

Report on the Crisis

The ROTA-Journalist-Team detects the stories behind the stories.

Does money rule the world?

The international crisis of the economy in 2008 became reality in all our home countries. But we set out to detect the dimension of crisis for the people who live there. First of all we analysed the example OPEL. The international car-manufacturer has factories in England, Belgium, and Bochum, Germany near to Hattingen. So we looked in detail at what happened to these factories and what happened to the people who worked in these factories.



The ROTA-Team of the Political Forum

People from six countries coming together talking about politics and crisis was the second part of the workshop. Six countries - six different systems of government and all discussing the crisis.

To know about the systems we present them and especially the topics economy and the school system. One interesting part of the discussion was the way the counties reacted after the earthquake and the nuclear accident in Japan in march and what the reactions of the people in the different countries were like.

The third part of our investigations was the story of "The Ruhr Valley". In the past the Ruhr Valley was the industrial melting pot of Europe. Coal-mining and the

steel industry were the leading employers. Our team of journalists detected the roots of the Industrial Age and presented the structural change of the Ruhr-Valley writing "The Zeche Zollverein-Story" and "The Report from the Landschaftspark Duisburg". Our project aims to show: There is a way out of the crisis. The people can go on and there is still a vision of a great future. The structural change in the Ruhr Valley might serve as an example for all people in Europe to go on and fight the crisis. Then we can say: No, money does not rule the world. Because we still try!

So enjoy our report on the Crisis!

Yours,

The ROTA-Journalist-Team

INDEX

1. Report on the Crisis Does money rule the world?

2. The Opel Story

- 2.1 Opel in a global struggle against crisis
- 2.2 Opel in Bochum – closing down?
- 2.3 General Motors Manufacturing Poland

3. The Ruhr Valley in structural change

- 3.1 Zeche Zollverein in the present
- 3.2 Zeche Zollverein in the past
- 3.3 Landschaftspark Duisburg in the past
- 3.4 Landschaftspark Duisburg present situation

4. Reports from Home – Reports and Discussion

5. Editorials

We are the ROTA-Journalist-Team.

THE OPEL STORY

An international car manufacturer in the crisis

Opel in a global struggle against crisis

By Rabea Kämper, Bram Van den Berghe, Nina Rath,
Frederico Solano

After financial breakdown in New York in 2008, the crisis spread into the economic sector.

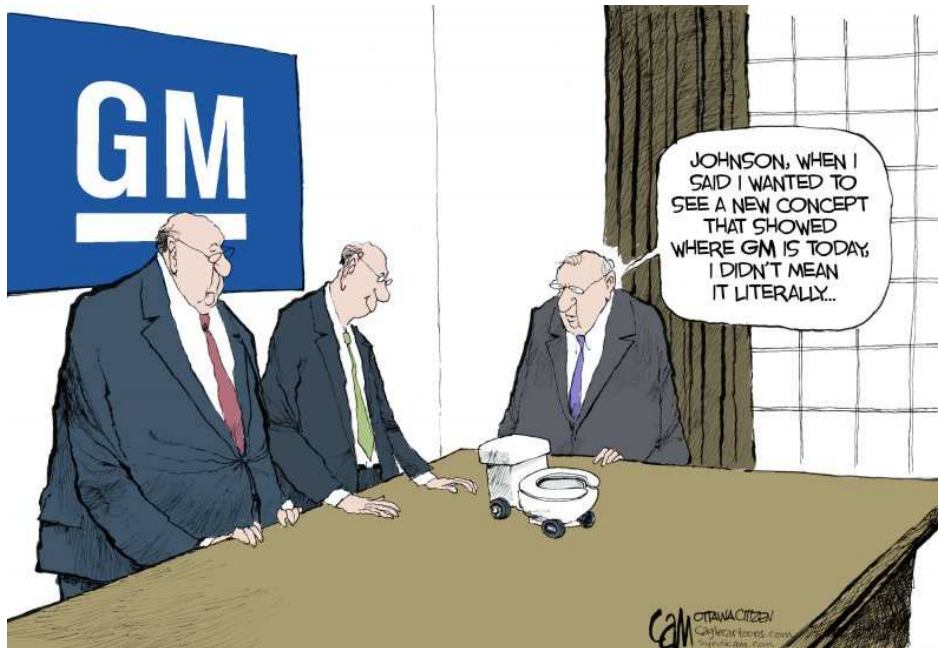
The car industry got hit hard and big companies like GM, with the Opel brand had to fight with insolvency. Worldwide the company had to cut employment rates and close some factories. The production fell from 1.83m vehicles in 2007 to 1.55m.

They needed to sell their stock markets, to make profit and have an optimistic future for the company.

General Motors kept 35 percent, Opel 10 percent but the majority was sold to partners, for example Fiat. Additionally, they

fired some of their managers because they could not afford their fees any longer.

The governments of different countries also made plans to save the workers' jobs by giving money to the OPEL factories in their country or made contracts to help them to get some insurance.



In 2009 the company published plans to cut 10 000 jobs in Europe at the unit, all in all they plan to cut more that 47 000 jobs. In 2009 they announced bankruptcy. 16 month later, after ending the company and selling some of GM brands, the company started a new chapter on the stock market.

The company is an example of the great impact of the

crisis that spread throughout the world. People lost money, their jobs and a perception of a safe future.

Now, in 2011 the future seems to be brighter. The company reports about a try to get back to the production

level they had before 2008. The company makes profit again and new restrictions of jobs are abandoned.

The future looks bright again and because of the government's help and plans for the company, OPEL will have a new look in the future.

Opel in Bochum - closing down?

By Sinah Severins, Danielle Adams, Sam Munro, Sven Winkelhaus, Federico Cazzaro

Opel was started by Adam Opel in 1838 when he made sewing machines in a cowshed. After perfecting them he then decided that he was going to open a factory which would start producing them on mass. When he died in 1895 his five sons took over the business but changed the production into automobiles.

The first car was made in 1899.

In 1929 General Motors

purchased 80% of the company for \$26 million, they then purchased the last 20% two years later.

The Vauxhall product range is largely identical to that of Opel and most models are

designed in Rüsselsheim, Germany. A lot of Vauxhall-branded vehicles sold in the UK are produced at Opel factories in Germany, Spain and Poland, and roughly 80% of Vauxhall production is exported, most of which is sold under the Opel brand.

Opel ranks among Germany's largest automobile manufacturers with more than a dozen plants in Germany, Belgium, Hungary, Poland, Portugal, Spain, and other non-European countries such as China, Japan, South America, and India. They will eventually have production in places all over Asia, South America, and Africa.

Recently, the company Opel in Rüsselsheim has asked for money from the German government to avert plant closures and job losses among its roughly

24,000 employees in Germany during the crisis in Europe and America. Media reports suggest that the German government was angry that the bail-out proposal - which asked for 3.3 billion Euros (£2.93billion; \$4.16billion) - was simply a glossy 217 page brochure which did not present a business plan.

If Opel Company in Bochum closed down due to not

enough

money it would mean the loss of jobs for over 4,000

employees. It would also mean a loss of income tax because the company

would no longer be running to give sufficient funds. It would greatly affect the

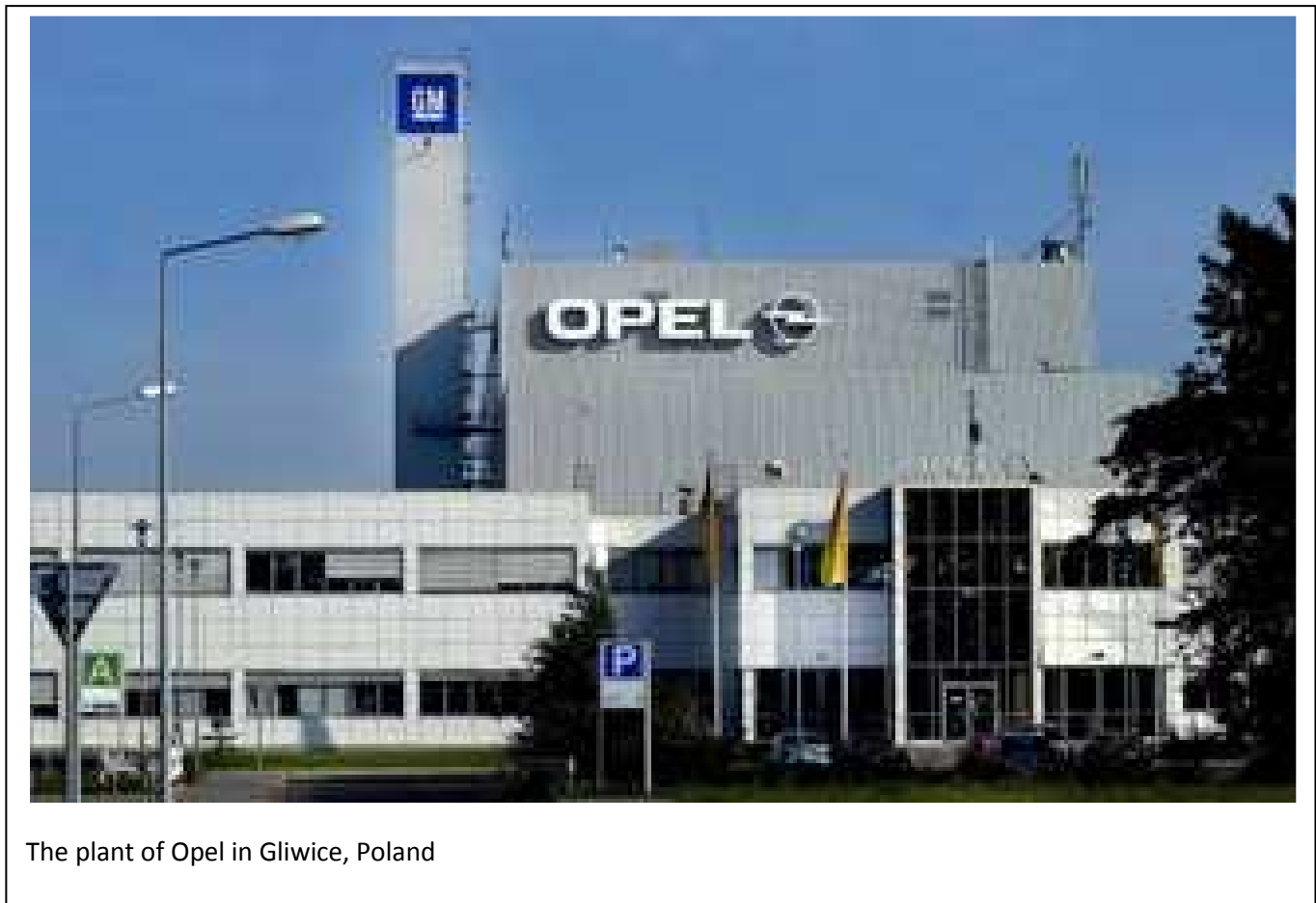
economy because the government has to pay all the unemployed people unemployment income because they had lost their job to the shut down of Opel Company in Bochum.

However, after talks on Friday, which German economic minister Karl-Theodor zu Guttenberg said were "open, good and constructive", the government said it was ready to review proposals. This means that thousands of jobs will not be lost and is well on the way for a steady rise in car sales. So Bochum won't lose one of the most important companies for the area, which is a great success for the city and its inhabitants.



The Plant of Opel in Bochum

General Motors Manufacturing Poland



By Adrian Gawenda, Daniel Mierzwa

It was decided to build a factory in Gliwice, Poland, on the outskirts of Silesian Industrial Region, in the Katowice Special Economic Zone. The plant was built very quickly, from the symbolic first digging of foundations in October 1996 to the beginning production in August 1998, only 22 months passed. The first model produced was the Opel Astra Classic I. Opel Poland, as the world's only plant of General Motors, which began production of microvan Opel Agila

In October and November 2008 factory work was halted.

At the turn of 2008 and 2009 about 500 people have been fired, more than 10% of the crew. In 2009, the amount of produced cars was about 43.5% less than in 2008.

Since November 2009 the work was taking place only two changes in work. The third change was restored until spring 2010.

The Ruhr Valley in structural change

Zeche Zollverein and Landschaftspark Duisburg — Symbols for the change

Zeche Zollverein in the past

By Nina Rath , Enrique Heredia Aguado

Zeche Zollverein, founded in 1847, was one of the most important companies in the “Ruhrgebiet” until it was closed in 1986. Now it is inscribed into the UNESCO list of World Heritage Sites. Especially in 1890 the three coal mine shafts had an output of 1 million tons, which put Zeche Zollverein on top of all German mines. What followed after technological improvement were years of continuous renovation and further expansion of Zeche Zollverein.

In 1927 the 11th shaft was opened. In 1932 there was a daily output of about 12.000 tons. During the Second World War, Zeche Zollverein had an output of 3.6 million tons which were extracted by just 6.900 employees. After 1967 11 of the 12 shafts were closed and Zollverein placed among the most productive coking plants worldwide with around 1.000 workers and an output of up to 8.600 tons of coke a day. In the 1970s a new area began and the area of coal mines ended in the late 1980s.

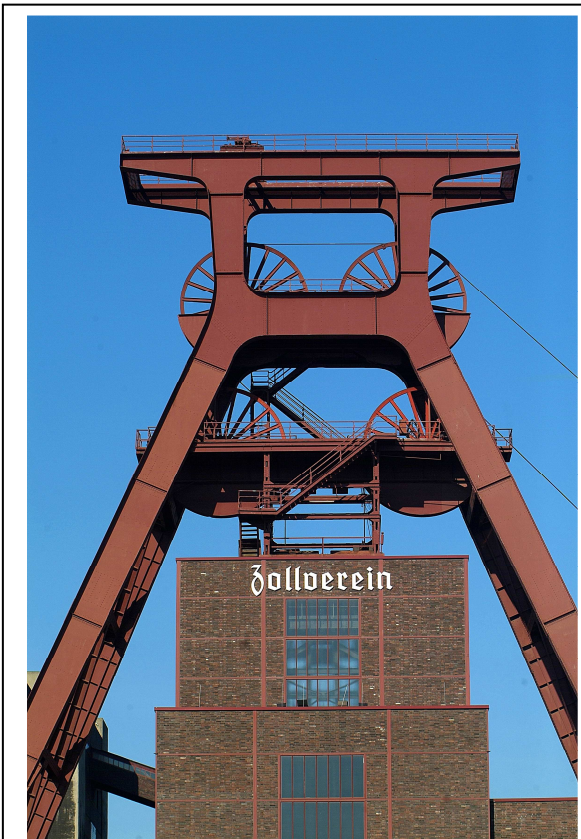
Zeche Zollverein in the present

By Bram Van den Berghe, Daniel Mierzwa, Adrian Gawenda

Today Zeche Zollverein is a museum that shows the history of the place. It also shows the Ruhr area, which is a place where more than 5 million people live. The museum has three subjects, the nature

science subject, the archeological subject and last but not least the history subject. The museum, that's created by HG Merz, is devised so the three subjects mix together perfectly. We took a tour that was lead by a guide who spoke in English. We saw lots of machines which used to get coal out of the ground. The guide explained to us how miners used to get coal out of the ground which was really impressive. When you hear how they did it, for example by creating a rollercoaster to empty the conveyor belt, you notice that they already had really good techniques in the seventies. We also went on top of the building and had a great view of the Ruhr area, from where we could see the stadium of Schalke 04 and

the city Essen and lots of other cool things from the Ruhr area.



The Zeche Zollverein

Landschaftspark Duisburg in the past

By Danielle Adams and Sam Munro

The Blower House is one of these witnesses of the industrial past. It produced 3 million cubic meters of blast air for the manufacture of one thousand tons of pig iron a day.



Windmill – Landmark of Landschaftspark Duisburg

The north of Duisburg is among the areas of the Ruhr region which were only awakened when the iron and steel industry began to flourish during the Industrial Revolution in the middle of the 19th century. As industry left the Ruhr valley and migrated north it transformed the country,

August Thyssen's iron making company began the construction of a blast furnace plant in Meiderich in the immediate vicinity of the coal fields acquired by Thyssen in the 19th century back in 1901. Iron and coal came together, as symbolized by the cableway which moved coke from neighbouring Friedrich Thyssen 418 coking plant to the five blast furnaces in Meiderich. Until the closure of the mill in 1985 as a result of overcapacities in the European steel market, the mill produced pig iron mainly for processing in the Thyssen steel mills.

As iron production was abandoned, 5 acres of industrial wasteland remained, waiting for new use. Huge steel structures were all that was left to bear witness to human toil and labour and to outstanding periods of industrial architecture. The commitment of citizens prevented the demolition of the buildings and

installations that was planned. Between 1990 and 1999, finally, the IBA Emscher-Park International Building Exhibition created a new type of park which achieves a symbiosis between man-made artefacts and natural flora. Divers filled the gasholder with 20,000 cubic meters of water and developed a fascinating underwater world and the German Mountaineering Association transformed part of the former ore bunkers into a climbing garden. Landschaftspark Duisburg-Nord GmbH, the Park operator set up by the City of Duisburg, now manages the unique Park project.

The starting point was the Thyssen blast furnace at Duisburg-Meiderich, closed down in 1985, with an area of 200 hectares and surrounded by districts of the city of Duisburg. In its industrial heyday, more than 10,000 workers were involved in the iron manufacturing processes on the site. When the works closed down in 1985, after 82 years, the owner and the city of Duisburg saw little opportunity for new commercial enterprises at this location. The site was



Huge industrial ruins telling from former times.

closed and abandoned, with large sections of it contaminated.

This left the site to be turned into an attraction for visitors to learn all about how the steel and coal industry worked.

Landschaftspark Duisburg in the present

By Rabea Kämper, Sinah Severins, Sven Winkelhaus and Frederico Solano

In the past the area of the *Ruhrgebiet* was known for its industry. Coal mines were common and a lot of inhabitants profited from the labour brought to the cities.

Nowadays the use of coal is not profitable any longer that is why they restructured the area and the old plant is used as a museum and park to attract tourists. Events like concerts, guided night tours, 24-hour-bike-competitions, a climbing park and some art exhibitions take place in the now different, former working areas. Also an old gas tank is reused by divers and the local fire-fighters use it to practise in emergency situation. Therefore they put cars, one half of an airplane, traffic signs and many other special things into it. The area and the *Landschaftspark Duisburg* are now more attractive to tourists and are also popular to shoot movies or fashion campaigns because of the different and artistic setting.



Modern times – Climbing at ruins

The climbing Park is one of the most popular restructured areas there, because of the historic scenery. The possibility to climb on top of a furnace, surrounded by nature and industry, challenging your own inner fears makes it a highlight for climbers. Additional to that, families can enjoy a day, connecting education and fun for all members.



Nature strikes back

Photos: S. Winkelhaus

Artists like Jonathan Park used the old buildings as art objects, making the sight a special attraction. Lots of different lights show a new view of the attractions in the night.

So the industrial area was restructured and is now used as a centre for old and young people, for cultural use and sport activities. The city successfully rebuilds the unused area and made a great project out of it.



REPORTS FROM HOME

Reports and Discussion

Six countries – six types of government. Living in times of crisis, people all over the world are interested in the way other countries and other people are dealing with their problems.

To be well informed we prepared short presentations about the countries' type of government and about two additional themes, economy especially unemployment and the school system. On this basis we were also able to discuss themes like the different actions taken against the crisis, including off-topics like the perception of the royals in Belgium and Great Britain or nuclear power.

Poland

By Adrian Gawenda, Daniel Mierzwa

Poland is a parliamentary representative republic.

The head of state is the President. The President of Poland is the supreme representative of Poland in the international arena. He has executive authority. He has a right to dissolve the parliament in certain cases (i.e. when it fails to form a Council of Ministers or to adopt the budget). The President of Poland is elected in general elections.

The Council of Ministers is the Polish government. The head of Council of Minister is Prime Minister. He directs the work of the ministers, supervises territorial self-government within the guidelines and in ways described in the Constitution and other legislation, and acts as the superior for all government administration workers (heading the public service corps).

Parliament in Poland has two houses- Sejm (lower house) and Senat (upper house). Sejm is made up of 460 deputies. Lower house of Polish parliament enacts acts. Senat is made up of 100 deputies. Upper house of Polish parliament can give opinions about

projects of acts. The deputies of Polish parliament are elected in a general election every four years.

The judiciary in Poland is independent of government, president and parliament.

Educational system in Poland

In Poland education has three levels. First level is basic education. Children start to attend school when they are 6 or 7 years old. It depends on the parents' decision. They go to primary school. In primary school there are 6 classes. In classes from 1st to 3rd grade children have every subject with one teacher, that is called integrated education. From 4th to 6th grade children have about 13 subjects. After primary school pupils go to Gimnazjum. This school has three grades. In Gimnazjum there are 14 subjects. Next level in Polish education system is secondary education. After Gimnazjum pupils can go to Liceum, Technikum or Szkoła Zawodowa. Liceum is a type of comprehensive school, which prepares young people to pass Matura exam and study at university. Technikum is a form of secondary school, which prepares pupils to Matura exam like Liceum, but it allows the students to work in some profession. Szkoła Zawodowa gives them the chance to work in a job, which needs high qualifications. The last level of education in Poland is

higher education. People will have this education, when they finished studies on University, University of Technology, University of Economy or University Medical. In Poland education is obligatory until the students turn 18 years old.

Crisis in Poland

Polish prime minister and minister of finances say: 'We have no crisis, Poland is the green island on the map of Europe.' But Polish people disagree with this opinion. Everything is more expensive than in the previous years, earnings are getting smaller, people have problem with finding well-paid jobs.

The international economic crisis, which has started in 2008, was very gracious at the beginning. But later everything changed. Many Polish firms started to have problems with the export of their products to Germany, France or Great Britain. International corporations have started to lay off employees.

Now in Poland unemployment is about 10% high but young people, even with higher education, have problems with finding a job. Many people must work in unofficial jobs if they want to support their families.

Germany

By Sinah Severins

In Germany, we live in a social democracy. The German Head of State is the *Bundespräsident*, who is the German Representative abroad.

In Germany there is a separation of powers. The executive is represented by the *Bundeskanzler*, Angela Merkel, who is elected by the German *Bundestag*. The

Bundestag is elected by every German citizen above the age of eighteen, every four years. It is the main organ in the legislature, together with the *Bundesrat*. The *Bundesverfassungsgericht*, the German Supreme Court belongs to the judiciary.

Also, Germany is a Federal State with 16 different *Bundesstaaten*, each has a government of its own and Parliaments, which can make their own decisions concerning the school or transport policy for example. In Germany there are five main parties: The Social democrats, the Conservatives, the Liberals, the Greens and the Left-wingers. Currently the Conservatives and the Liberals form the government, as they have the majority of seats in the *Bundestag*.

School system North Rhine-Westphalia

By Rabea Kämper and Sinah Severins



Daniel reports from Poland

In NRW, after the first four years in school, the students get divided by their talents and their learning abilities. Children have the chance to focus on languages, science or practical work. For that there are different schools, who offer complex schedules to support the people's learning interests. The *Hauptschule* is

constructed to prepare the students for the working world. They get basic language and science skills, as well as cooking classes and mechanical classes.

In the *Realschule*, the students get the chance to take a mixture of different subjects. They can take their time to decide what they want to do in the future.

The highest degree is offered by the *Gymnasium*, which focuses on languages and science, with the aim to provide the students with a basic knowledge that will support the students to get a good start at university. Furthermore, there is one school, the *Gesamtschule*,

who combines all these different kinds of schools. Only in the *Gesamtschule* and *Gymnasium*, the students are able to get their A-Levels. With them they can attend university or a so called *Fachhochschule*.

The government of NRW tries to find a good way to support all citizens according to their abilities forward. Everyone should have a good future.

Belgium

By Bram Van den Berghe

As everybody knows, Belgium is currently the country without a government. We have not had a government for nearly 250 days, that makes us the world champion. The reason we don't have a government is because the people who speak French and the people who speak Dutch don't agree about lots of things. Nobody wants to admit something to the

other, that's basically why we don't have a government. Normally you have three governments, one for Flanders, one for Wallonia and one for Brussels. Then you have another three governments who are responsible for other things. Of those 3 governments one represents the Dutch speaking people, one the French speaking people and one the German speaking people. If you want to get more information about Belgium and this governments you need to search on Youtube for "Do you want to know more about Belgium?"



Research for information

School system

Our school system is as follows. First you have primary school, then you have secondary school, then you have high school and lastly you can do college. It depends on what you choose to study in high school. In high school you can do ASO, TSO, KSO or BSO. ASO is a general school where you get a general education. TSO is quite the same as ASO but with less theory. KSO is an artistic study and BSO is preparing students to learn a profession. Most people of ASO and TSO go to college. And in Belgium there is a good chance that you will have work but you are never sure...

England

By Sam Munro and Danielle Adams

The English Government

The Conservative Party won the 2010 General Election but did not win enough seats to win an outright majority. David Cameron, who has led the party since 2005 became Prime Minister on May 11,

2010 after the Conservatives formed a coalition government with the Liberal Democrats. Nick Clegg, leader of the Liberal Democrats was appointed Deputy Prime Minister and several other Liberal Democrats were given cabinet positions. Cameron has promised to reduce Britain's spiralling budget deficit by cutting back on public service spending and by transferring more power to local authorities. He has committed the government to Britain's continuing role in Afghanistan and stated that he hopes to remove British troops from the region by 2015. An emergency budget was prepared in June 2010 by Chancellor of the Exchequer George Osborne which stated that VAT will be risen to 20% and there will be

a large reaction in public spending. A key Liberal Democrat policy is that of voting reform, to which a referendum will take place in May 2011 on whether or not Britain should adopt a system of Alternative Vote to elect MP's to Westminster.

The major spending of UK's government money is spent on social security benefits such as housing benefit, income support, sickness benefit, unemployment benefit, child support and pensions. Other sectors include health, education, defence, local government, home office and international development.

Education in England is overseen by the Department for Education and the Department for Business, Innovation and Skills. At local level, local authorities take responsibility for implementing policy for public education and state schools.

Full-time education is compulsory for all children aged between 5 and 16 (inclusive). Students may then continue their secondary studies for a further two years (sixth form), leading most typically to an A level qualification, although other qualifications and courses exist, including Business and Technology Education Council (BTEC) qualifications and the International Baccalaureate. The leaving age for compulsory education was raised to 18 by the Education and Skills Act 2008. The change will take effect in 2013 for 17-year-olds and 2015 for 18-year-olds. State-provided schools are free of charge to students, and there is also a tradition of independent

schooling, but parents may choose to educate their children by any suitable means.

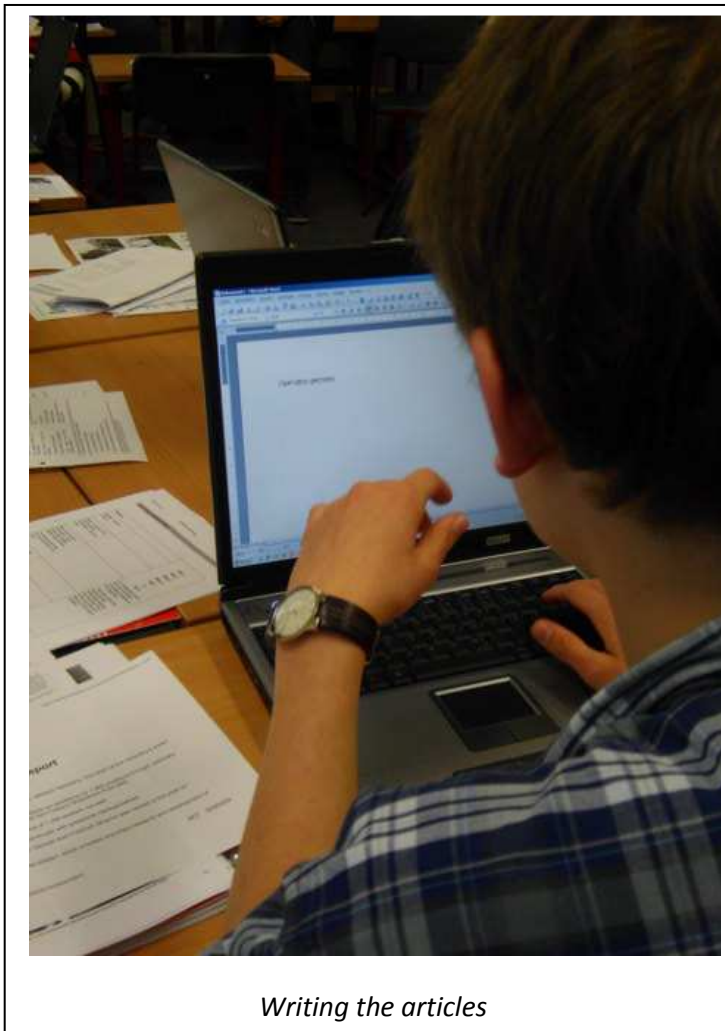
Unemployment in England

The unemployment rate stands at 8.0% - up 0.1% over the quarter and 0.2% on the year. 29.157 million people were in work in November-January according to the labour force survey (LFS). The number of people employed was 32,000 higher this quarter and up by 296,000 from last year.

If you become unemployed, you may want to go to your local Job Centre to claim benefits. Or you can look for employment yourself. Contribution based Jobseeker's Allowance is a flat-rate amount for you as an individual that you can get if you have paid and/or been credited with enough National

Insurance (NI) contributions in the relevant tax years (you must work 2 years in UK before you become eligible). You could get it up to 6 months (you can claim up to 1 month in arrears).

In conclusion the English government has made major cuts affecting the way these systems and projects function effectively choking the country into a recession.



Writing the articles

Spain

By Federico Solano and Enrique Heredia

The Spanish Government

In Spain, there are two chambers of parliament: the general assembly of representatives and the assembly of senators.

The Government is composed of the President (right now Jose Luis Rodriguez Zapatero), two vice-presidents (Alfredo Rubalcaba and Elena Salgado) and the Council of ministers, designated by the President.

Employment in Spain

In Spain there are 4300000 (2150000 men, 2150000 women) people unemployed. The rate of unemployment is 20.3%. Also, there are more than 900000 young people between 16 to 25 years old unemployed (43.5%). This rate is twice that of the European Union.

Spanish economy is recovering, because unemployment has increased less in 2011.

Spain is a bad country for young people, because they lose their jobs easily, they work with precariousness and they earn low wages. Also, if someone enters the world of work, he will earn lower wages and he will be longer unemployed.

Education in Spain

The educational system is divided in four important parts. The first, Primary school, and the second, Secondary Education are compulsory. The primary school (started with 6 years) is divided three 2-year-

cycles, after this, students go to secondary school (with 12 years) that is structured as two cycles of two academic years. With 16 years, after secondary school, students can start "bachillerato" or just start in the "Working world". If you want to go to the university, after bachillerato you have to take an exam called "selectividad" in which the students are selected by the universities. You also can go to university if you have two years in professional work experience and then take an exam.

Italy

By Federico Cazzaro

Italy, officially the Italian Republic, is an EU member state situated in the south, overlooking the Mediterranean Sea, whose territory largely coincides with the homonymous geographical region. The country covers an area of 301,336 km² and has 60,494,632 inhabitants. Italy became a republic on

18th June 1946 when, after a national vote on 2nd June, Italian stopped to be a reign.

The north is bordered by the Alps and by France, Switzerland, Austria and Slovenia. At the center it extends south to the Mediterranean Sea, forming a peninsula surrounded by the Tyrrhenian, Adriatic and Ionian Seas. Insular Italy includes Sicily and Sardinia. Inside Italian there are geographic regions microstates like San Marino and Vatican City.

In Italy the most important institutions are:
- President of the Italian Republic. He is the Head of state, represents national unity, is elected by Parliament and appoints the government and dissolves it.



Frederico reports from Italy

- The two chambers of parliament (Chamber of Deputies and Senate) have legislative power.
- the government (constituted by the Prime Minister, Ministers and the Council of Ministers) exercises executive power,
- the Judiciary should be independent. It exercises the judicial power.
- the Council of the Judiciary: the judiciary has the task of self-government, it is completely free from the influence of government, notably the Ministry of Justice,
- Constitutional Court: the fundamental role of the Constitutional Court is to ensure the place of the Constitution, in answer to the compliance of various standards with this.

School system

Education in Italy is regulated in different ways according to legal form (public schools, private schools). The vocational training, including professional institutes, however, depends on the regions. Compulsory education ends at 16.

The Italian school system is structured into three stages of education: Primary education, which includes primary school, five years; Secondary education, including secondary school, lasting three years, and the secondary school level, five-year term; Higher education, including universities and specialized training, such as Master and graduate school. These cycles are supported by the school education of children, non-compulsory pre-school institution, characterized by the coexistence of games and the preparation for the first cycle of education.

The secondary school is divided in 3 parts: Liceo, Technique, and Professional. The first one give a basic preparation for university and in it latin is also taught while in the others you learn a profession and after the end of courses you are able to start work.



Thank you for reading our Report on the Crisis

Editorials

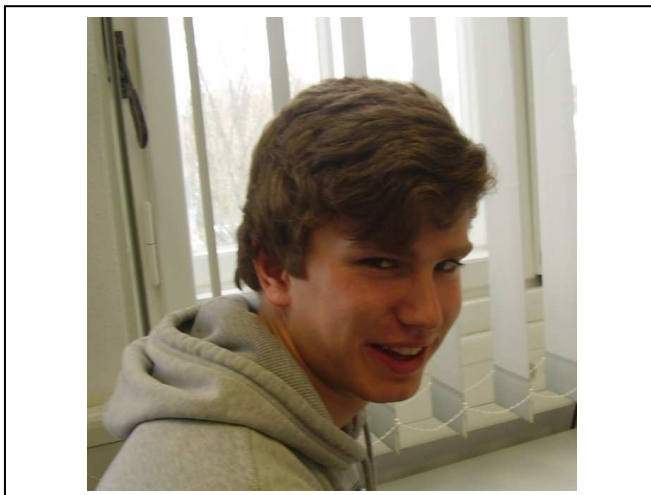
We are the ROTA-Journalist-Team



Name: Sinah Severins
Age: 17 years old
Hometown: Hattingen ,Germany
Hobbies: Acting/Dancing/Going to the movies/Meet friends
Studies: Advanced English and History
Language: Sign language
Siblings: 1 younger brother
Political view: Green



Name: Federico Solano
Age: 16 years old
Hometown: Tres Cantos, Spain
Studies: Technology, Chemistry, Spanish, Maths, English, French, P.E and Philosophy.
Hobbies: football, watching T.V and being with his friends, music



Name: Bram Van den Berghe
Age: 17 years old
Hometown: Bruges, Belgium
Hobbies: Soccer/Scouting
Languagesession: Spanish
Music: Electro
Siblings: 2 older Sisters
Political view: Undecided



Name: Federico Cazzaro
Age: 17 years old
Hometown: Vicenza, Italy
Hobbies: Rugby, jogging in the evening
Political interest: “young Italy” of Popolo della Libertá (PDL)



Name: Nina Rath
Age: 18 years old
Hometown: Hattingen, Germany
Hobbies: Handball, Tennis
Political interest: not really
Language session: Italian



Name: Enrique Heredia Aguado
“Quique”
Age: 16 years old
Hometown: Tres Cantos, Spain
Hobbies: Tennis, swimming, computers, meeting friends
Language session:



Name: Danielle Adams
Age: 17 years old
Hometown: Lincoln, United Kingdom
Family: 2 brothers, 2 cats and a dog.
Hobbies: reading, listening to music badminton and meet with her friends.
Language session: Italian



Name: Rabea Kämper
Age: 18
Hometown: Hattingen, Germany
Hobbies: sports like swimming and jogging, meeting friends, study languages
Language session: Spanish



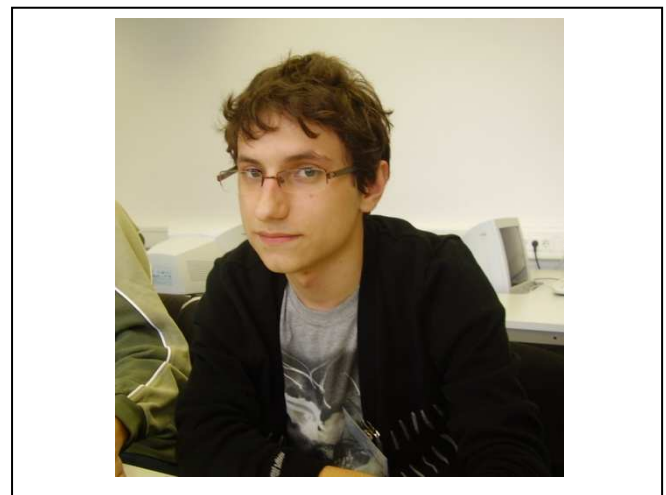
Name: Sven Winkelhaus
Age: 18 years old
Hometown: Hattingen, Germany
Hobbies: Sport, Music, Meeting Friends.
Language session: Italian



Name: Adrian Gawenda;
Age: 17 years old
Hometown: Siemianowice Slaskie ,Poland
Hobbies: reading books,
 watching movies,
 listening to classic music
Language session: German



Name: Sam Munro
Age: 18 years old
Hometown: Lincoln, England
Hobbies: Extreme Sports, Listening to music, Driving.
Language session: sign language



Name: Daniel Mierzwa:
Age: - 17 years old
Hometown: Siemianowice Slaskie,Poland
Hobbies: Music and films, the EU,
Language session: Dutch