflect on these issues and, according to their own opinion, take notes and create their own White Paper with the most important issues for them. (See handout with an outline of the White Paper, annex 7.1.2)

- *Key terms are:* intercultural dialogue, multiculturalism, social cohesion, integration
- *The risk of non-dialogue:* the absence of dialogue can lead to stereotypical perception of the other, illusory security, and even to human catastrophe and war
- *The conditions of intercultural dialogue are:* human rights, democracy and the rule of law as well as equal dignity and mutual respect and common understanding.

Barriers of intercultural dialogue are: discrimination, poverty and exploitation (often on persons belonging to disadvantaged and marginalised groups)

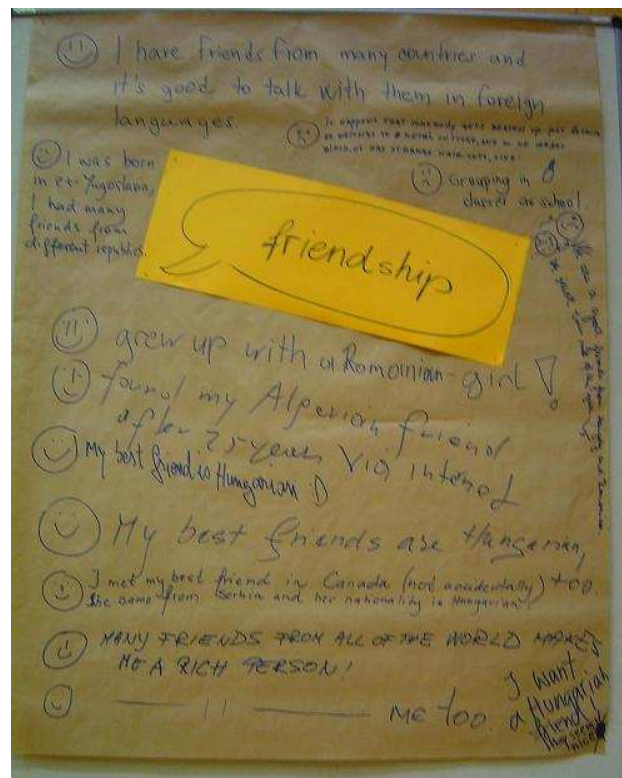
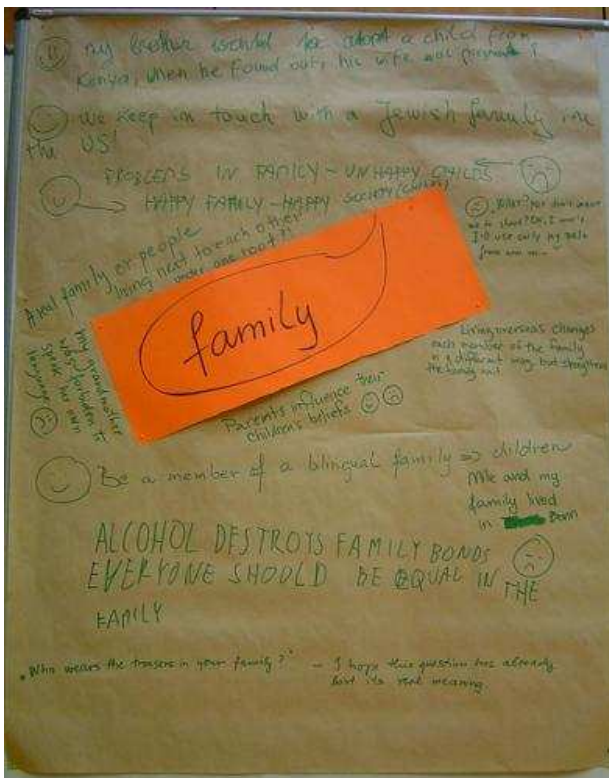
- *The religious dimension:* Freedom of thought, conscience and religion is one of the foundations of the democratic society and protected by Human Rights (including e.g. believers, other religious groups, non-believers). Moreover, Part of Europe's rich cultural heritage is a range of religious, as well as secular, conceptions. Therefore, interreligious dialogue should also contribute to an increased understanding between different cultures.

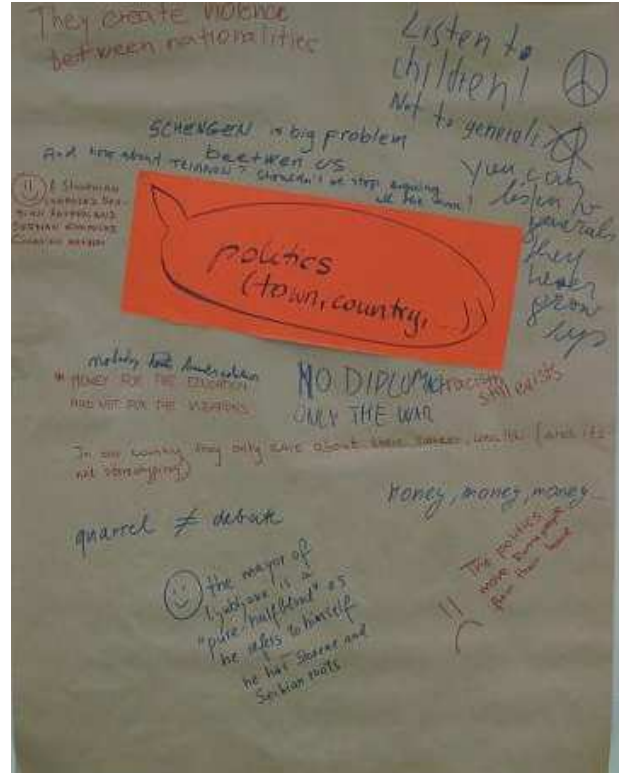
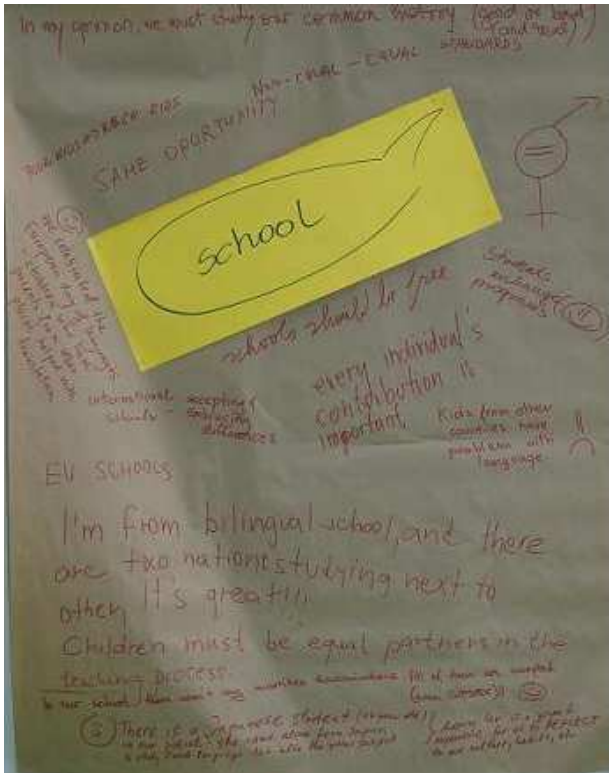
2. The journey to your experience and the exchange with others: Participants are invited to explore their own experiences with intercultural dialogue along **four thematic focuses, family, friendship, school and politics (town, country ...)**. In school pairs (student and teacher) they reflect on these issues – walking and talking in the park – and search their memories also regarding helpful or blocking examples of intercultural dialogue (see handout, annex 7.1.3). They meet with others and discuss the different issues.

In plenary participants have the opportunity to report their experiences and outline their key interests. See the results on the following page.



Results of the journey to experiences with intercultural dialogue





▪ Newspaper Theatre in the Evening

Participants brought national newspapers to the meeting. Now, in national teams they look for articles concerning topics of intercultural dialogue, choose one, think of how it could be presented in a short theatre scene and perform it live on stage! Great creativity and a very high fun factor!



Wednesday, 1st October 2008 – “Intercultural Dialogue – Methodical Approaches”

The focus of the day is to get ideas and to learn more about various (new) methodical approaches to work with the topic of intercultural dialogue. The presented and used methods are all easily transferable for the joint work in the international projects.

▪ Input on Dialogue and Intercultural Dialogue (Dirk Adams)

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Intercultural Dialogue

One view ... of many different

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Dialogue is a process

- The process is more relevant than the outcome!
- Interaction should be enriching and opening for both sides.
- Includes exploration of different thought processes.
- Asking questions and not only searching answers is part of the process.
- Dialogue starts with differences of opinion, of viewpoints and of values.

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Dialogue is the opposite of monologue

Dialogue includes different – at least 2 – sides

... such as individuals, groups, institutions or different stakeholders like policy makers, practitioners, organisations, young people – like in ACES!

... who are having different values...

... and it effects different levels such as local, national, international and community level or political and individual level;

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Dialogue is communication

from Greek: dia = through di = 2 / logo = word, speech

	Visibility of process & awareness of stereotyping		Active listening to everyone's voice
	Sharing own opinion & being able to agree or disagree		Mutual understanding & being empathic

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Dialogue is political

- Action should follow talking!
- It is strongly related to active citizenship, Human Rights and anti-discrimination!
- Respects and promotes cultural diversity, solidarity, social justice, reinforced cohesion and partnership!

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...and the Intercultural dimension of dialogue

I mmigrants
N ations
T ensions
E thnic groups
R eligion
C ommunication
U nderstanding
L anguages
T olerance
U rban areas
R ural areas
A nti-discrimination
L earning

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White paper - Council of Europe

„Intercultural dialogue can be described as the open and respectful exchange of views between individuals and groups from different ethnic, cultural, religious and linguistic backgrounds, on the basis of mutual understanding and respect.“

(Fact sheet on Intercultural Dialogue, Council of Europe, June 2008)

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Examples of initiatives in Europe stimulating Intercultural Dialogue

- Programmes 'Youth in Action' and 'Leonardo' from European Commission
- European Neighbourhood Policy – 10 new members joining EU 2004 and 2 new in 2007
- Euromed programme
- White paper process on Intercultural Dialogue by the Council of Europe

▪ Methodical Workshops on Intercultural Dialogue

Eight facilitated workshops dealing with various approaches how to put into practice intercultural dialogue are offered. Participants choose according to their interest in which workshop to take part.

Detailed information on each workshop and method is available on (downloads):

www.aces.or.at/materials&tools → methods

Workshop A: „Dialogue or discussion – what’s the difference? Isn’t it all about communication?”

Trainer: Dirk Adams / context – intercultural communication

In this workshop you’re invited to explore what “dialogue” is and how far it differs from other forms of communication such as discussion or debates. The workshop addresses which communication skills one needs for dialogue, like active listening and asking open questions. How far does your behaviour and attitudes support a successful dialogue? Finally, we exchange on different practical examples of (intercultural) dialogue, so that all have a better understanding of what dialogue is about and how to set it up.

Workshop B: „BARNGA – A Simulation Game on Cultural Differences“

Trainer: Barbara Helm / Interkulturelles Zentrum

Barnga is a simulation game and a learning exercise on intercultural communication.

Participants play a simple card game in small groups. During the game, when moving to other groups, intercultural encounter happens. Participants experience cultural differences and get the chance to understand why cultural differences can lead to conflict and misunderstanding. They get an idea of what can be done to function effectively in a cross-cultural group.

After finishing the card game, we share our experiences, analyse what has happened and discuss how our findings can contribute to our life, work and project situation.

Workshop C: „I – YOU – WE: My culture – your culture – our culture“

Trainer: Peter Hofmann / Pameambro

Don’t we all talk much about culture! But what do we mean by it? Do we talk about the same thing? Well, lets go and explore a little bit what this “thing” is – what we mean by it. The workshop shall also help us to understand better what we know about other cultures present in our group – OR what we *believe* we know; and how do we react if we hear from the others what they *think* about our culture. How come being in an international group OUR culture becomes suddenly more important than at home. Well, with all these questions (and maybe some more) we deal in this workshop helped by some exercises and methods with the result, hopefully, that you are motivated and inspired to deal also in your aces project with these questions.

Workshop D: „The fruit salad and me“

Trainer: Barbara Sieberth / Akzente, free-lance trainer

- 1) You are (with) a group of students and you want to get started into a learning process. We know about “healthy minds in a healthy body” – so lets activate both mind and body! We try out a few activities, that can be played in a classroom setting, some outdoor (non-formal learning methods). Some by communicating verbally, but also non-verbally. We play each game and reflect on it shortly.
- 2) You're done with a session. Great! Are you satisfied with it? How do we find out?
We try out a few activities, that can evaluate various issues in a group or individually, verbally and non-verbally, for intercultural settings.

Workshop E: „Getting into contact without speaking the same language“

Trainer: Katrin Lüth / free-lance trainer

Looking forward to your school partnership you might be thinking: „This will be great! Our partners are really nice. But not all of us speak a common language?!“ This workshop wants to provide ideas and methods, recommendations and reflection on nonverbal and creative techniques for getting into contact and communication in (international) groups.

Workshop F: „The way of council – meaningful communication“

Trainer: Sylke Iacone / Iacone, Wandlungsprozesse gestalten

Council is the practice of speaking and listening from the heart. Through compassionate, heartfelt expression and empathic, non-judgmental listening, Council inspires a non-hierarchical form of deep communication that reveals a group's vision and purpose. Council offers effective possibilities of resolving conflicts and for discovering the deeper, often unexpressed needs of individuals and organizations. Council provides a comprehensive option for co-visioning and making decisions in a group context.

Workshop G: „Acts of Facts“ – Easy Theatre Methods to deal with Conflicts

Trainer: Hermine Steinbach-Buchinger / Agentur Steinbach

- Sometimes we have to deal with conflicts which can not easily be solved.
 - Sometimes we find out, that only talking not always leads to a solution.
- With simple theatre techniques like Forum Theatre (by Augusto Boal) we can develop a variety of approaches and solutions.

Workshop H: „The methodical roundabout of Intercultural Dialogue“

Trainer: Gertraud Steininger / Interkulturelles Zentrum

- In this workshop participants get to know and try out several methods, exercises and games on how you to work on the topic of Intercultural Dialogue. Those methods enable:
- to see the relevance values have for you and to find out where ideas about culture have an impact
 - to see that in a group people have a lot in common and many differences
 - to make values transparent and to see that values are changeable
 - to see that the “picture of the other” is influenced throughout life by factors like family, education...
 - to learn how to deal with other attitudes and perspectives



▪ **“Salzburg Discovery”**

The idea to offer not just a Salzburg sightseeing tour but a special opportunity for participants to get to know the city and its people was born during a planning meetings of the aces team. The aim was to allow unusual insights and to offer direct contact and intercultural exchange with people from Salzburg. **29 private persons and institutions in Salzburg** kindly offered to be hosts for aces participants. Groups of school teams prepare for their visit beforehand along some guiding questions and then had exciting exchanges with their hosts in Salzburg (see handout, annex 7.1.4).

Salzburg Hosts:

Akzente International
 Paul Lahniger (AGB, Trainer)
 KIJA - Kinder und Jugendanwaltschaft /
 Children and Youth Advocacy
 Verein Spektrum : Leisure time - Culture –
 Social Sector
 TEZ - Zentrum für Tageseltern / Center for Day
 Parents
 Bundesgymnasium Borromäum
 Magistrat/City of Salzburg – Youth Officer
 Apropos – Newspaper of homeless people
 Rainer Buland – Mozarteum
 Archdiocese Salzburg - Interreligious Dialogue
 Leselampe (Literaturhaus)
 ABZ - Stadtteilgarten Itzling / quarter garden
 Friedensbüro Salzburg / Peace Office
 Lebensküche (qualification project fro young
 people with handicaps)
 Christa Renoldner (Trainerin)
 Radiofabrik

Bern Illichman (lawyer)
 ÖGB - Österreichischer Gewerkschaftsbund /
 Austrian Association of Labour Unions
 Arge Nonntal (culture projects)
 Österreichisches Jugendrotkreuz / Austrian Red
 Cross – Youth sector
 Kinderfreunde Internationales Jugendzentrum /
 International Youth Centre
 Beatrix Luise Datterl (former teacher)
 Verlorep (bycycle repairs and metal work qual-
 ification project for young people with migrant
 background)
 Alpenverein / Alpine Club
 KommEnt (Communication and Development,
 also Global Education)
 Südwind Salzburg (NGO Development Coop.)
 HochschülerInnen Heim St. Josef (residential
 home for university students)
 Ricarda Zeilinger (student; was EVS volunteer)



Paul Lahniger with participants



Participants at ÖGB

▪ **Optional Salzburg City Tours**

After the Salzburg Discovery at hosts, **five different city tours** are offered for those who do not want to explore the city on their own. Again great people from Salzburg – not professional guides – carry out the tours.

- “Salzburg, Hills, Little Streets, Markets and Breweries” with Felix Schwager (EVS - European Volunteer)
- “Strange, funny and sad anecdotes about 3 archbishops from Salzburg” with Alfred Pfisterer
- “Interreligious Dialogue” with Matthias Hohla (Archdiocese Salzburg)
- “European Culture in Salzburg” with Rainer Buland (Mozarteum University)
- “The education quarter - where hundreds of primary and secondary school pupils and universities students meet every day” with Peter Hofmann (aces facilitator, grew up in Salzburg)

Thursday, 2nd October 2008 – “Working With Partners – Project Management”

The day has two main focuses: to reflect the experiences made in the afternoon before in Salzburg and to concentrate on the joint work in international school partnership projects.

▪ Reflection on the Salzburg Experience

Randomly mixed school pairs during the Salzburg Discovery and the City Tours visited the town and were dialoguing with people. Everybody, when coming to a place for the first time, has in mind a certain image of a city and its inhabitants. Did the previous image of the participants change due to the direct contact and guided tours?

Participants are invited to exchange and reflect on:

- their impressions of Salzburg and its people
- their experience with intercultural dialogue (... wonderful, difficult or surprising moments)
- the inspirations they got for their own projects

The findings are collected in a creative way on paper-petals which later are arranged as flowers. All are invited to get to know the various perspectives and “parts” of Salzburg which have been encountered.



▪ Project Team Meeting

With new information on the aces activities in the upcoming months and the provided support structures (see chapter 4), the project teams sit together to discuss their next steps and detailed planning of their project implementation. To support this process and to point at issues that might have not come up yet when talking about the cooperation and quality aspects of their projects, the teams get handouts with the results from the post-project reflections on “success” and “challenges” of project work from the aces teams of 2007 (see handout, annex 7.1.5).

According to their own (detected) needs for a successful implementation of their joint projects, the teams decide which workshops their members will attend.

▪ Workshops on Project Management

Eight facilitated workshops dealing with various difficulties that might come up during project work and some good practice examples and approaches of ways to handle them successfully.

Detailed information on each workshop and method is available on:

www.aces.or.at/materials&tools → methods

Workshop 1: „Team? Of course we are a team!” – but how when living far apart from each other?

Trainer: Peter Hofmann / Trainer, Pameambro

Imagine you have to build a bridge (out of paper) in a team where half of the bridge is built by half of

the team and the other half of the bridge by the other half of the team – with the little detail that the two halves of the team do not sit in the same room and have limited possibilities to communicate. Well, let's try it in this workshop and let's see what it can tell us about working together in an international school project. Hopefully, afterwards it is clearer what is helpful in this international co-operation so that your aces project becomes a common product.

Workshop 2: „Cool, we have a preparatory meeting for our aces project this afternoon after school!

Trainer: Dirk Adams / context – intercultural communication

How to keep up the motivation and spirits of teachers and students involved in the project till the end? Very often it happens that people are not interested any longer to work in the project due to a lack of motivation. But what is your personal motivation, why are you involved in this project and what makes you happy? This workshop explores it and takes as well a look on the aspect of co-operation between teachers and students and on how to create ownership for the project! Finally, helpful tips on what you should do and what not to work committed on your project till the end are collected.

Workshop 3: „Our partner school is arriving next week. Let's make sure they feel really welcome!”

Trainer: Katrin Lüth / free-lance trainer

Everybody wants to be a good host. But what are the things that one should think of to make guests feel comfortable? What can one prepare for everybody to get into contact easily? Are there things I should never do? This workshop wants to provide ideas and methods, recommendations and reflections on hosting (international) groups.

**Workshop 4: „Help, do we have to do everything in the project?”
How can we involve mummi & dadi and the others in the school?**

Trainer: Hermine Steinbach-Buchinger / Agentur Steinbach

First comes the idea. Everybody is enthusiastic. Then the project management starts and we easily feel overwhelmed by the work load of all the big and small tasks.

That's the point when we should have a clear look at all interested & interesting people involved.

- Which roles could they get?
- How can they become reliable partners and supporters?

**Workshop 5: „Grrr, our partner does not keep our common agreements!”
How to deal successfully with irritations and difficulties?**

Trainer: Elisabeth Gager / InfoEck Jugendinfo Tirol

Project work and international cooperation is a very exciting thing – it brings together people with great ideas and various approaches. Mostly, this results in new friendships and brilliant project outcomes. But sometimes also problems can arise ... The workshop helps to:

- detect what reasons are causing conflicts
- explore ways of understanding and managing upcoming problems
- find out which communication skills are needed to address irritations

**Workshop 6: „PR for (School)Projects”
Public relations and dealing with potential sponsors**

Trainer: Rudi Eichinger & Maximilian Eichinger / free-lance trainer & student

You are realizing a great project! Yes, you know it, but what about the others? Presenting your project and its outcomes is an important part of project work. Your ideas may have a lot of impact on people around you (school community, parents, municipality, local companies...). By adapting your presentation to a specific audience, you might also gain more support or funds for your project activities. Learn more about public relations and quality aspects of presentations.

**Workshop 7: „So, what's the difference to other school projects?”
Best practice in international school projects**

Trainer: Rebecca Zeilinger / Interkulturelles Zentrum

International school projects represent a wide diversity in terms of school types, geographical regions,

cultural background, resources ...

This workshop aims

- at disclosing this diversity and dealing with it,
- at sharing experiences and
- at discussing both best practises as well as recommendations for successful projects.

**Workshop 8: „aces project – beautiful! But when shall I do all that besides my ‘normal’ tasks?
How to make good use of your time available**

Trainer: Gertraud Steininger / Interkulturelles Zentrum

In the workshop simple and practical techniques are showed, which are helpful in

- finding out how you really spend your time at work
- deciding on your personal priorities
- keeping a proper To-Do-List
- overcoming procrastination
- planning and taking active steps to manage your time better

▪ **Various Evening Activities**

The last chance to spend the evening together with the new partners and friends. There are different options to have fun together: the screening of the movie “The Middle” (documentary in search of the middle of Europe); games, chatting, and even music and dancing!



Friday, 3rd October 2008 – “Looking Back, Looking Ahead and Farewell”

Also the last day is started with a great energizer to wake up and get active! The final hours of the programme are used to summarize the meeting and to remember special moments. It is also the moment to think about what to report about this encounter at people at home and to peers in school.

▪ Evaluation of the Meeting on Three Levels

The evaluation of the experiences during the meeting and the meeting itself is carried out on three different levels. Different ways and times of evaluation are used:

- The **ongoing evaluation** takes place on an individual non-verbal basis throughout the meeting. Participants have the possibility to mark their opinion on the quality of every session on the “weather report” on the programme boards. The final results show that the majority of participants was satisfied with the different activities and methods (“sunny weather”).

By having a final look at the evaluation grid the participants can also check if and how far their personal aims and expectations collected at the beginning of the conference (green/orange post-its) have been achieved.



- **Single work sessions** like the workshops and the Salzburg Discovery are concluded with special reflection and evaluation units. These take place in a self-directed (with leading questions) or facilitated manner and are done in different group constellations or in plenary.

- The **final evaluation** of the meeting also takes place on two levels:

First school teams look back together at the three days meeting and think of:

- “One thing that was positive”
- “One thing that can be improved”

Finally, they formulate specific issues and write down their answers on positive/negative cards. The feedback will help the aces coordination and trainer team to see what participants appreciated most and was helpful for learning helped and on the other hand what needs to be improved or changed in future.

At the end, based on subjective opinions, single questions on the meeting and its outcomes are evaluated in plenary by expressing the own opinion via positioning in the room (see chapter 5)

4. aces – Next Steps

Presentation on the next steps for the aces projects during the project implementation phase and the provided support structures from the aces coordination.


 Academy of Central European Schools

Next Steps

www.aces.or.at  

aces Academy of Central European Schools

Here we are! The Kick-off Meeting 2008


 Make use of the possibilities ...


- to get to know project partners and other participants personally as well as people behind aces
- to exchange on various topics & to get new ideas on different approaches and methods
- to discuss and agree on details of your projects
- to contribute to the further development of aces by making suggestions and critics

... what will happen next?

aces Academy of Central European Schools

Start of the Project Implementation Phase


 IZ will transfer the awards till 15 October 2008 to the project schools:
1200 € for the applicant school
1000 € for each partner school

 Realisation of your partnership project from September 2008 – March 2009

... a lot of things will happen!

aces Academy of Central European Schools

„Make visible your work“ Documentation of the Projects


 **To follow your partnership projects and to see their progress** during the implementation phase is interesting for others and for us!

The aces website www.aces.or.at includes tools which offer the possibility to learn more about the development of your projects and your experiences.

Please contribute by sending and uploading information and material regularly!


aces Academy of Central European Schools

... website tools

 **1** The online „Event Calendar“
A calendar on which you can signalize all important events and happenings of your projects
(e.g. meetings with the partner schools, public events on/with your project and presentations)

aces Academy of Central European Schools

... website tools

 The online „Project Foto Documentation“
Each project gets a space where pictures of the project activities can be uploaded and presented to show the „work in progress“ (e.g. fotos of classroom work, of meetings with partner schools, of excursions, public events ...)

Project work live! – Visits to Projects



Members of Interkulturelles Zentrum, of ERSTE Foundation and eventually representatives of the Ministries would like to visit single projects:

- to take part in and experience project activities in order to learn more about the project and participants
- to get to know applied approaches, innovative ideas and strategies as well as school programmes
- to discuss the project development and impacts
- to evaluate and collect suggestions for future partnership projects and the aces programme

Presenting your Project to others



When presenting your project to others or in public (local press and media, events, school or project websites, on posters, in letters ...), please always make sure to include the **aces** labels:

- logo:  Academy of Central European Schools
- related organisations:  ERSTE Stiftung 
- website: www.aces.or.at

This will help to make the aces initiative better known.
The needed logos will be available on the aces website!

Final Report on the Partnership Project



The final report consists of 2 parts:

- **the narrative report:**
activities, working processes in the partnership, achievements, lessons learned, outcomes ...
- **the financial report:**
list of expenditures by categories (travel, material, fees, administration ...)

The report is compiled together with the partner school(s) and submitted by the coordinating school.

... Final Report



A **template for the final report** will be sent to the coordinating school



Deadline for the completion of the final report and its submission (via e-mail) to Interkulturelles Zentrum
15 March 2009

aces Academy! Budapest, 25 – 28 March 2009



At the **end of the project implementation phase** there will be the „Academy“ (final conference). Delegations from ALL aces projects will meet!

Aims:

- Presentation and evaluation of your project outcomes
- Collection of good practice for partnership project
- Enjoy and profit from the aces Network members by discussing and working on new topics also with peers from former aces projects

Bring your project work products!



Support of Interkulturelles Zentrum



During the project implementation phase we will:

- consult project schools on request if they have questions or any problems
- keep you informed on new developments and details
→ Important! Provide us with your actual e-mail address!
- update the website and support your use of the tools
- supply templates for final reporting
- „Thoughts on aces“: text compilation from personalities of the partner countries as additional inputs






5. Evaluation of the Kick-Off Meeting

The **final evaluation** of the Kick-off Meeting is made again with the symbols of the “weather report”. Single questions are evaluated and the participants allocate to the weather symbol that represents best their opinion.

The five position of the weather symbols are:

Left to right: 1 “rainy”, 2 “bright sunshine”, 3 “foggy”, 4 “thunderstorm”, 5 “sunshine with some clouds”

Evaluation questions:

	1	2	3	4	5
1. How useful were the workshops for you?					
2. How prepared do you feel for the project work?					
3. How do you feel about the length of this meeting (number of days)?					
4. To what extend your expectations were fulfilled?					
5. How much fun did you have?					

6. Closing of the Meeting

Three days of getting to know a lot of new people and places, of exchanging and learning together! Gathered in plenary, participants are invited to say their personal “thank you” to one or more persons

- from whom they learned something special/important
- with whom they had great fun
- with whom they enjoyed working especially

Thanks to all the participants for making this a special event and as well to the aces team and ERSTE Foundation for making it possible.

A special present from ERSTE Foundation is handed over from Robin Gosejohann to all students of the projects.



Robin Gosejohann, ERSTE Foundation with student



Farewell



7. Annexes

7.1 Handouts for Participants

7.1.1 „Visit Austria“ – All of Austria in Just One Hour





<ul style="list-style-type: none"> 1. Wien - Life Ball 2. Tirol - Quartett 3. Steiermark - Landscape 4. Kärnten - Kim 5. Salzburg - Stories 6. Niederösterreich - Land Art 7. Burgenland - Beauty of Austria 8. Wien - Language 9. Wien - Wiener Walzer 10. Wien - Beisl am Eck 11. Wien - Prater 12. Wien - Kunsthistorisches Museum 	<ul style="list-style-type: none"> 13. Salzburg - EURO 2008 14. Neusiedler See-National Park 15. Leibnitz - Kernöl 16. Eisenerz - Erzberg 17. Graz - Cultural Capital 2003 18. Salzkammergut - Folklore 19. Klagenfurt - Singing 20. Bleiburg - Bilingual 21. Werfen - Ice Caves 22. Salzburg - Mozart 23. Innervillgraten - Ahn 24. Kitzbühel - Sking 	<ul style="list-style-type: none"> 25. Wattens - Kristallwelten 26. Montafon - Bergkäse 27. Bregenz - James Bond 007 28. Bodensee - Fresh Air 29. Mauthausen - "Youth against old times" 30. Linz - Cultural Capital 2009 	<ul style="list-style-type: none"> 31. Melk - Annäuerin 32. Wachau - Marillen
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Academy of Central European Schools

7.1.2 The White Paper of the Council of Europe - Quotations

¹ Read the complete online version: www.coe.int/dialogue

1.4 Key terms

...The White Paper on Intercultural Dialogue, which generally follows the terminology developed by the Council of Europe and other international institutions, presents some concepts that need to be defined. In this White Paper,

(22) *Intercultural dialogue* is understood as an open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect (cf. section 3). It operates at all levels – within societies, between the societies of Europe and between Europe and the wider world.

(23) *Multiculturalism* (like assimilationism) is understood as a specific policy approach (cf. section 3), whereas the terms *cultural diversity* and *multiculturality* denote the empirical fact that different cultures exist and may interact within a given space and social organisation.

(24) *Social cohesion*, as understood by the Council of Europe, denotes the capacity of a society to ensure the welfare of all its members, minimising disparities and avoiding polarisation. A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means.

(27) *Integration* (social integration, inclusion) is understood as a two-sided process and as the capacity of people to live together with full respect for the dignity of each individual, the common good, pluralism and diversity, non-violence and solidarity, as well as their ability to participate in social, cultural, economic and political life. It encompasses all aspects of social development and all policies. It requires the protection of the weak, as well as the right to differ, to create and to innovate. Effective integration policies are needed to allow immigrants to participate fully in the life of the host country. Immigrants should, as everybody else, abide by the laws and respect the basic values of European societies and their cultural heritage. Strategies for integration must necessarily cover all areas of society, and include social, political and cultural aspects. They should respect immigrants' dignity and distinct identity and to take them into account when elaborating policies.

2.4 The risks of non-dialogue

(43) The risks of non-dialogue need to be fully appreciated. Not to engage in dialogue makes it easy to develop a stereotypical perception of the other, build up a climate of mutual suspicion, tension and anxiety, use minorities as scapegoats, and generally foster intolerance and discrimination. The breakdown of dialogue within and between societies can provide, in certain cases, a climate conducive to the emergence, and the exploitation by some, of extremism and indeed terrorism. Intercultural dialogue, including on the international plane, is indispensable between neighbours.

(44) Shutting the door on a diverse environment can offer only an illusory security. A retreat into the apparently reassuring comforts of an exclusive community may lead to a stifling conformism. The absence of dialogue deprives everyone of the benefit of new cultural openings, necessary for personal and social development in a globalised world. Segregated and mutually exclusive communities provide a climate that is often hostile to individual autonomy and the unimpeded exercise of human rights and fundamental freedoms.

(45) An absence of dialogue does not take account of the lessons of Europe's cultural and political heritage. European history has been peaceful and productive whenever a real determination prevailed to speak to our neighbour and to co-operate across dividing lines. It has all too often led to human catastrophe whenever there was a lack of openness towards the other. Only dialogue allows to live in unity in diversity.

3.4 The conditions of intercultural dialogue

3.4.1 Human rights, democracy and the rule of law

(57) The universal values upheld by the Council of Europe are a condition for intercultural dialogue. No dialogue can take place in the absence of respect for the equal dignity of all human beings, human rights, the rule of law and democratic principles. These values, and in particular respect for freedom of expression and other fundamental freedoms, guarantee non-domination and are thus essential to ensure that dialogue is governed by the force of argument rather than the argument of force.

(58) Since competing human rights may be advanced, a fair balance must be struck when faced with intercultural issues. The case-law of the [European Court of Human Rights](#) and the practice of monitoring bodies such as ECRI or the Advisory Committee of the Framework Convention for the Protection of National Minorities indicate how such balance can be achieved in practice.

(59) Ethnic, cultural, religious or linguistic affiliations or traditions cannot be invoked to prevent individuals from exercising their human rights or from responsibly participating in society. This principle applies especially to the right not to suffer from gender-based or other forms of discrimination, the rights and interests of children and young people, and the freedom to practise or not to practise a particular religion or belief. Human rights abuses, such as forced marriages, “honour crimes” or genital mutilations¹⁰ can never be justified whatever the cultural context. Equally, the rules of a – real or imagined – “dominant culture” cannot be used to justify discrimination, hate speech or any form of discrimination on grounds of religion, race, ethnic origin or other identity.

(60) Democracy is the foundation of our political system, and citizens are valued also as political actors and not only as social beings, contributors to or beneficiaries of the well-being of the nation. Democracy thrives because it helps individuals identify with the society of which they are members and because it provides for legitimate decision-making and exercise of power. The growth of the Council of Europe over the past two decades is a potent witness to the force of democracy. Critical and constructive dialogue, itself a profoundly democratic standard, has to recognize other democratic principles such as pluralism, inclusiveness and equality. It is important that dialogue acknowledges the spirit of democratic culture and its essential elements: mutual respect among participants and the readiness of everyone to seek and accept a common ground.

(61) The fundamental standards of the rule of law in democratic societies are necessary elements of the framework within which intercultural dialogue can flourish. They ensure a clear separation of powers, legal certainty and equality of all before the law. They stop public authorities taking arbitrary and discriminatory decisions, and ensure that individuals whose rights are violated can seek redress from the courts.

3.4.2 Equal dignity and mutual respect

(62) Intercultural dialogue entails a reflexive disposition, in which one can see oneself from the perspective of others. On the foundation of the values of the Council of Europe, this requires a democratic architecture characterised by the respect of the individual as a human being, reciprocal recognition (in which this status of equal worth is recognised by all), and impartial treatment (where all claims arising are subject to rules that all can share).

(63) This demarcates the intercultural approach more clearly from preceding models. Unlike assimilation, it recognises that public authorities must be impartial, rather than accepting a majority ethos only, if communalist tensions are to be avoided. Unlike multiculturalism, however, it vindicates a common core which leaves no room for moral relativism. Unlike both, it recognises a key role for the associational sphere of civic society where, premised on reciprocal recognition, intercultural dialogue can resolve the problems of daily life in a way that governments alone cannot.

(64) Equality and mutual respect are important building blocks of intercultural dialogue and essential to remove the barriers to its realisation. Where progress towards equality is lacking, social tensions may manifest themselves in the cultural arena, even if the root causes lie elsewhere, and cultural identities themselves may be used to stigmatise.

3.4.3 Gender equality

(65) Equality between women and men is a core issue in changing societies, as the [5th European Ministerial Conference on Equality between Women and Men](#) (2003) emphasised. It is a crucial element of democracy. Gender equality is an integral part of human rights and sex-based discrimination is an impediment to the enjoyment of human rights and freedoms. Respect for women's human rights is a non-negotiable foundation of any discussion of cultural diversity.

(66) The fight against gender inequality should not give rise to insidious stereotyping, however. It is important to stress the illegitimacy of coded equations between "minority communities" and "gender inequality", as if all in the "host" community was perfect and as if everything related to minorities and adherents to particular religions was problematic. Common gender experiences can overlap communal divides precisely because no community has a monopoly of gender equality or inequality.

(67) Gender equality injects a positive dimension into intercultural dialogue. The complexity of individual identity allows solidarities inconceivable within a stereotyped, communalist perspective. The very fact that gender inequality is a cross-cutting issue means that intercultural projects engaging women from "minority" and "host" backgrounds may be able to build upon shared experiences.

(68) The Council of Europe's Revised Strategy on Social Cohesion makes clear that equality between women and men is a fundamental and highly relevant commitment. It urges a "gender mainstreaming perspective" in the arena of social cohesion, and in intercultural dialogue this should equally be present throughout.

3.4.4 Combating the barriers that prevent intercultural dialogue

(69) There are many barriers to intercultural dialogue. Some of these are the result of the difficulty in communicating in several languages. But others concern power and politics: discrimination, poverty and exploitation – experiences which often bear particularly heavily on persons belonging to disadvantaged and marginalised groups – are structural barriers to dialogue. In many European societies one also finds groups and political organisations preaching hatred of "the other", "the foreigner" or certain religious identities. Racism, xenophobia, intolerance and all other forms of discrimination refuse the very idea of dialogue and represent a standing affront to it.

3.5 The religious dimension

(70) Part of Europe's rich cultural heritage is a range of religious, as well as secular, conceptions of the purpose of life. Christianity, Judaism and Islam, with their inner range of interpretations, have deeply influenced our continent. Yet conflicts where faith has provided a communal marker have been a feature of Europe's old and recent past.

(71) Freedom of thought, conscience and religion is one of the foundations of democratic society and protected by Article 9 of the [European Convention on Human Rights](#). This freedom is one of the most vital elements referring to the identity of believers and their conception of life, as it is also for atheists, agnostics, sceptics and the unconcerned. While guaranteeing this freedom, Article 9 does allow that the manifestations of expression of this freedom can be restricted under defined conditions. The issue of religious symbols in the public sphere, particularly in education, has been addressed by the European Court of Human Rights.¹¹ Because of the relative lack of consensus on matters of religion across the member states, the Court has tended to give to states a large – though not unlimited – "margin of appreciation" (i.e. discretion) in this arena.


(72) There are considerable overlaps between the Council of Europe's agenda and the concerns of religious communities: human rights, democratic citizenship, the promotion of values, peace, dialogue, education and solidarity. And there was consensus during the consultation that it was the responsibility of the religious communities themselves, through interreligious dialogue, to contribute to an increased understanding between different cultures.

(73) The important role of religious communities with regard to dialogue means that efforts should be undertaken in this field between the religious communities and public authorities. The Council of Europe is already engaged to this end through various initiatives of the Parliamentary Assembly and the seminars of the Commissioner for Human Rights, who since 2000 has brought together representatives of religious communities with the aim of associating them with the human rights agenda of the Council of Europe. Religious practice is part of contemporary human life, and it therefore cannot and should not be outside the sphere of interest of public authorities, although the state must preserve its role as the neutral and impartial organiser of the exercise of various religions, faiths and beliefs.¹² [The “Volga Forum Declaration”](#) (2006)¹³ called for the Council of Europe to enter “an open, transparent and regular dialogue” with religious organisations, while recognising that this must be underpinned by universal values and principles. This could replicate the round-table approach which individual member states have taken to dialogue with religious communities. The [San Marino Declaration \(2007\)](#)¹⁴ on the religious dimension of intercultural dialogue affirmed that religions could elevate and enhance dialogue. It identified the context as a shared ambition to protect individual human dignity by the promotion of human rights, including equality between women and men, to strengthen social cohesion and to foster mutual understanding and respect. In the *San Marino Declaration*, the religious and civil-society representatives present welcomed the interest of the Council of Europe in this field; they recognised that the Council of Europe would remain neutral towards the various religions whilst defending the freedom of thought, conscience and religion, the rights and duties of *all* citizens, and the respective autonomy of state and religions. They considered that there is a need for appropriate fora to consider the impact of religious practice on other areas of public policies, such as health and education, without discrimination and with due respect for the rights of non-believers. Those holding non-religious worldviews have an equal right to contribute, alongside religious representatives, to debates on the moral foundations of society and to be engaged in forums for intercultural dialogue.

(74) On 8 April 2008, the Council of Europe organised, on an experimental basis, an exchange on the religious dimension of intercultural dialogue on the theme “[Teaching religious and convictional facts. A tool for acquiring knowledge about religions and beliefs in education: a contribution to education for democratic citizenship, human rights and intercultural dialogue.](#)” Member and observer states of the Council of Europe as well as the Organisation’s institutional partners, the European Commission, representatives of the religions traditionally present in Europe and of other beliefs, representatives of INGOs/NGOs, experts and representatives of the media participated in the “Exchange”. An innovative and experimental event, its main aim was to promote and strengthen the Council of Europe’s fundamental values – respect for human rights, promotion of democracy and the rule of law – thus contributing to fostering within European society mutual respect and awareness, tolerance and understanding. The exercise associated representatives of religions and other actors of civil society, including representatives of other beliefs, with this objective, by involving them in open, transparent dialogue on a theme rooted with those values. The purpose was not to engage in theological debate, nor to become the framework of an interconfessional dialogue.

(75) Apart from the dialogue between public authorities and religious communities, which should be encouraged, there is also the need for a dialogue between religious communities themselves (interreligious dialogue). The Council of Europe has frequently recognised interreligious dialogue, which is not directly within its remit, as a part of intercultural dialogue and encouraged religious communities to engage actively in promoting human rights, democracy and the rule of law in a multicultural Europe. Interreligious dialogue can also contribute to a stronger consensus within society regarding the solutions to social problems. Furthermore, the Council of Europe sees the need for a dialogue within religious communities and philosophical convictions (intrareligious and intra-convictional dialogue), not least in order to allow public authorities to communicate with authorised representatives of religions and beliefs seeking recognition under national law.

7.1.3 My Experience Upon Intercultural Dialogue

<p>Family</p> <p>☺</p> <p>☺</p> <p>☹</p> <p>☹</p>	<p>Friendship</p> <p>☺</p> <p>☺</p> <p>☹</p> <p>☹</p>
<p>Intercultural Dialogue - Helpers and Blockers</p> <p>Remember your own experiences and take some notes</p> 	
<p>School</p> <p>☺</p> <p>☺</p> <p>☹</p> <p>☹</p>	<p>Politics</p> <p>☺</p> <p>☺</p> <p>☹</p> <p>☹</p>

7.1.4 Instructions for the “Salzbrug Discovery” Visits



“Salzburg discovery” – Instructions

Your team: (Name/Organisation)

<p>The idea:</p> <p>You should get in dialogue with the City and citizens - which means: meeting and exchanging with people and exploring one specific place/organisation in Salzburg. How? That's up to you....</p>
<p>Your organisation and contact person: you visit (please be there at 15.00 h latest!!):</p> <p>Contact person: ...</p> <p>Address:</p> <p>Short profile of the organisation/person:</p>
<p>Tasks before you leave:</p> <p>Please sit together for ½ hour and exchange about the following questions:</p> <ol style="list-style-type: none"> What is Salzburg for us? (exchange pictures, impressions in a kind of brainstorm) What interest/images does your group have related to the people or organisation you will meet? How can you actively contribute to the meeting – not only being guests? How do you want to get in dialogue/address the given topic (creative, talk, ...)? Think about a set of questions you might ask... easy to understand ...exploring the topic, how it is related to Salzburg ... but as well you might ask about their life, work, touristic attractions in their city Salzburg.
<p>Tasks during the visit:</p> <ol style="list-style-type: none"> 1–1,5 hours time for both-sided dialogue & getting into contact (interviews, pictures, ...it's up to you): Some guiding questions related to the organisation/person you visit and the topic “Learning to Live Together: Intercultural Dialogue in Europe”. <ul style="list-style-type: none"> In what ways do you/does your organisation deal with this topic? If not: what's your understanding of it? What are concrete activities/examples related to Intercultural dialogue in your work/your life/your environment? How do you perceive Europe here in Salzburg? How do people with different backgrounds manage to live together here? Please bring 2 digital photos symbolically representing your visit of the place you've been (don't forget your digital camera + cable/card for PC!!)
<p>...and after the visit?</p> <p>→ You might sit together in your team for ½ hour to collect outcomes ...before you meet tomorrow morning in your project group to exchange</p> <p>→ There is a central ACES – meeting point in the city afterwards where you can meet other groups, split up again, get and leave info, arrange meetings for later etc.</p> <p>→ upload your 2 pictures on the ACES computer at central meeting point</p> <p>→ time for sightseeing, exploring the city, meeting people, having dinner.....Enjoy!</p>

P.S. When you are on your way through Salzburg: maybe have a look on what attracts your attention, what is strange or new for you? Anything that is familiar for you?

“Salzburg discovery” – Instructions 2

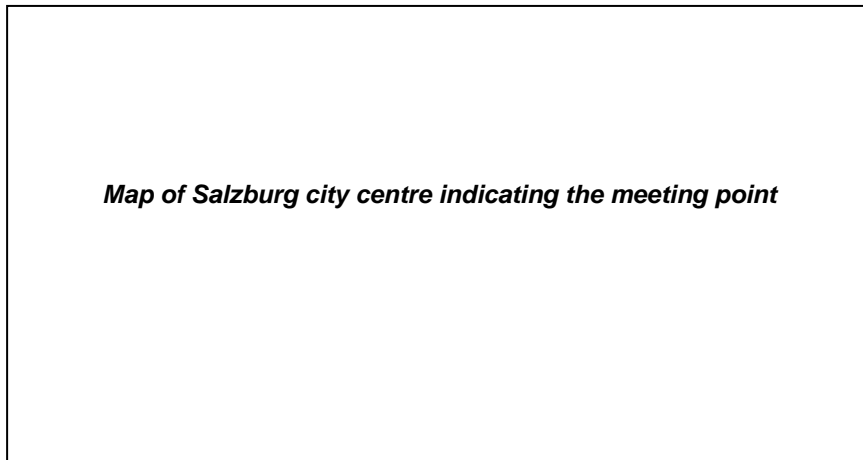
ACES – Central meeting point in the CITY after your visit:

Building: **Alte Universität** (old university), **Katholisch-Theologische Fakultät** (Catholic Theological Faculty)

The building has a beautiful **courtyard arcade** where we can meet even in case of rain or snow

Address: **Universitätsplatz 1** (in the old city centre), close to the Festspielhaus

The optional city tours will start at 5.30 p.m. from this central meeting point.



7.1.5 Discussing the Joint Project – Reflection of aces Projects 2007 as a Resource

Lets make our project a good one!

Teachers and students from last years' ACES projects have at the end reflected – in separate groups – about their “success” and “challenges”. This list can help you to see what to talk about when planning your project.

“SUCCESS of the PROJECT”

Students	Teachers
Making friends Practising and improving English Having fun Learning about different cultures/countries Student exchange Teachers become friends Learning/researching/exchanging new things Hard work / satisfying outcomes / completion Good communication Joint work	Making new friends Improving language and communication skills Having fun Better awareness /understanding of different cultures Student exchange / involving many students Friendship among teachers and students Working on European level Raising students' self-confidence/independence Communication among students and teachers Establishing a well working partnership; cooperation Mutual trust and understanding / share tasks Meeting of all partners Successful project presentation / media coverage Promoting European values also on local level

“CHALLENGES of the PROJECT”

Students	Teachers
Getting sponsors Using a foreign language Meeting new people Communication Lack of ICT Organising meetings, events Lack of free time Developing the project Concentration on the project Presentation of the project Be a good host/guest Producing satisfying outcomes	Finding sponsors / limited financial resources Improving student's self-confidence in using English Working in a team / Being part of a team Lack of communication / keeping in touch Using new technologies Organising trips / finding host families / visa issues Motivating students Finding good methods / partners are changing rules Sticking to a time schedule / organisational problems Involving parents more / local authorities / media Being a good host/guest / conflict solving Students' cooperation Long travel / distances between partners

7.2. List of Participants – aces Kick-Off Meeting

Salzburg, 29.09. – 3.10.2008

Last name	First Name	T/S	Sex	School/Organisation	Address (Street+No.)	Post Code	Town/City	Country	Email-address private
Teachers and Students									
Durdija	Erdita	T	F	"Partizan" High school	Rr.4 Deshmoret	1001	Tirana	AL	Erdita22@yahoo.com
Sahiti	Jusuf	S	M	"Partizan" High school	Rr.4 Deshmoret	1001	Tirana	AL	
Hodaj	Alketa	T	F	Lef Sallata	Vlore-Skele	9400	Vlore	AL	alketa89@hotmail.com
Kolo	Elpiza	S	F	Lef Sallata	Vlore-Skele	9400	Vlore	AL	
Hajdini	Drini	T	M	Nehemia School	Rr."Nehemia", Buçimas		Pogradec, Buçimas	AL	D.Hajdini@Nehemia-al.org
Elmasllari	David	S	M	Nehemia School	Rr."Nehemia", Buçimas		Pogradec, Buçimas	AL	
Enge	Susan	T	F	American International School Vienna	Salmansdorferstraße 47	1190	Vienna	AT	s.enge@ais.at
Kowatsch	Ernestine	T	F	BG/BRG Judenburg	Lindfeldgasse 10	8750	Judenburg	AT	eko@schule.at
Bacher	Michael	S	M	BG/BRG Judenburg	Lindfeldgasse 10	8750	Judenburg	AT	
Raffler	Peter	T	M	Bundesbildungsanstalt f Kindergartenpädagogik	Edelseegasse 13	8230	Hartberg	AT	peter.raffler@bakip-hartberg.at familie.trsek@aon.at
Janser	Denise	S	F	Bundesbildungsanstalt f Kindergartenpädagogik	Edelseegasse 13	8230	Hartberg	AT	
Gabriel	Sonja	T	F	Höhere Lehranstalt für wirtschaftliche Berufe	Leopold Werndlstraße 9	4400	Steyr	AT	gas@hbla-steyr.eduhi.at
Martinez	Christina	S	F	Höhere Lehranstalt für wirtschaftliche Berufe	Leopold Werndlstraße 9	4400	Steyr	AT	
White	Jessica	T	F	Lauder Chabad School	Rabbi-Schneerson-Platz 1	1020	Vienna	AT	jessicakennedywhite@gmail.com
Rabl	Gerhard	T	M	Tourismusschulen Semmering	Hochstraße 32c	2680	Semmering	AT	gerhard.rabl@hltsemmering.ac.at
Haider	Elisabeth	S	F	Tourismusschulen Semmering	Hochstraße 32c	2680	Semmering	AT	
Mihajlović	Ivana	T	F	JU Četvrta Osnovna Škola	Bulevar mira 4	76100	Brčko District	BA	ivanablue23@yahoo.com
Karamujić	Emir	S	M	JU Četvrta Osnovna Škola	Bulevar mira 4	76100	Brčko District	BA	
Maličević	Dejana	T	F	Medicinska Škola Banja Luka	Zdrave Korde 1	78000	Banja Luka	BA	luta_lica@hotmail.com
Lukić	Nevena	S	F	Medicinska Škola Banja Luka	Zdrave Korde 1	78000	Banja Luka	BA	
Obradovic	Zorica	T	F	Primary School "Petar Kocić"	Siprage nn	78224	Siprage	BA	ozozon@spinter.net , o_zozon@yahoo.com
Cvijanovic	Slavica	S	F	Primary School "Petar Kocić"	Siprage nn	78224	Siprage	BA	
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