

Models for reality? - Symbolic photos?
 Palestinians, Germans, Israelis - helping each other, even with blindfolded eyes!



Israelis, Germans and Palestinians are dependent on each other - so everyone has to take care of the other one.





Hila (Israel) and Isel (Palestine): In the Middle East only 80 km from each other, but worlds apart. They can't meet there, in Germany they became close friends!



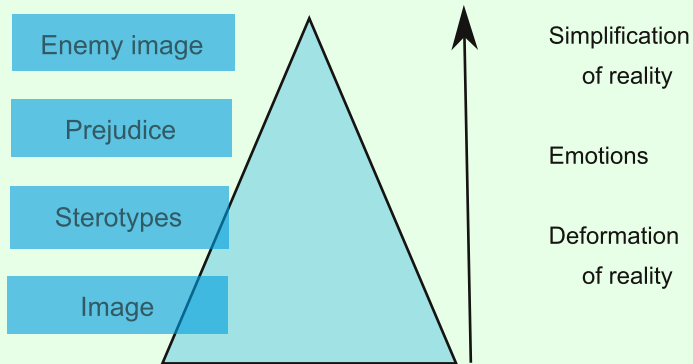


Again and again:

Lectures, team work, reflexion in groups about ourselves, gender equality, clichées, stereotypes, enemy images, mass media. Expert Judith Pies MA, Erich-Brost Institute Dortmund, teaching International Journalism, especially journalism in Arab countries



Perception of the other



Judith Pies, MA, Kastellaun Aug.7, 2012

"It's easier to preserve prejudice than to do something against it", Werner Busch in Büchenbeuren told us, when we talked to him about Russian-German immigrants.

Examples of prejudice and enemy images:

The Nazi German, **the** violent Palestinian, **the** militaristic Israeli.

Why do media transport and perpetuate such prejudice and enemy images?

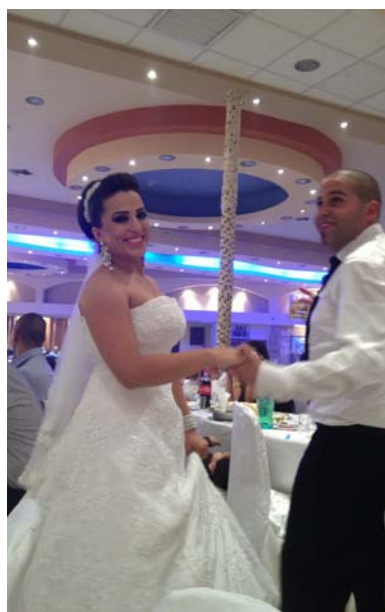
We found out how much we are all influenced by media.

The internet is full of examples with stereotypes, prejudice and enemy images. The photo in the middle shows demonstrators in Athens against the German chancellor Angela Merkel during her visit in Greece (www.stern.de).



Palestinian cultural evening

We asked the Palestinians how they wanted to be addressed, as there is no Palestinian state up to now. They said they felt themselves as Palestinians, but made a difference between the early Christians in the Bethlehem area and the Arabs who came from the Arab peninsula. They chose a traditional wedding to present their culture. The photo in the middle shows an original wedding ceremony, that some of us visited in Beit Jala with about 400 other guests.



Wednesday Aug. 8

8:00	Meal service
8:30	Breakfast
9:30-11:00	Human Rights in the past and present
11:30	Introducing the topics for the group work, forming groups, choosing topics
13:00	Lunch
15-18:00	Excursion: City Game in Kastellaun: Visiting churches, memorial for deported Jews, castle, stumbling stones, a medieval baroness welcomes us at the castle
18-19:00	Free time
19:00	Dinner
20:00	Reflexion: Individual groups
20:30	Reflexion altogether (leader Israeli)
21:00	Meeting group leaders
21:30	Israeli cultural evening



Every participant had to select one human right from the Universal Declaration of Human Rights (UDHR), adopted and proclaimed by the General Assembly of the United Nations on December 10, 1948. He/She had to draw a sketch/symbol and present one article to the others. They were allowed to use all kinds of electronic devices to search for more information and to do translations.



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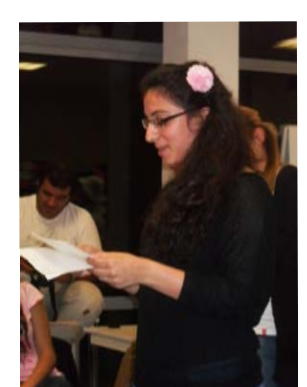


In the city game the mixed groups had to solve problems and answer questions about places in Kastellaun. The "original" Gräfin Elisabeth von Sponheim, owner of the castle in the 14th century, welcomed the groups and told her story as a woman in the Middle Ages. Isel was caught in the "Pranger" for "bad behaviour" and Eynat is sitting in the confessional in the Catholic Church "to confess her sins".



Israeli cultural evening

The Israelis explained Kibbutz life and the Jewish traditions of eating mazzoth during Pessach and demonstrated a wedding ceremony. Jakob found the "Afikoman" and got a reward. All put on a kippa, some even tried to read Hebrew texts from the Thora. Pastor Ebersbach recalled his Hebrew knowledge.



Pessach, Thora, Mazzoth, Afikoman, Kippa, Chuppa, Kibbutz

Thursday Aug 9

8:00	Meal service
8:30	Breakfast
9:30-11:00	Living democracy: men and women in local politics. Talk and interview with the mayor of Kastellaun, Dr. Marlon Bröhr
11:30	Keeping silence: A walk and activities in a labyrinth
13:00	Lunch
14:00-18:30	Excursion: Jewish past and Muslim present - Laufersweiler and Simmern Path of remembrance, poetry path, former synagogue
17:30-18:30	Meeting the Imam in the mosque Interview with a female member of the Muslim community Attending Ramadan Service
19:00	Dinner
20:00	Reflexion individual groups
20:30	Reflexion altogether
21:00	Meeting group leaders Free evening



Evening activities

"Little Bit", a smoker's pub, 70 years ago owned by the Jewish family Forst, whose oldest daughter now lives in Zeelim (Negev).



"What can we do to get more women into local politics? What does the state do to encourage women? Is it only because of the children? Don't women want to get involved into politics? What are differences in Germany, Israel and Palestine? Many questions - many personal answers.



Dr. Bröhr (38) has got a wife and two children. He was a dentist before he was elected. His wife carries on with the dental practise, they employ a nanny to care for the children.
Dr. Bröhr is a part-time mayor for Kastellaun and has a full-time job for the whole district (Verbandsgemeinde).



Relaxation and reflexion in Christa's labyrinth - Lavender Garden



Texts, songs,
silence.
Writing personal
wishes on stones:
hope,
understanding,
tolerance, human
rights, love, peace,
good life

Hoping that they
come true.



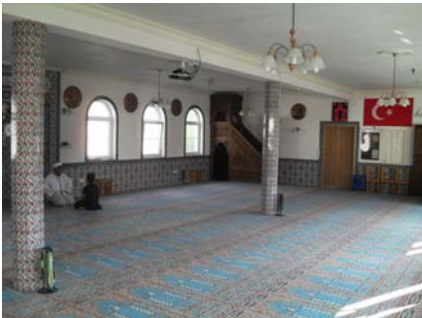
Men and women are equal - according to the original belief



How does the Islam promote women's rights? A visit in the mosque in Simmern

The first sentence on the poster says, that - according to the Koran - men and women have the same rights in front of god.

In the interview later the Imam Recep Kaymakci, the chairman Ibrahim Adali and the Catholic priest Rainer Vogt fully agreed with that. The problem is that all three monotheistic religions in their orthodox directions have problems with the realization. The poster explains that different regions, countries and cultures have developed different roles of men and women.



The Imam, paid by the Turkish state, teaches a young boy how to recite the Koran. We were openly and warmly welcomed. Noam and Nis are practising a prayer's chain (Mishaba or Subha), in English rosary, which is used to repeat and count certain prayers. It can have 11,33,99 or 1.000 beads. We were impressed by Hülya Bayrakci, who showed us round and answered many questions about the role of men and women. For her religion is a private matter, she wears and does what she wants. She is studying to do the A-Level (The German "Abitur") and leads the dialogue with other religious communities. For many in our group it was the first visit in a mosque!



"You can only live together, if you know each other." (Hülya Bayrakci). Everyone in the group agreed: Hülya's sentence is true for the past, for the present and for the future. In Laufersweiler we could see what happens, when people ignore this sentence. We visited the synagogue, the cemetery and the path of remembrance for the Jewish community of this small village.



1933-1945

No human rights,
neither for men
nor for women



A short impressive ceremony with Germans, Israelis and Palestinians in memory of 25 persons, killed 70 years ago by Germans. The question of a participant "What do we have to do with all that?" soon got answered by the facts. "You can only understand Israelis if you know something about the Shoah and the history of the Jewish people". And: "You can only understand the Palestinians, if you know and accept their history". Nis recited the Kaddish, originally a praise of God, but prayed especially for the dead.



New ways how to remember the past: A piece of art with the title: "Lived Lives - Stolen Lives", created by the local artist Jutta Christ and young students, a Path of Remembrance and a Path of Jewish Poetry in the middle of beautiful Hunsrück landscape. Jewish poetry is seemingly a matter of women, as the poems demonstrate.



Laufersweiler, a small village in the Hunsrück with a great Jewish past before the Shoah - a suitable spot to take a photo of all the group. Omer and Ofri writing their impressions into the guest book.



Friday Aug 10

8:00 Meal Service
 8:30 Breakfast
 9:30 -13:00 Workshops:
 1. Mr Jaeger: Online newspaper, working with Scribus layout program
 2. Marianne Gent: Working with texts, writing articles
 3. Chr. Pies: Interviewing people
 4. Elena Etges: Taking photos, making films
 13:00 Lunch
 15-17:30 In small groups: Preparing the work for the following week, practical exercises (workshop)
 17:30 Shabbat Ceremony (prepared by Israelis)
 19:00 Going to families
 Dinner with German Families



Writing - an extremely difficult job.



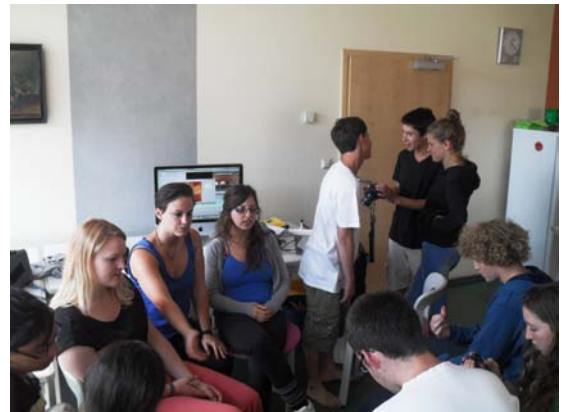
Scribus
 Professional layout and publishing software supporting EPS and SVG import/export, and PDF support. [GNU GPL]



Interviewing people



Filming and Photography



I. Technical information about camera

Light

Light has different temperatures and so it defines the colour of the light we see

-additive colour: picture in presentation 1)

The human eye is built out of RGB receptors, they catch the light with its intensity and transfers this information

to the brain and defines what colours we see >Additive colour mixing

-subtractive colour: picture in presentation 2)

Light comes through the lense of the objective on the chip and transfers the light into electrical information. It depends on the intensity of the different light-stripes



White balance

Picture in presentation 3)

To get the right colour impression in your picture of the reality you have to make a white balance
Natural light for example: white light from the sun has a lot of red information and white in closed rooms from artificial light has a lot of blue information

You need to make a white balance in every different light situation, to have the same colour impression in every situation.

>practical part



II. Rules in filming

Field sizes

Picture in presentation 4)

Close detail shot > meaning of special field sizes in Movies and Documentariess> practical part

Kadrage/Framing or Golden Cut> when you decide for a field size and how to position people or objects and the meaning of it in Movies/Documentary

Golden Cut in Art, Photography, Field Sizes and Biology

III. Perspective

Frog and bird perspective- you can give the picture a special meaning

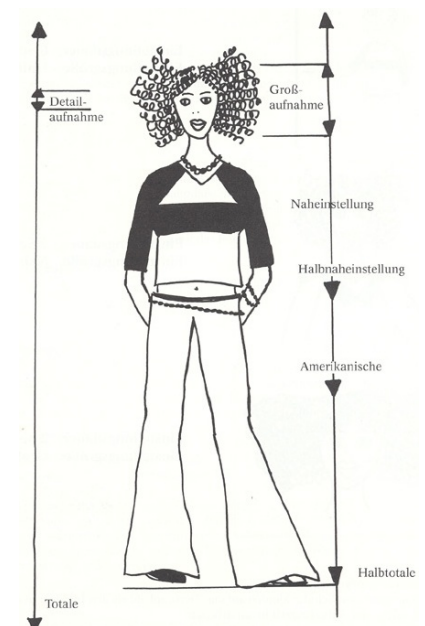
when you choose a special perspective. With the bird perspective the viewer is looking down on the person or object. It gets small. In the frog perspective you give the person in the picture power, it can also happen that the viewers themselves start to feel small or meaningless.

180°-Degree Rule

Picture in presentation 5)

>practice part

Interview in practice part



IV. Technical Information in Photography

Shutter and Aperture

Shutter time> how long the light comes on the chip

Aperture> How much light comes into the objective

eg. For sport pictures (fast movements) you need a short shutter time
to catch the movement,
doing pictures in the night

>practice part

Examples:

Documentary

Documentaries need to be neutral and have to try to give information without influencing the viewers in their opinion. That's really difficult and almost impossible.

Directly after someone puts a camera in a room people will change their way to talk and act, even though the camera might not been turned on.

Photography journalists in war or conflict situations

Example: www.Worldpress.org

Almost all journalists are independent, they need to be, because they need to try to show both sides in a conflict area. They live in danger and try to make meaningful pictures and then try to sell them to magazines, newspapers etc. So their living expenses depends on the pictures they get.

PROBLEM: Everyone has a self-phone with a camera, all people are taking pictures and videos and put them into the internet, a lot of pictures are distorted with picture edit programs.

And everyone is trying to do the job of a journalist, who studied journalism.

So journalism and the way of reporting has changed in the whole world.

V. Cultural differences

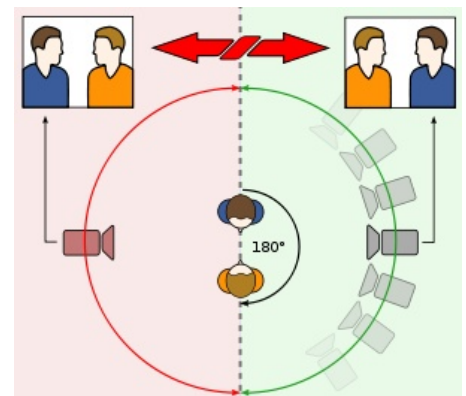
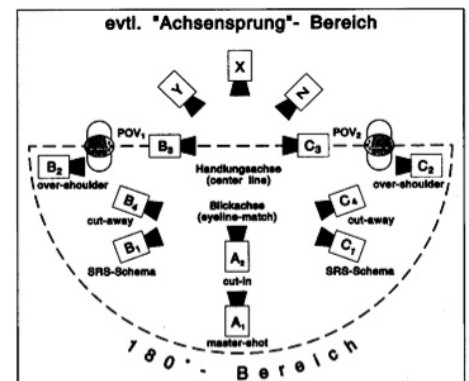
Some cultures read and write from right to left or left to right. Also the eyes follow these directions.

When you put this in a picture, pictures can have a special meaning in one culture and a total different meaning in another culture.

Example: a person is positioned right in a picture and looking to the left.

> In the North-East area it will have the meaning that someone is looking into his future.

> In Europe it will have the meaning of looking in the past.



Human Rights Project
Germany/Israel/Palestine
All men are equal: Women at the cooking pot and men into war?

Workshop: Writing Articles

Marianne Gent

You will find different types of articles in a newspaper. The following three might be the most important for your project.

1. Report – objective and informing article

The structure of a newspaper article is often compared to an inverted triangle with the most important details at the top of the article, with the least important information placed at the end of the article. This allows reader's treaders to skim over the start of the article to gain the essential facts before deciding to read on.

A newspaper article includes the following (in order):

- **Headline:** short, attention-getting statement
- **Subtitle:** Gives a short information about the topic
- **Byline:** reporter's name
- **Lead/Opening paragraph (introduction):** provides the most important and interesting news first while answering who, what, where, when (how and why are often reserved for later).
- **Explanation:** Further (short) paragraphs with more facts and details. They may also include quotes from people involved or experts.
- **Additional information:** least important information. This part contains more details of the issue or event, summarizes facts and opinions or includes information about a similar event.

Newspaper Articles combine the following language features to inform, entertain and persuade.

- Clear and concise (precise) writing.
- Are written in 3rd person and in the past tense.
- Can use an active or passive voice, depending on the focus and which is more engaging for the reader.
- Articles can include quotes, comments, opinions, statements and observations from people involved or experts on the topic, but they must be marked. Use direct or indirect speech.
- Give people labels so that the reader knows who they are straight away, for example:
"US-President Barack Obama".
- Should avoid racist, sexist or religious slurs.
- Should be accurate and balanced (provide facts supporting both sides of the issue).

2. Commentary – subjective, persuasive article with personal opinion

The following tips may help to communicate your own opinion interesting and convincing:

- Choose a relevant topic: It should be something with a broad appeal to the readership.
- Find an interesting headline.
- Give your name.
- Explain the facts and background.
- Get your facts straight: be sure that all facts are correct and are attributed.
- Use personal opinion: This should be done in a rational manner. Convince with facts and arguments and thus interpret stories/events.
- Feel free to use emotion, but in a limited manner.
- Use persuasive language: for example rhetorical means (for example: repetitions, exaggerations), special terms, metaphors.

3. Feature – subjective illustrating report/article

News stories are typically an assemblage of facts. They all exist to fulfill a simple purpose - convey information.

Feature stories, on the other hand, aim to do much more. They convey facts, but they also tell the stories of people's lives. They are often associated with fiction writing.

Here are five components necessary for any feature story.

A great Lead: set a scene, describe a place or tell a story, but whatever approach is used the lead must grab the reader's attention and pull him/her into the story.

Description: Description sets the scene for the story and brings the people and places in it to life. Good description prompts a reader to create mental images in his or her mind. Any time you accomplish that, you're engaging the reader in your story.

Quotes: in feature stories this is absolutely imperative. Ideally, a feature story should include only the most colorful and interesting quotes. Everything else should be paraphrased.

Anecdotes: Anecdotes are nothing more than very short stories. But in features they can be incredibly effective in illustrating key points or in bringing people and incidents to life, and they're often used to construct feature leads.

Background Information: All the well-written description and colorful quotes in the world won't suffice if you don't have solid information to back up the point your feature is trying to make.

Human Rights Project
Germany/Israel/Palestine
All men are equal: Women at the cooking pot and men into war?
Workshop: Interview
Christof Pies, Friday Aug. 10, 2012

Interviews

1. Are used in any kind of media (Print, audio, video...) to focus on an individual person
2. An interview needs a good preparation
3. The location must be chosen carefully (quiet place, no time pressure, relaxed atmosphere, light, sound...)

Preparation

1. Try to find out as much as possible about your interview partner (interviewee) and the time he/she lived in: books, internet, other media...
2. Make an exact appointment: Introduce yourself, explain shortly what you're working on
3. On the day of interview: arrive 15 minutes before you want to start, organize s.th. to drink, have paper, pencils ready. Check batteries, camera, outside noise. Choose a quiet place for the interview
4. Know your questions, write them on a piece of paper

Introduction

1. Introduce yourself, tell about your project
2. Control or ask for the "hard facts": name, age, birth place, biographical dates, living/working place
3. If she/he agrees, take photos, ask for historical photos or documents, letters

The Interview

1. Prepare a list of questions, but be open for new ones during the interview
2. Start with a "soft question" (How do you feel?)
3. Ask open-ended questions, not closed ones

General advice

1. Be neutral, don't comment on an interviewee's statement (like mmh, yes..)
2. Ask if you haven't understood something
3. Watch how your interview partner speaks: Loud? Clear? Into the microphone?
4. Be a good listener, keep eye-contact, encourage your partner
5. Be flexible, try to find out more about an important point, don't stick too much to your prepared questions
6. Be attentive: Ask e.g. How long? Why exactly? With whom? When? What were your feelings?

After the interview

1. Do not rush out/home after the interview, take time to say good-bye, to say "thank you", maybe you can watch an important scene with him/her
2. Label the recordings carefully
3. Copy documents, maybe film them once more to insert them later
4. A transcription is very useful, it can be full length
5. Make sure that the interviewees gives you the permission to publish the photos/filmstexts (See topic forms!)

Workshop Interview Preparing an interview Example: Interview with Klemens Hauröder, Kastellaun, a retired teacher

Parents/family

Father: born 1896, served four years as a soldier in World War II, 50% wounded.

Mother: born 1901, learned diet cooking, married 1933

Son 1934 (Mr. Hauröder),

daughter 1936 (died with three months), son 1937, son 1940

Two grandmothers (one had 8, the other one 12 children) were rewarded the "Mutterkreuz". His mother's uncle, mentally handicapped by an accident, was "selected" and killed in Hadamar by the Nazis.

Nazi period

Parents founded an agricultural business (farm) in 1933, bought a farmhouse, leased fields, received very good loans (credits) by the state with 0% interests for families, father member of NSKOV (Nationalsozialistische Kriegsopferversorgung, organization caring for wounded soldiers from World War I), chairman of NS-farmers union (Ortsbauernverband), no party member (NSDAP).

Got loans: 1000 Reichsmark (RM) for each child. Children's allowance from the third child onwards, mother had to stay at home, was not allowed to work (KKK – Kinder, Küche, Kirche - Children, kitchen, church), member of NSV (Nationalsozialistische Volksfürsorge), chief cook for activities for poor people or soldiers, esp. during war times.

Children were in the NSV-Kindergarten, families with many children didn't have to pay fees.

Parents gave up all church memberships.

Hitlerjugend

Mr. Hauröder joined the "Jungvolk" (organisation for boys before Hitlerjugend) at the age of 10, they made camping holidays, campfire, games, wore uniforms (parents were forced to buy one), short trousers, brown shirt, neckerchief around the neck, belt, shoulder strap.

NSDAP threatened to send father into war.

Mr. H. learned how to play fanfare (kind of trumpet), listening to the people's radio ("Volksempfänger") was a duty.

When in 1938 the Jewish citizen Robert Zibell shot himself, the so-called "Jewish question" (Judenfrage) was explained to the four-year-old boy.

Prisoners of war/slave workers

After 1940 POW from France were brought into German families to work, were not allowed to fraternize with Germans and vice versa, were not allowed to eat at the same table with the German family. 22 POW were brought by a guard to the farmhouses and working places every day.

POWs replaced the men, who were serving in the Wehrmacht somewhere in Europe or Africa.

Later (after 1941 - beginning of the war against Soviet Union) slave workers from the "East (Russia, Ukraine, Belorussia...) were deported to Germany, had to work in factories (esp. stone industry near Miesenheim, Plaidt, Kruft).

His relatives had "Polish girls" (Polenmädchen) as slave workers

Resistance

Gestapo was everywhere, active resistance not possible, just by passive means, pastors were imprisoned.

Source: Klemens Hauröder, written report, 2012

Human Rights Project
 All men are equal: Women at the cooking pot and men into war?
 Germany/Israel/Palestine
 Workshop: Interview, Chr. Pies, Friday, August 10

Oral history:	Getting general knowledge about a certain event from interviews
Eye-Witness Interviews:	Focus on the individual person with his/her knowledge/experience/emotions about a certain event
Good sides:	it adds to/completes the general history (e.g. holocaust) on a very personal level, history from "below", can affect listeners emotionally and directly...
Problems:	Remembrance is influenced by time, other facts and knowledge, reports, other witnesses, own additions, anecdotes, films, legends, collective >< individual remembrance...

What is truth?

What is objective?

What is right or wrong?

What is subjective?

Note down what might change in the course of life for an eye-witness and discuss the questions above

Present: time of interview



Past: event, long ago



Russian refugees, Stalingrad 1942

Source: <http://de.wikipedia.org/wiki/Flüchtling>

One old man, women and children. What does the photo tell us about the roles of men and women in war times?

Human Rights Project
Germany/Israel/Palestine
All men are equal: Women at the cooking pot and men into war?
Lecture: Human Rights in the past and present, Aug. 8, 2012

Human Rights - Characteristics:

1. Human Rights are inherent to each individual
They belong to people – simply because they are human
2. Human Rights are universal
Human Rights are the same for all human beings, regardless of race, sex, religion, political or other opinion, national or social origin. We are all born free.
3. Human Rights are inalienable
Human Rights cannot be taken away, even when the laws of a country do not recognize them
4. Human Rights are indivisible
All human beings are entitled to freedom, security or a certain standard of living

- Tasks: 1. Describe the situation
2. Make up a dialogue between people in the photo
3. Why is the 20th century often called the "Century of Refugees"?
Can you find examples?



Categories of human rights

1. "First generation rights"
Civil and political rights: Life, liberty, security of the individual, freedom from slavery and torture, freedom of opinion, expression, thought, religion, conscience...
2. "Second generation rights"
Economic and social rights, right to work, education, reasonable standard of living, food, health care...
3. "Third generation rights"
Environmental, cultural and development rights: clean, protected environment, rights to cultural, political and economic development

Task: Discuss in groups: Imagine your group would live on an island and you would have to start a new state. Which rules/laws/human rights would you establish?
Note them down.

The Universal Declaration of Human Rights (UDHR)

After the catastrophe of World War II, caused by Nazi-Germany, the United Nations were founded in 1945. On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights (UDHR).

Now, Therefore THE GENERAL ASSEMBLY proclaims

THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

All articles follow.....

Task: Everyone in our group reads one human right and tries to explain it to the others in his/her own words. Draw a cartoon/sketch/painting for your human right and pin it at the wall. Write down the number of the human right on your scetch accoring to the UDHR.



Human Rights Violations Amnesty International 2003-2012 Examples

In 101 out of 155 countries: torture and maltreatment

In 99 countries: no freedom of press and opinion

Aserbaidshan: political prisoners, no free press....

Ukraine: torture, political prisoners...

USA: death penalty...

Egypt: No right of demonstration, discrimination of women...

Syria: violence against protests, death of civilians...

Russia: control of press, no free opinion...

Germany: business with weapons (Saudi-Arabia > tanks were used to oppress protests in Bahrain, problems with people seeking asylum (Roma, Kosovo)

Israel: Illegal killings in occupied territories, demolition of houses, confiscation of land, imprisonment of conscientious objectors, settlers` violence...

Palestine: rockets on South Israel, discrimination of women, no freedom of press, terrorist attacks on civilians, suicide bombings...

Tasks:

1. Discuss in groups: What are the reasons for human rights violations?



2. Research in the internet: Find out information about human rights organisations
3. Research in the internet: Magna Carta (1215), US Declaration of Independence (1776), Declaration of the Rights of Man (1789), Declaration of Independence (Israel May 14, 1948): equal rights for men and women

Sources: <http://www.arte.tv/de/6689890,CmC=6688536.html>

<http://www.ag-friedensforschung.de/regionen/Israel/ai-2004.html>



Task: Choose one of the photos. Think about where and when it was taken. Comment on it with the help of the UDHR

All men are equal: Women at the cooking pot and men into war?
 Topics for interviews, articles, films
 Groups of at least three members: Germans/Israelis/Palestinians

1. Nazi period - No human rights

Sinti and Roma under Nazi terror and persecution - the Reinhardt Family (Musicians), Koblenz

2. Educated to hate

Mr Klemens Hauröder (born 1934), Kastellaun: rise of the Nazis, family life, the end of war, American/French occupation

Mrs Gertrud Kramb (92 years old), Johanna Schug (88 years old), Kastellaun: discrimination after 1933, living with Jewish friends, education of boys and girls, life after World War II

3. Men into war?

Mr Toni Schwarz, Oberwesel: Soldier in the German Wehrmacht

4. Women at the cooking pot?

Christel Fey, Bell: Youth during Nazi period

Elisabeth Bernhard, Dillendorf: Young girls during Nazi period (BDM), German Peace Movement in the 1980s

Gisela Spix, Maisborn: Raised during war as a girl

Ellen Kindling, Bubach: Family life during and after World War II

5. Nazi and Post-War Period

Helmut Wendling, Spesenroth: Protestant resistance in Gödenroth, school life, different education of boys and girls

6. The loss of "Heimat"

Jan Schneider, actor in the film "Die andere Heimat" (outcoming in October 2013) director: Edgar Reitz, filming in a village nearby

7. Expellees from East Germany after 1945

Hubertus Lierow, Emmelshausen: roles of men and women during their escape, loss of father, survived because of his mother and an American pilot

8. Migration into Germany after 1990s

Werner Busch, Ingo Noak, Young immigrants from the former Soviet Union, Centre for immigration Büchenbeuren: Problems of men and women in their new society

9. The loss of human rights

Heinz Hessdörfer, Frankfurt: deprived of all human rights, living in different concentration camps

10. Equality of men and women - Dream or reality?

Dr. Marlon Bröhr, Mayor Kastellaun: Men and women in local politics

Dr. Heike Jung (Interior Ministry, Mainz): Gender policy in Rheinland-Pfalz

Jutta and August von Dahl, Rothenberger Hof, Bell: Men and women in German society, being pastor and female pastor, German Peace Movement in the 1980s - a matter of women?

11. The role of religion on the equality of men and women

Rainer Vogt, Catholic priest, Kastellaun: Celibacy in Catholic Church

Recep Kaymakci, Imam Muslim Turkish community, Simmern: Men and women in Islam

Hulya Bayrakci, Simmern, Life as a Muslim woman in Germany

Sandra Menzel, Büchenbeuren: Pastor and mother