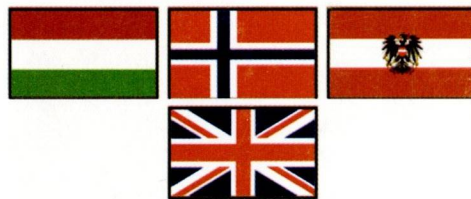


EUROPEAN - YESTERDAY - TODAY - TOMORROW



**Understanding makes us strong
Friendship will last long**

**Europa findet seinen Weg
wenn wir ihn gemeinsam gehen**



**Közös jövőnk alapja:
barátság és megértés**

**For å vite hvor du skal, må du vite
hvor du er og hvor du har vært**



Education and Culture DG
Lifelong Learning Programme

FOREWORD

We want to thank the following persons and institutions in Norway, Hungary and Austria:

- the National LLL offices in our countries
- the lord majors in our municipalities
- the parents of the participants
- the pupils of our schools
- the headmasters of our schools
- the National school managements, especially RKK Per Jon Olsen
- the teachers of our schools
- all the local supporting persons and companies

Vi vil gjerne take følgende personer og institusjoner i Norge, Ungarn og Østerrike:

- det Nasjonale LLL-kontoret i våre land
- ordførerne i våre kommuner
- foreldrene til deltakerne
- elevene på skolene
- rektorene på våre skoler
- den nasjonale skoleledelsen, spesielt RKK v/Per Jon Olsen
- lærerne på skolene
- og de lokale bidragsyterne

Szeretnénk köszönetet mondani az alábbi norvég, magyar és osztrák személyeknek, intézményeknek:

- Nemzeti irodáinknak
- településeink polgármestereinek
- a résztvevő gyerekek szüleinek
- iskoláink tanulóinak
- iskolaigazgatóinknak
- iskoláink felügyeleti szerveinek, különösen RKK Per Jon Olsen úrnak
- iskoláink tanulóinak
- a minket támogató személyeknek és intézményeknek

Wir möchten den folgenden Personen und Institutionen in Norwegen, Ungarn und Österreich danken:

- den Nationalagenturen in unseren Ländern
- den Bürgermeistern unserer Gemeinden
- den Eltern der teilnehmenden SchülerInnen
- den Schülern unserer Schulen
- den Direktoren unserer Schulen
- der Schulaufsicht in unseren Ländern, besonders RKK Per Jon Olsen
- den Lehrern unserer Schulen
- allen unterstützenden Personen und Institutionen in unseren Gemeinden

For the whole project group
the project coordinator

TABLE OF CONTENT

INTRODUCTION	3
INNLEDNING (+ school information)	4
BEVEZETÉS (+ school information)	5
EINLEITUNG (+ school information)	6
PRESENTATION OF PARTICIPANTS OF MOBILITIES	7
CHILDREN/YOUTH; FAMILY AND DANGER FOR THE YOUTH	9
CHILDREN/YOUTH; TRADITION AND CULTURE	20
CHILDREN/YOUTH; FASHION	37
CHILDREN/YOUTH; HEALTH	51
CHILDREN/YOUTH; LEISURE TIME ACTIVITIES AND HOBBIES	61
CHILDREN/YOUTH; SPIRITUAL VALUES AND BEHAVIOUR	66
CHILDREN/YOUTH; NATURE/ NATURAL ENVIRONMENT	76
EXPERIENCES OF THE PARTICIPANTS	
THE HEADMASTERS	89
THE TEACHERS	91
PUPILS AND PARENTS	95

INTRODUCTION

“European – Yesterday – Today – Tomorrow”, what’s behind this title?

First a little bit about the history of this project: At the beginning there had been seven schools – from Norway, Hungary, Romania, Italy, Poland and Austria – who were interested in this topic. We all worked out a common application, which was a lot of work as we did it with the means of internet because there had not been time enough to organize a preparatory visit.

Unfortunately only three of us were given the permission and the contracts by our LLL national agencies. So it was not possible to gather materials from seven areas in six countries but only from three. But nevertheless we started doing our job with a lot of power and pleasure after we had rearranged the whole program and the responsibilities (but not the contents!) of the chapters on our first workshop in Hungary.

So, now what about the topic?

The idea was that we thought that it must be very interesting to compare the surroundings, the circumstances of our pupils’ lives. We came to the conclusion that two levels – one in time and one in depth – could draw the most complete picture of the situations of our pupils’ lives. The axis of time showing the process starting from the grandparents’ and parents’ generation to the pupils’ lives today in the centre of the topic but also with a glimpse into future times. The level of depth we think we could meet quite well by the watching of our pupils’ lives from several angles of view such as familiar situation, their leisure time activities, their attitudes towards religion, tradition, natural environment and many more.

We know that we cannot produce an academic work because we are working with pupils aged 10 – 15 and there was no discussion for us that we wanted to involve our pupils in this project as much as possible (not only within our mobility’s) – but nevertheless we tried to find the right compromise between the quality of the project work and the participation of our pupils.

From this point of view we think that we have managed quite a good job with a lot of interesting chapters and results!

INNLEDNING

“European – Yesterday – Today – Tomorrow”, hva ligger bak denne tittelen?

Først om historien bak dette prosjektet. I begynnelsen var det meningen at syv skoler skulle være med; fra Norge, Ungarn, Romania, Italia, Polen og Østerrike, som alle var interessert i dette temaet. Vi utarbeidet en felles søknad via Internett fordi det ikke var tid til å organisere et forberedende møte.


Dessverre var det bare tre av oss som fikk positivt svar og kontrakt hos våre nasjonale LLL-kontorer. Dermed var det ikke mulig å samle inn materiale fra syv områder i seks land, men bare fra tre. Vi startet likevel å jobbe med full tyngde og iver etter at vi hadde omrokkert hele programmet og ansvaret (men ikke innholdet) i kapitlene i vårt første møte i Ungarn

Så, hva nå med overskriftene?

Ideen var at vi trodde det måtte være interessant å sammenligne miljøet og omstendighetene rundt våre elevers hverdag. Vi kom til den konklusjonen at to nivåer – et tidsperspektiv og et dybdeperspektiv – ville gi oss det beste bildet våre elevers livssituasjon. Dette kunne vi gjøre ved å lage en tidsakse som viste hvordan besteforeldre- og foreldregenerasjonen levde og frem til hvordan våre elever i dag lever, samt også gi et glimt inn i fremtiden. I dybdeundersøkelsen mente vi å kunne finne ut noe om elevenes liv ved å studere materialet i fra flere vinkler, så som familiesituasjon, fritidsaktiviteter, religion, tradisjon, naturlig miljø osv.

Vi er klar over dette ikke blir noe vitenskapelig prosjekt fordi vi arbeider med elever mellom 10 – 15 år og vi hadde ingen diskusjon om hvor mye vi ønsket å involvere elever i arbeidet (ikke bare å reise) – men likevel har vi prøvd å få den rette balansen mellom et prosjektarbeid med kvalitet og samtidig involvere elevene mest mulig.

Ut fra disse forutsetningene mener vi at vi har greid å gjøre en rimelig god jobb med interessante kapitler og resultater.

Name of the school:	OSS Steigenskolen, Leinesfjord	
Address to the school:	Postbox 4 8281 Leinesfjord	
Country:	Norway	
Telephone:	004775778862	
E-mail:	sentralskola@steigen.kommune.no	
Webside:	http://www.steigen.kommune.no/steigen_skole/	
About the school...	The school is a combined children and youth school with about 180 pupils. The school is placed in the beautiful municipality of Steigen. The school has as a primary goal to be in the front of working with pedagogical development.	Logo of the school: 

BEVEZETÉS

„Európai - Tegnap – Ma – Holnap”- mi található –e cím mögött?

Először néhány szó a project történetéről. Az elején hét iskola – Norvégiából, Magyarországról, Romániából, Olaszországból, Lengyelországból és Ausztriából érdeklődött-e téma iránt. Együtt alkottuk meg a közös pályázatot, melyen sokat dolgoztunk az internet segítségével, mivel nem volt időnk arra, hogy előzetesen meglátogassuk egymást.

Sajnos csak hárman kaptuk meg az engedélyt a nemzeti irodáinktól a szerződés megkötésére. Így nem volt lehetséges hét területről és hat országból összegyűjteni az anyagot, csak háromból. Miután átrendeztük az egész programot és felosztottuk egymás közt ki melyik fejezetért felelős, az első munkatalálkozón Magyarországon, örömmel és nagy erőbedobással kezdtünk a munkához.

Néhány szó a témáról.


Azt gondoltuk biztos érdekes lenne összehasonlítani tanulóink környezetét és életkörülményeit. Arra a következtetésre jutottunk, hogy két szinten, egyrészt időben, másrészt mélységében rajzolhatunk teljesebb képet a tanulóink helyzetéről.

Az idő tengely megmutatja azt a folyamatot, mely a nagyszülők és szülők generációjától kezdődik és eljut a tanulók mai életéig, mely a téma középpontja, de egyben kitekintést nyújt a jövőre is. A mélység tekintetében jól megvizsgálhattuk tanulóink életét számos nézőpontból mint pl. A családi környezet, szabadidős tevékenység, viszonyuk a valláshoz, szokásokhoz, természethez és még sok minden máshoz.

Tudjuk, hogy nem egy tudományos munkát alkottunk, mivel 10-15 éves tanulókkal dolgoztunk. Nem képezte vita tárgyát közöttünk az sem, hogy amennyire csak lehetséges a tanulókat vonjuk be a projectünkbe (ez nem csak az utazásokra vonatkozott).

Megpróbáltuk megtalálni a helyes egyensúlyt a project munka minősége és a tanulók részvétele között.

Ebből a szemszögből nézve úgy gondoljuk elég jó munkát sikerült végeznünk sok érdekes fejezettel és eredménnyel.

Name of the school:	Általános Iskola, Alapfokú Művészetoktatási Intézmény és Egységes Pedagógiai Szakszolgálat	
Address to the school:	Bóly, Rákóczi u. 2. H-7754	
Country:	Hungary	
Telephone:	0036/69/868-120	
E-mail:	iskboly@freemail.hu	
Webside:	www.altisk-boly.extra.hu	
About the school...	The school is a primary school with 421 pupils. Children from the age of 6 to 15 attend to here from the small town and the nearby villages. The teaching of national German language and bilingual German classes determine its profile. The education of Art and Music is important too. It is placed in the centre of the town Bóly.	Logo of the school: 

EINLEITUNG

„European – Yesterday – Today – Tomorrow“, was steckt hinter diesem Titel?

Zuerst ein kleiner Rückblick zur Entstehung des Projekts: Am Anfang waren sieben Schulen – aus Norwegen, Ungarn, Rumänien, Italien, Polen und Österreich – an einer Teilnahme am Projekt interessiert. Wir alle arbeiteten einen gemeinsamen Projektantrag aus, was einen großen Aufwand darstellte, da wir diese Arbeit über das Internet machten, weil wir zu wenig Zeit hatten, einen vorbereiteten Besuch zu organisieren.

Unglücklicherweise bekamen nur drei Schulen von den Nationalagenturen die Genehmigung für das Projekt. Daher war es nicht mehr möglich, Material aus sieben verschiedenen Regionen in sechs Ländern zu sammeln, sondern nur mehr aus drei Regionen.

Trotz dieser widrigen Umstände begannen wir unsere Arbeit mit viel Energie und Freude, nachdem wir das gesamte Thema neu arrangiert und die Verantwortlichkeiten (nicht aber die Inhalte!) der Kapitel in unserem ersten Arbeitstreffen in Ungarn neu verteilt hatten.


Nun zum Thema!

Wir dachten, es müsste interessant sein, einen Vergleich unserer Regionen und der Lebensumstände unserer Schüler zu erheben. Wir kamen überein, dass zwei Ebenen – eine Zeitachse und eine in der Breite/Tiefe – könnten ein möglichst komplettes Bild der Lebenssituation unserer SchülerInnen widerspiegeln.

Die Zeitachse sollte mit den Großeltern und Eltern beginnen und über die Generation unserer Schüler in die Zukunft führen. Die Achse der Breite, fanden wir, könnte über die Betrachtung der Lebenssituation unserer SchülerInnen aus verschiedenen Blickwinkeln, wie zum Beispiel die familiäre Situation, ihr Freizeitverhalten, ihre Einstellung zu Religion und moralischen Werten, zu Tradition, Natur und vielen anderen Themen umfassend erhoben werden.

Wir wissen, wir können keine akademische Arbeit abliefern, weil wir mit jungen Menschen im Alter von 10 bis 15 Jahren arbeiten. Für uns gab es nie einen Zweifel, dass wir unsere SchülerInnen im größtmöglichen Ausmaß ins Projekt einbinden wollten (nicht nur in die Mobilitäten). Trotzdem versuchten wir einen guten Kompromiss zu finden, zwischen der Qualität des Projekts und der Mitwirkung unserer jungen Menschen.

Unter Berücksichtigung dieses Blickwinkels denken wir, eine gute Arbeit geschafft zu haben, mit interessanten Kapiteln und Resultaten!

Name of the school:	Secondary school of Ehrenhausen	
Address to the school:	Georgiweg 270 8461 Ehrenhausen	
Country:	Austria	
Telephone:	004334532669	
E-mail:	sths.ehrenhausen@aon.at	
Website:		
About the school...	Our school has got about 158 pupils. These attend 8 classes – P classes and L classes – P standing for project classes, which means that these pupils are prepared for job education and L standing for these classes preparing pupils for further school education. The surrounding of Ehrenhausen is a cosy landscape with wine yards and apple plantations.	Logo of the school: 

PRESENTATION OF THE PARTICIPANTS OF THE MOBILITIES

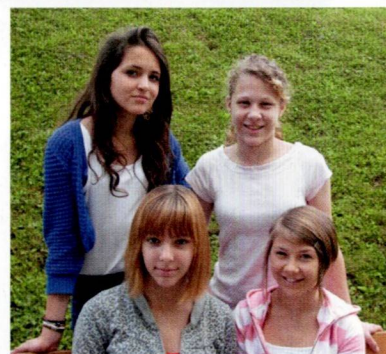
In this project very many teachers and pupils of our schools have taken part in different ways. It will be impossible to introduce them all, so we decided to introduce only the pupils and teachers who have taken part in the mobilities.



The teachers: Karl, Maria, Katalin, Marthe-Rita, Roger and Renate



The Hungarians



and the Austrians



*visiting the Norwegians
Steigen/Norway in June 2008*



*Norwegians and Hungarians visiting the Austrians
Ehrenhausen/Austria in September 2008*



*Norwegians and Austrians visiting the Hungarians
Boly/Hungary in May 2009*

CHILDREN/YOUTH; FAMILY AND DANGER FOR THE YOUTH

Introduction

When we discussed how to solve this task, we were at an early stage appointed that this could not be a scientific examination. We did not have neither the time nor could get enough basis material to do it as a scientific work. But we also decided to treat the incoming data as far as possible like a scientific examination. That would give us a lot of information to underbuild our arguments and contentions. To have some basis for the examination we claimed that between 30 and 50 pupils at each school, age of 12 – 14, had to participate. Then we divided the task in different parts. We had to see all the three parts; family situations, job situations and dangers for the youth, in the light of the main title; “Europeans – yesterday – today – tomorrow”. So we had to find something out about these three subjects, how it was “yesterday”, how it is “today” and how it will become “tomorrow”. We defined “yesterday” as the time when their parents and grandparents were young. We defined “tomorrow” as the year 2040. That would be the time when the pupils were around 45 years old.

To find out something about how the family situations and job situations were “yesterday” and “today”, we decided to make a questionnaire. This questionnaire they had to take home and work with it together with their parents and, if possible also with their grandparents. In the questionnaire they had to answer how their family situations were today and how the family situations had been for their parents and grandparents. Then they had to fill out what kind of education and jobs their parents and grandparents had done and worked with. The answers from this questionnaire would give us a lot of important information that we almost could use in a scientific way. To get these tasks as equal as possible for all parts, the questionnaire had to be done in English. But that will also be a weakness for the examination. We can not be sure of if some of the questions could be misunderstood. To find out something about danger for the youth “yesterday” and “today” we wanted the pupils to talk with their parents. Then they had to make a list about what kind of dangers their parents and grandparents were exposed to, and another list about the dangers they themselves were exposed to. We were attentive that we probably would get a lot of information here, but for scientific use this was almost worthless. But, anyway we thought the answers could give us some impressions of what kind of dangers the youth 30 – 50 years ago were concerned about, and what kind of dangers the youth of today were concerned about. How to find out something about family situations, jobs and dangers for the youth in the future is a tricky task. It is very difficult to predict how the future will be, even for an adult. So we decided to form this part as a writing task. In that way we were able to challenge the pupil’s fantasy and give them the pleasure to write a story. We wanted all the pupils in this examination to write a futuristic story where they should try to imagine themselves in 2040. We would give them some keywords before the writing. The keywords had to be how they could picture their own family situations, job situations and what kind of dangers their own kids could be exposed to. They had to title the story: “Me in 2040”. To make the pupils free and open in the writing process we decided that they had to write in their own language. Then the teachers had to choose three of the stories, translate them into English and send them to us. As a scientific material this will be worthless. None of us can tell anything reliable about the future, not even people who study these things. But most important in this part we thought was to encourage them to think and write something about themselves in the future.

TODAY AND YESTERDAY

The participants

All in all 117 pupils and six teachers participated. The pupils came from three counties; 47 from Hungary, 34 from Austria and 36 from Norway. The teachers came two from each country. All the pupils had to co-operate both with the teachers, their parents and as far as possible with their grandparents. We will use expressions as “Austria”, “Ehrenhausen”, “Hungary”, “Bóly”, “Norway” and “Steigen” in this examination. All of them are other words for the participants from Austria, Hungary and Steigen who have joined this examination. We will not be able to say that the information, questions and speculations we treat here are common for the three countries. We can just say that it is common for the group we work with here, and at some occasions the regions of Ehrenhausen, Bóly and Steigen.

About family situations

The first question was about sex. We wanted to know if the three countries had any deviation in sex. Hungary had 23 boys and 24 girls. Austria had 20 boys and 14 girls. Norway had 16 boys and 20 girls. So we can see that Austria had a majority of boys and Norway had a majority of girls. Hungary had an equal division. What the reason for this was, we don't know. We will not call this remarkable difference. Since we examine comparative few persons it could be natural variations in the brood. Sometimes we can see this kind of variations of broods at our school.

The second question was about age. Austria had 22 pupils at the age of 12, Hungary had 23 and Norway had none. Austria had 12 pupils at the age of 13, Hungary had 24 and Norway had 34. Just Norway had pupils at the age of 14; 2 pupils. We can see that the main group is at 13; 70 pupils. But also pupils at the age of 12 are a big group; 25 pupils. About 65 % of the pupils from Austria and about 50 % of the pupils from Hungary are 12 years old. Out from the numbers we can read that the pupils from Hungary and especially from Austria are a little bit younger than the pupils from Norway. After our opinion this would affect the examination in a little degree.

The third question was about living together with both their parents or not. Here we wanted to find out if there were any differences in marriage and divorces between the three countries. In Austria 29 of 34 pupils lived with both of their parents, in Hungary 43 of 47 and in Norway 27 of 36. We can not see any big differences between the countries; Norway had a little majority of pupils who lived together with only their mother.

The fourth question was about numbers of siblings. Here we could see remarkable differences (Figure 2). The numbers of participating pupils in Austria and Norway were almost the same, 34 and 36, so it would be natural to compare these two. The pupils from Austria have 55 siblings and the pupils from Norway have 102 siblings. The Norwegian pupils almost have the double of siblings compared to Austria. If we compare these numbers with Hungary, we can see that the 47 pupils from Hungary just have 58 siblings. In the proportion of numbers of pupils Austria have a sibling numbers of 162 %, Hungary a sibling numbers of 123 % and Norway a sibling numbers of 283 %. Norway has percentage almost the same as if we add Austria and Hungary.

If we have a look at question number 5, we can see some interesting differences. Norway has much higher numbers of siblings at the age of 0 – 5 year and from 11 or more. At the age of 6 – 10 years all the three countries are almost equal. Austria and Hungary are almost equal from 0 years to 15 years. At the age of 16 – 20 Austria and Norway are almost equal. What we can read out of this numbers is difficult to say. But we can see that the region of Steigen has a much higher birth-rate the last 20 – 30 years than the regions of Ehrenhausen and Bóly. Also

Ehrenhausen has a considerable higher birth-rate than Bóly. Could it be that the darkness in the winter and the bright summer nights trigs the people to some "activity" that could lead to this distinct difference?

If we look closely at question 6, where we ask how many siblings live at home or not, we can see some differences. In Austria 42 siblings lived at home and 13 had moved out. In Hungary 51 lived at home and just 7 had moved out. In Norway 52 lived at home and 42 had moved out. Of course the numbers we can see here have a connection with the age of the siblings, but they don't explain everything. The high number of siblings who have moved from home in Norway probably comes from the fact that we have no possibility for further education out over secondary school in Steigen. The youth have to move away from home if they want higher education. There are also very few jobs to get in Steigen without higher education.

In question 7 we asked if the pupils had other people than their parents living together with them. We wanted to see if there was any pattern with big family groups. Our impression was that this was very common all over Europe 50 – 100 years ago. We wanted to see if this pattern still existed in some of the three countries or if it was about to disappear. In Austria 8 of the pupils had grandparents living together with them. In Hungary 11 pupils answered the same. In Norway none had their parents living together with theme. From these numbers we could see a pattern among the pupils we asked. Both in Austria and in Hungary we could see a little rest of this pattern, and in Norway it had completely disappeared. To draw the line that far and say that this was a common pattern in Austria, Hungary and Norway, we would not. But it could give us a signal about a process of development.

In question 8 we wanted to know how big the pupil's families actually were. Were there any distinctions in family sizes? From the numbers we could see that the most common family size was 4 persons. In Hungary about half of the pupils lived together in family groups with 4 persons. In Austria and Norway about 40 % lived in family groups with 4. This is not a big difference and we must say that the family structures in this case are almost the same in all three regions.

In question 9 we asked for if they had any pets, if they had; how many. This could give us some information about hobbies and interests among the pupils. In Hungary just 3 persons answered that they did not have pets. In Norway 9 persons and in Austria 12 persons, answered the same. To have pets is common in all three countries, and particular in Hungary. Most common was to have 1 pet for all three countries. Both in Hungary and in Norway it also was quite common to have 4 and more pets. Why this result, is difficult to say. To have 4 or more pets you have to have some space. We have not visited Austria yet, so we cannot say any thing about how people live there. We think that in urban area it will be more difficult to keep a large number of animals. In a rural area it will be more natural. Both Steigen and Bóly were quite rural, so the answer could lay here.

In question 10 we asked for the age of the grandparents. We wanted to know if there were any differences between the ages of the grandparents. This is a control question. If there were any big deviations it could affect part of the examination. We could not find any big differences here. In Austria the average age was 69.4. In Hungary it was 65.7 and in Norway 67.

In question 11 and 12 we wanted to know how far away from the pupils their grandparents lived. This could tell us something about the connection between the pupils and their grandparents. We could read out of the numbers that the pupils from Hungary had 41 grandparents living less than 1 kilometre away, Austria had 19 and Norway had 16. When we looked at grandparents living

between 1 and 50 kilometres away we could see that Hungary also comb the numbers, but here Austria was close too. Hungary had 31 here and Austria 24. Norway had a considerable less number here; just 12. If we look closer at grandparents who lived more than 50 kilometres away, we could see some differences. Austria had 11, Hungary 12 and Norway had 33. What could we read out of these numbers? Some of the number of course we can explain with the long distances we have in Steigen. Norway is a big country in extension with scattered population. We have to drive more than 200 kilometres to come to the nearest city. But the consequences anyway probably would be that the pupils in Steigen have less connection with their grandparents than in Ehrenhausen and in Bòly.

About jobs and job situations

In question 13 we asked the pupils if they had paid work. We wanted to know if it was common that the pupils had some kind of work. In Austria 26 and Norway 24 answered that they not had any kind of job. In Hungary just 1 answered no. If we look at the category if they had a little or some work, Hungary also here had very low score, just 2. First we thought this could have something to do with culture and tradition, or even HDI ranking (Human Development Index: Ranking of standard of living that includes poverty, ability to read, ability to write, education, expected living age, birth rate and other factors.). Norway is ranked as number 2 in the world, Austria as number 15 and Hungary as number 36. And we suggested these possibilities. But later Hungary gave us a feedback on this moment. They had misunderstood the question and thought this was about the parents, not the pupils. Probably the question was a little bit vague. We are sorry for that.

In question 15 we asked what kind of education their fathers had. 1 in Austria and none in Hungary and Norway answered nothing. A relative low numbers in all three countries answered that they just had primary school; Hungary 2, Austria 6 and Norway 7. When it came to practical education we could see some distinct differences. As many as 36 in Hungary had fathers with practical education, in Austria 25 and in Norway only 14. When we looked at education from college or university they answered like this: Norway 11, Hungary 9 and Austria 2. We could see that particular Hungary had a high rate of practical education, but also Austria had a high score. Norway had a rather low score here. In question 16 we asked about their mother's education. Regarding no education or only primary school, we could see the same pattern as their fathers. In practical education Austria had 25, Hungary 20 and Norway only 12. If we now look at the sexes, we could see that Austria and Norway were almost equal between mothers and fathers, while Hungary had a distinct lower score among mothers. But if we look closer to college and university education, we could see a very high score among the Hungarian mothers; 25. Norway had 14 and Austria just 2. This numbers of course could be casual, but we also ought to try to explain them too. The explanation could due to the education system. Traditional we know the east European countries have had a high educational level, especially for women, so that could be the explanation.

In question 17 and 18 we asked what kind of work their fathers had or had worked with. It was very difficult to see some clear pattern here. Of course in Norway it was a relative high score of "fishermen" (11) and "seamen/sailors" (9). Also Norway had a lot of "farmers" (7). In Hungary there was a high score of "locksmiths" (9), "drivers" (9), "mechanics" (8) and "electricians" (6). In Austria there were no high scores. They had 6 "bricklayers", 4 "heating engineers" and 4 "carpenters". All the other jobs were more occasional. The high score of "fishermen" in Norway could be explained by the fact that the fish industry is one of the biggest national income of Norway.

In question 19 and 20 we asked what kind of work their mothers had or had worked with. In Norway and Hungary we could find a lot of "nurses"; Norway 11 and Hungary 8. Austria had none. Austria on the other hand a lot of "shop assistants" (11). This category also had a high score in the other countries; Hungary 8 and Norway 4. Austria also had a lot of "housewives" (10). Here Norway had just 3 and Austria none. The highest score of jobs in Hungary were "teachers" (11). At this point Norway had 5 and Austria 2. Both Norway and Hungary had some score on "clerks"; Norway 9 and Hungary 6. Austria had only 2. All the other jobs were more occasional. We could not find any clear pattern here.

Question 21 and 25 we put together. Here we asked what kind of education their grandmothers had. In Austria and Norway we had a relative high score on no education; Austria 11 and Norway 7. Hungary had 2 in this category. In category "primary school" all three countries had a high score; Hungary 20, Austria 28 and Norway 32. They were even more equal in category "practical education"; Hungary 16, Austria 16 and Norway 19. There were also small deviations college and university education; Hungary 5, Austria 1 and Norway 5. Why Hungary had a lower score on "no education", could the reason be that the region in Hungary has build out more educational institutions compared to the regions of Austria and Norway. I will point out that this is just a speculation from our side.

Question 23 and 27 we put together. Here we asked what kind of education their grandfathers had. All three countries were equal in "no education". They all had a low score; Hungary 2, Austria 2 and Norway 3. When it came to "primary school" Austria had a very high score; 32. Norway also had a considerable numbers here; 27, while Hungary just had 12. But then on the other hand, when we looked at "practical education" Hungary had a score on 29, Norway a bit lower on 22 and Austria a bit lower than that; 18. When it came to college or university education Hungary had just 1, Austria 2 and Norway 6. Totally we can say that the rate of higher education was a lot lower for the pupils grandparents compared to their parents.

Question 22 and 26 we put together. Here we asked what kind of jobs their grandmothers had worked with. Both in Austria and in Norway "housewife" had highest score; Austria 13 and Norway 11. Hungary had none. Also "farmer" had a high score in Austria and Norway; Austria had 11 and Norway 10. Hungary had none. In Hungary "workers" had the highest score; 13. This category also had a high score in Austria with the same score as Hungary. Norway here had 3. In all three countries "shop assistant" had a reasonable high score: Hungary 5, Austria 4 and Norway 5. The same we can say about "nurse": Hungary 7, Austria 2 and Norway 7. Other jobs were more scattered. Hungary had 9 "cooks", 9 "secretaries", 5 "social workers", 5 "book-keepers", 4 "cleaners" and 3 "teachers". Austria had 3 "cooks", 3 "tailors", 2 "employees", 1 "hairdresser" and 1 "secretary". Norway had 9 "maids", 9 "clerks", 3 "teachers", 2 "haircutters" and 2 "cooks". As we can see we have a rich assortment of jobs and a large number of ways of living in the three countries. If we had examined a several large numbers of people than in this examination we probably would have seen some pattern here. We think that this variation is quite normal.

Question 24 and 28 we put together. Here we asked what kind of jobs their grandfathers had worked with. The highest score in both Austria and Norway was the category "farmer"; 15 in Austria and 11 in Norway. In Hungary there were none. We wondered why. We know that in this period Hungary had a close connection to Russia. May be they had farmer collective in a Russian pattern. Both in Hungary and in Austria "workers" had a high score; 9 in Hungary and 10 in Austria. Norway had none. But on the other side Norway had many "fishermen", in fact 10. Both Hungary had some score in "mason/bricklayer"; Hungary 9 and Austria 6. Norway had none. But on the other hand Norway had many "seamen/sailors". We are not sure what a

“worker” really does, so it is a little difficult to make some theories about this. To explain why there are so many “fishermen” and “seamen/sailors” is easier. Of course it is because Norway has a longish coastline and is a nation of fishing and merchant. Why there are a large number of “mason/bricklayers” in Austria and Hungary, and not in Norway, could be explained by the facts that it is more common to build houses in Hungary and Austria with bricks, while wood is the most common material for house building in Norway. Still “joiners/carpenters” had some score in all three countries, Hungary 4, Austria 5 and Norway 4. The category “driver” also had a relatively high score in all three countries, Hungary 9, Austria 3 and Norway 10. Other jobs were more spread. Hungary had 6 “mechanics”, 5 “locksmiths”, 4 “plumbers”, 4 “mechanics for cars”, 4 “animal breeders and 3 “painters. Austria had in addition 2 “railway workers”, 2 “officials”, 1 “engineer” and 1 “mechanics for cars”. Norway had in addition 6 “clerks”, 4 “miners”, 3 “shop workers”, 3 “cooks/bakers” and two “teachers”. Also here we can see a rich assortment of jobs and a large number of ways of living in the three countries. If we also here had examined several large numbers of people than in this examination we probably would have seen some more clearly pattern here. We think that this variation is quite normal too.

Summary

In the first view of the questionnaire, we noticed that Hungary had several more pupils who had filled out the questionnaire than Austria and Norway. We realize that this could have some affect of the results, but we have chosen to neglect this moment. We also chose to neglect that there were a little differences in age between the groups.

General we can say that there were more similarities than differences between the three places Bóly, Ehrenhausen and Steigen in family structures. But in some fields we could see some queer differences that we couldn't find any good answers on.

We could clearly see a difference between the countries when it came to the question about siblings. The pupils from Norway had considerable many more brothers and sisters than Hungary and Austria. Norway alone had almost the same numbers of siblings than Hungary and Austria together. It is difficult to launch a tenable theory about why it is like this, but probably it has something to do with culture and traditions.

In the question about grandparents we also could see some differences. Both Hungary and Austria had a number of grandparents living together with the pupils families. Norway had none. We also could see that many of the grandparents in Norway lived far away from their children and grandchildren.

In the part where the pupils answered about jobs and job situations we could see some differences. Norway is a “sea-nation”, while Austria and Hungary are “inland” without coastlines. That would of course influence at the different kinds of work people have in the three nations.

We could see a remarkable difference in the question about if the pupils had paid work. In Austria 26 and Norway 24 answered that they didn't have paid work, while just 1 in Hungary said the same. This difference came of a misunderstanding in Hungary. They thought the question was for the parents, and not for the pupils. This part of the questionnaire we have to neglect.

The next questions were about their parents and grandparents. We wanted to see if there were some pattern in education and jobs. We could see an increasing focus on education between

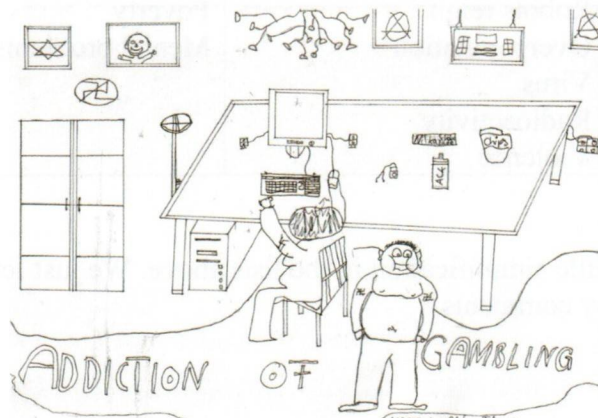
parents and grandparents. More of the parents had a higher education level than the pupil's grandparents. The most common jobs for the pupil's fathers were bricklayers in Austria, locksmiths and drivers in Hungary and fishermen in Norway. The most common jobs for the pupil's mothers were shop assistants in Austria, teachers in Hungary and nurses in Norway. The most common jobs for the pupil's grandfathers were farmers in Austria, workers, drivers and masons in Hungary and farmers in Norway. We wondered why we didn't find any farmers in Hungary. The most common jobs for the pupil's grandmothers were housewives and unskilled workers in Austria, workers in Hungary and housewives in Norway. Also here we wondered why we didn't find any housewives in Hungary.

DANGER FOR THE YOUTH

We asked the pupils to ask their parents about what kind of dangers they were exposed to when they were young. Each country should make a list. Then we asked them to think it over what kind of dangers today's youth were exposed to. Each country should make a list here too. And out from these lists and their own fantasy they had to make a list over dangers they believe the youth in the future could be exposed to. Add to this lists they also had to make illustrations and drawings that showed some of the dangers. Here are the lists and the illustrations from the three countries.

YESTERDAY

Norway	Hungary	Austria
Smoking	Early mortality	Strict parents
Alcohol	Strict parents	Less help to youth
Illness	Accidents	Less jobs
Violence	War – revolution in 1956	Rebellious youth
Poverty	Illnesses	Motorbike accident
Sexual harassment	Lack of medicine	No youth welfare
War	Hunger	Less education
	Lack of hygiene	Emigration
	Hard physical work	Loss of believe
	Bad accommodation	Loss of solidarity
		War
		Hunger
		Propaganda



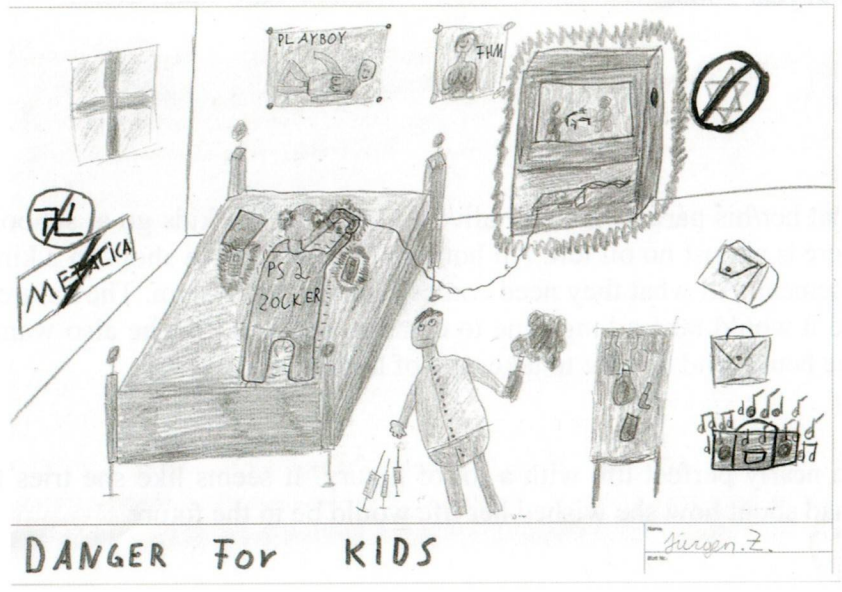
TODAY

Norway	Hungary	Austria
Smoking Snuff Alcohol Drugs Violence Overweight Car accident Anorexia/bulimia Sexual harassment	Smoking Alcohol Drugs Violence Crime Smog Ozone holes Overweight Pollution Terror Radioactivity Too much pills and tablets Allergy AIDS Sexual harassment	Smoking Alcohol Drugs Gambling Shopping Mobile phoning Internet surfing Violent videogames Computer games Pornography Problems from media scene Mobile phones diseases Social isolation Anorexia/bulimia Aimless/no prospects Loneliness Neglect Passivity Free sexuality Advertisement

TOMORROW

Norway	Hungary	Austria
Smoking Snuff Alcohol Drugs Violence Overweight Car accident Anorexia/bulimia Unemployment War/terror Loneliness Pollution	Smog Dangerous drugs Ozone holes Indulgence parents Lack of time Global warming Air pollution Atomic weapons Lack of water New illnesses Robots reign Overpopulation Virus Radioactivity Violence	Pollution Crime More control over people Violence Diseases Interracial problems Intercultural Problems Migration War about water Lack of food Poverty Mental problems

We have tried to make a little simplification in the lists above. We just let the lists and the drawings stand without any comments.



“ME IN 2040”

This task was a regular writing task. The pupils had to write “something” about their future. We have received three stories from Hungary, four stories from Austria and we have picked out four stories from Norway. All the stories are written by the same pupils that participated in the questionnaire. All stories originally are written in the mother language of the pupils, and then translated to English by their teachers.

Hungary

Story 1:

She describes a world that has been exposed to global warming. The kids don't know what snow is. Netherland has been flooded.

Story 2:

She describes a happy life like the life her parents have lived. She thinks it is important to believe in love and goodness. Then the world will be a good place to be and then the dreams will be fulfilled.

Story 3:

She describes that she is married and have two children at twenty and fourteen. The son at fourteen asks his mother about the life when she was at his age. From the answers she gives we understand how the life is at the “writing” moment. Global warming has done that the kids don't know what snow and winter are. Football players and film actors don't exist any more because everyone can “do” these things in holograms. The time for education has been reduced to four years. All the pets are robots. Lung cancer and other dangerous diseases have been eradicated. They have invented a time machine and the story ends with kids travelling back in time to see how the life was in year 2005.

Austria

Story 1:

She/he wishes that her/his parents are still alive and that her/his kids go at school. The cars use hydrogen and there is almost no oil left. All homes are connected to shops in a kind of a pipeline system in the basement. All what they need comes through this system. The nature had been near a breakdown and it would take a long time to come to repair it. She/he also wants to have nice clothes and a nice house, and be able to take care of her/his old parents.

Story 2:

She tells about a nearly perfect life with a lot of luxury. It seems like she tries to describe the dreams she has had about how she wished her life would be in the future.

Story 3

She tells that she is living in New York. She is working as a judge and earns a lot of money. She is rich and enjoys using money. She will not change this life with something else.

Story 4:

She describes an almost "perfect" life. She is happy and successful. She is wealthy and has time and money to her hobbies. Friends, cars, good food, parties and casinos are important things in her life in the future.

Norway

Story 1:

He tells about his life from his youth until "now". He and his comrades have put together a music group that in time got famous. He has become rich, lives in a big villa with his wife and three kids. In his house he has his own music studio. Next year his group is going to visit an old classmate who has become the president of USA.

Story 2:

He first describes where he lives and his family situation. "Now" there are almost no cars that use gasoline or diesel. He himself has a "air pillow car" that not pollutes. Then he tells about his house and his property; a lot of luxury. Then he tells that USA went through another economic depression in 2019 because of lack of oil. Japan and Korea have become one country, a "super power". When he asks his children about how they imagine their future, they think that all environmental problems are solved and they have attained contact with aliens.

Story 3:

Describes first that she is educated as a infantile doctor and that she is married. She has four kids. Then she tell us about her kids when they are adult. They are happily married and have a lot of kids themselves.

Story 4:

This person is very interested in horses. She educates others in horse hold. Then she tells that she is married and has two kids. We get a romantic picture of her house and surroundings. Horses are a red line in everything she writes about. At last she says she hopes this will be her life in the future.

Commentary to the stories

The pupils have done their own interpretation of this task. Some of them have tried to be realistic and some of them have used almost free fantasy. We think this variation is good and illustrate in a fine way how the youth think about the future.

This chapter is worked out by the Norwegian team.

CHILDREN/YOUTH; TRADITIONS AND CULTURE

Introduction

This topic is wide ranging so we had to decide which piece we would like to choose. When we started our topic we divided it into two parts. So this topic will have two chapters and two new names:

1. School traditions/timetable
2. Public/country holidays of the year and local traditions

We chose school traditions, because we wanted to know more about the partner schools' school-life. We had to think of our main project 'Europe -yesterday-today-tomorrow'. Our worksheet is designed to reflect these three subjects.

First we designed our worksheet which we forwarded to our partner-schools in Austria and Norway.

SCHOOL TRADITIONS

YESTERDAY

1. Collect old photos about important school events, celebrations, and school-days for the last 20 to 30 years.
2. Make a short description about school events shown in the photos (for example, opening of the school year, sports' day etc). Send to Hungary 10 photos with accompanying brief descriptions by e-mail.
3. Send us a 20 to 30 year old timetable in English.

TODAY

1. Collect photos of your present traditional school days, celebrations, etc. you have in a year. Send us 10 photos with brief descriptions.
2. Write your present timetable in English. Send us these items by e-mail.

TOMORROW

1. Draw or paint 'My school in 2040.' Send to Hungary and to the other partner the 3 best paintings or drawings in colored photocopies. (Originals are used in the exhibition at home.) Size: A4 page, by post.

PUBLIC COUNTRY HOLIDAYS OF THE YEAR AND LOCAL TRADITIONS

TODAY

Make a chart of your legal holidays of the year.

Answer the following questions:

When is it? What is the name of the holiday? How do you celebrate it?

YESTERDAY

1. Choose one typical local tradition you had in your area 20, 30 or more years ago. Write a short description of this custom.(About half a page, if you have sent a photo of it.)
2. A new and current local tradition which you celebrate every year in your village (With short description of the custom, half a page, if you have send a photo of it.).

TOMORROW

1. Make a list of the presents you may give to your children for Christmas in 2040. (The classes where the Comenius group are from)

The participants

The classes where the Comenius pupils are learning comprise approximately 117 pupils and 6 teachers who are working within the Comenius project. The pupils cooperated with their teachers and with their parents or grandparents when collecting old photos. In this topic the art teachers helped us when the pupils painted or drew their future school. We also cooperated with the form teachers of the classes. They helped us in creating the list of Christmas presents for 2040. When our partners from Austria and Norway sent back the requested materials we summarized them and then each school set up an exhibition of the students' project work.

SUMMARY OF SCHOOL TRADITIONS

YESTERDAY AND TODAY

When we received the photos about the past and present school celebrations with accompanying descriptions, we compared the yesterday and present day school traditions. We drew the conclusion that in the past school traditions were more formal whereas present celebrations are changing towards a more toward informal style. An example of this relates to the start of the school-year where we could see that in Norway students go on a nature trip whereas in Hungary in the past children had to wear uniform on this day and it was a big celebration 20 years ago. Now this day is more friendly and informal. They don't have to wear a uniform and the children who are starting the first class get few presents. Of course there are still important ceremonies which were held in the past and are kept at present, for example the school leaving ceremony.

New photos from Hungary

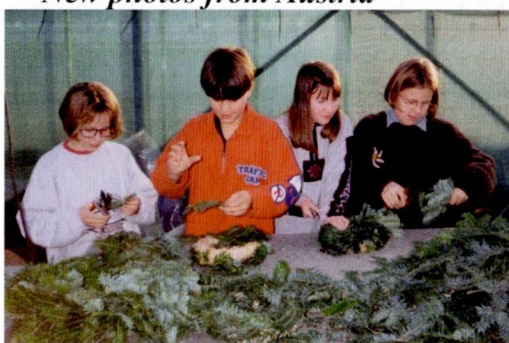


Communion



Christmas

New photos from Austria



Christmas

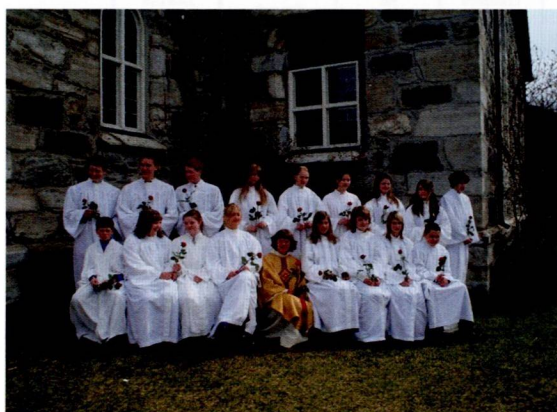


Carnival

New photos from Norway



8. form at the beginning of the school year. We joined in a competition where we made houses and buildings of gingersnap. We had to “buy” a “site” in a store house in Bodø (the city near by). We won the competition.



From our yearly Confirmation. They confirm the baptism the year they fill 14. This usually happens in May every year

SUMMARY OF TIMETABLES AND SUBJECTS

YESTERDAY AND TODAY

We compared the old and new subjects in the three countries. We could see that in current times the teaching of foreign languages and Information Technology has become very important. Nowadays, the children may have a lot of extra classes in the afternoon in Bóly whereas in Ehrenhausen they do not.

The subjects and the timetable have not changed a lot in Ehrenhausen or in Bóly but a significant difference can be seen between the old and new timetables of Steigen. In the old one they had similar subjects to Bóly and Ehrenhausen but their new timetable covers a two week period with topics determining the subjects. Religious Studies was and is among the subjects in Norway, but not in Hungary and Austria. If we are correct, the children have the option to choose it as an extra lesson in these countries.

Old timetable from Norway

TIMEPLAN						
KL.	MANDAG	TIRSDAG	ONSDAG	TORS DAG	FREDAG	LØRDAG
08,30		Prakt. salg	Korr./Dok	Korr./Dok	Regning	F
09,25	Engelsk	Samf./n.lære	Salgskere	Engelsk	—	R
10,20	Regnsk.lære	Korr./Dok	Samf./n.lære	Regnsk.lære	Norsk	i
11,30	Musk. regn.	Musk. skr.	Regnsk.lære	—	Musk. skr.	D
12,25	Norsk	—	—	Samf./n.lære	—	A
13,20	Prakt. salg	Regning	Kroppøve	EDB lære	Engelsk	G
14,15	—	—	—	Norsk	—	

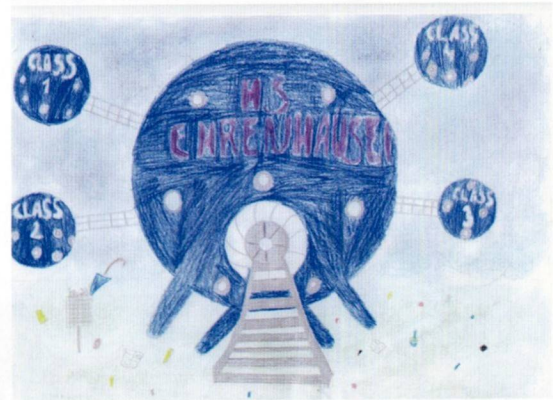
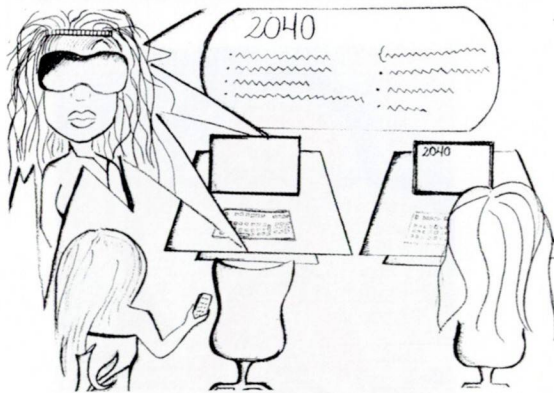
The present timetable from Norway for two weeks

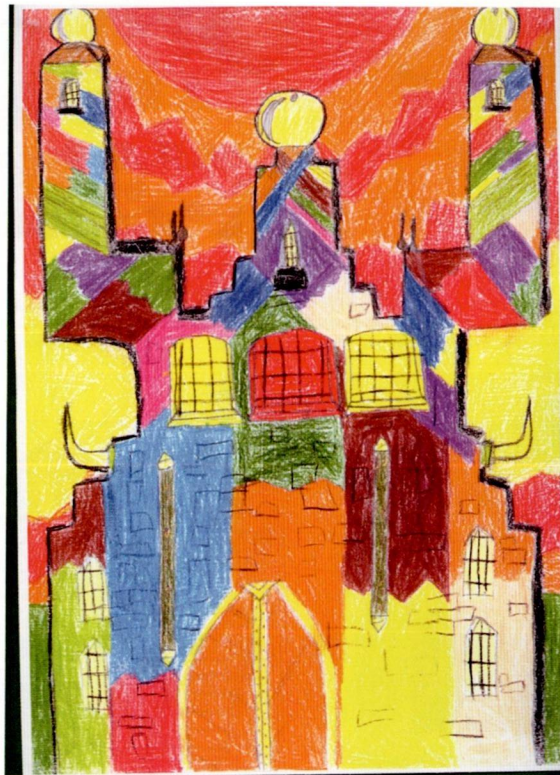
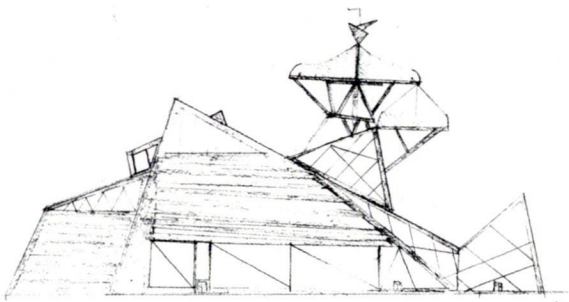
Week 14						Week 15					
	Monday 31.03	Tuesday 01.04	Wedn day 02.04	Thursday 03.04	Friday 04.04		Monday 07.04	Tuesday 08.04	Wedn day 09.04	Thursday 10.04	Friday 11.04
1	MATH Per cent NO readers letter AL + MSE* RE + MRK	Nat. stud. (Girls) puberty/sexuality CRH (Boys) equality of status Musk. + MSE TS + RE*	ENG Chapter 8: Food Nat Stud. PPt: "Lullies in the dark" AL + MSE* MSE	Art & craft work with cement MATH Per cent TS + RE MSE + AL*	"Deep diving" SPA ENG NO GF TS MRK	1	ENG worksheet Nature study PPt AL + TS* MSE + RE	CRH You and your choices COMENIUS "My school" TS RE	Nature study showing PPt NO private letter MSE + AL* RE + MRK*	ENG oral test/word test NO logg & finishing AL + TS* RE + MSE	MATH test Art & craft water painting TS + AL
2	GYM condition training NO readers letter GF TS + RE* RE + MRK	CRH (Girls) equality of status Nat. stud. (Boys) puberty/sexuality Musk. + MSE TS + RE*	Nat Stud. PPt: "Lullies in the dark" ENG Chapter 8: Food MSE + AL* MSE	MATH Per cent tasks/verbttest Art & craft work with cement AL MRK	ENG tasks/verbttest ENG tasks/verbttest AL MRK	2	GYM condition training Nature study PPt TS MSE + RE	COMENIUS "My school" MATH working with tasks RE MSE + MRK*	NO private letter Nature study showing PPt RE + AL* MSE + AL*	Free work ENG oral test/word test TS + MSE MRK + AL*	Art & craft water painting MATH test TS + AL MSE
3	NO readers letter MATH Per cent RE + MRK MSE + AL*	Social studies working with tasks Nat. stud. (Boys) puberty/sexuality Musk. + MSE RE	NO about letters + logg Free work D FE AL + MSE	Conversation lesson/ Free work Conversation lesson/ Free work MSE AL + MSE MRK + TS	GYM football COMENIUS info & events MSE MRK + RE	3	Nature study PPt D MSE + RE	MATH working with tasks CRH You and your choices AL + MSE* TS	MATH working with tasks Social studies working with tasks RE + AL* TS + MSE	NO logg & finishing Free work FE + AL TS + MSE	GYM football Free work/ handing in the folder RE MSE + AL MSE
4	NO readers letter GYM condition training RE + MRK MSE + AL*	"Deep diving" SPA ENG NO GF TS MRK	Free work D AL + MSE	"Deep diving" SPA ENG NO GF TS MRK	COMENIUS info & events GYM football MRK + RE MSE	4	Nature study PPt D MSE + RE	"Deep diving" SPA ENG NO GF TS MRK	Social studies working with tasks MATH working with tasks RE + MRK* MSE + AL*	"Deep diving" SPA ENG NO GF TS MRK	Free work/ handing in the folder GYM football MSE + MRK RE

TOMORROW

The pupils had to draw or paint 'My school in 2040'. We asked for the four best paintings or drawings in colored photocopies from the partner schools. The children were evidently pleased to do this task because their imagination and artistic skills were enormously impressive. 'Let the drawings speak instead of us!'

"My school in 2040"





PUBLIC COUNTRY HOLIDAYS OF THE YEAR AND LOCAL TRADITIONS

TODAY

When we received the charts for the public and religious holidays of the three countries, we compared them and noticed a few interesting things.

Holidays

All three countries are part of a Europe where Christianity is the main religion so the religious holidays and traditions are similar although we did recognize a few differences. In the Socialist regime of Hungary we couldn't celebrate the religious festivals on their date so they were held on Sundays. We celebrated only Easter and Christmas. After the system changed, Whitsun Monday and All Saints' Day became designated holidays. In Norway and in Austria we found more religious holidays than in Hungary. We wondered that in Norway they have five days of working at Easter and we envy their opportunity to go skiing! The customs at Easter are similar in both Austria and in Hungary (Easter rabbit, colored eggs). It is because our history was interwoven for hundreds of years. Similarly it can be seen at Maypole dancing times and at Santa Claus's day. In Hungary the Krampus (Devils) are the helpers of Santa Claus and they forbid the bad pupils. The celebration of Christmas is almost the same in the three countries. The countries have two or three National holidays which relate to important historical events. Mothers' Day can be found in Norway, Austria and Hungary.

National/state holidays in Norway

Date	Name of the holiday	How do we celebrate it?
1 th of January	New Year's Day	Day off from work. Family come together and eats good food. Raising of the flag.
Second Sunday in February	Mothers day	We give the mothers some extra attention. They usually get a present and don't need to do anything on this day. Celebration with cakes.
1 th of May	The workers' day	Day off from work. Workers go in processions and demonstrate for their rights. Raising of the flag.
8 th of May	Liberation day	The day where we celebrate liberation from the Germans in 1945. Raising of the flag.
17 th of May	National Day of Norway	Day off from work. All of the people go in big processions all over the country. Family comes together and eats good food. Big celebration.
7 th of June	Independence day	Independency from Sweden. Raising of the flag.
23 th of June	St. Hans Evening	Celebrating with a big bonfire in the evening.
24 th of October	UN-day	No particular celebration. Many schools make some mark of this day. Raising of the flag.
Second Sunday in November	Fathers day	We give the fathers some extra attention. They usually get a present and don't need to do anything on this day. Celebration with cakes.
31 th of December	New Year's Evening	Half day off from work. Big celebration with good food, friends come together, champagne, sending up rockets with many colors and big bangs.

Religious holidays in Norway

Date	Name of the holiday	How do we celebrate it?
Different dates	Shrovetide	Always on Sunday. Some people go to church.
In proportion to Easter Sunday	Palm Sunday	Always on Sunday. Some people go to church.
In proportion to Easter Sunday	Maundy Thursday (in the proportion to Easter Sunday)	Day off from work. Some people go to church. Most of the people go skiing out in the countryside.
In proportion to Easter Sunday	Good Friday	Day off from work. Some people go to church. Most of the people go skiing out in the nature
In proportion to Easter Sunday	Easter Eve	Day off from work. Some people go to church. Most of the people go skiing out in the countryside.
First Sunday after full moon after the vernal equinox	Easter Sunday	Some people go to church. Most of the people go skiing out in the countryside.
In proportion to Easter Sunday	Easter Monday	Day off from work. Some go to church. Most of the people go skiing out in the countryside.
39 days after Easter Sunday	The Ascension	Always on Thursday. Day off from work.
48 days after Easter Sunday	Whit Saturday	Half day off from work. No particular celebration.
49 days after	Whit Sunday	Some people go to church.
50 days after	Whit Monday	Day off from work. Some people go to church.
24th of July	St Olaf's Day	No celebrations today
First Sunday in November	All Saint' Eve	Being marked in the churches.
The 4 Sundays before Christmas)	Advent	Light a conifer on first Sunday. Light a star in the window on first Sunday. Lighting a candle each of the Sundays.
24th of December	Christmas Eve	Half day off from work. Decorate a conifer inside. Family together giving each other presents. Lots of good food. Many go to church.
25th of December	Christmas Day	Day off from work. Family together. Lots of good food. Many go to church.
26th of December	Boxing Day	Day off from work. Family together. Lots of good food. Many go to church.

State holidays in Hungary

Date	Name of the holiday	How do we celebrate it?
1th of January	New Year's Day	People visit their relatives and friends and they wish each other a Happy New Year. Children get some money for reciting poem.
15th of March	The Day of Revolution and War of Independence /happened in 1848-49/	This is our national holiday. People put a rosette on their coat. We have celebrations at the monuments all over the country.
1st of May	The Day of the Work	There are demonstrations and events of workers and trade unions. It is a public holiday.
20th of August	The Day of Saint Stephen 1 st our first king. The foundation of our country.	Celebrations all over the country. Big fireworks in big cities. The biggest firework is in Budapest.
23th of October	The Day of Revolution in 1956. The Day of Declaration of Hungarian Republic.	Wreath-laying ceremonies at the monuments, celebrations all over the country.

Other holidays in Hungary

Date	Name of the holiday	How do we celebrate it?
31th of December	New Year's Eve	Parties, fireworks
The first Sunday in May	Mother's day	Children give to their Mum flowers and little self made presents on this day.
1th of May	Maypole	Young men put up maypoles in front of the houses of girls they love or like. They decorate these poles with colorful ribbons. At the end of May they have parties and they dance the maypole out. That means they pull down the thin tree. The girl who got the maypole invites the boys who put up the pole and her friends to a party in her house.
The last Sunday in May	Children's day	Parents try to take their children to a place they like. They get chocolate and ice-cream. They go for a trip.
6th of December	Santa Claus	Children get sweets and chocolates in their boots.
Halloween		More and more people celebrating this day
8th of March	Women's Day	Husbands and men in the workplaces express their respect to the women. They give them flowers or sweets.

Only May 1st is a day off from work. The others are not public holidays.

Religious holidays in Hungary

Date	Name of the holiday	How do we celebrate it?
6th of January	The Three Wise Men	Blessing of the houses. Taking down the decorations from the Christmas trees. It is not a public holiday.
Different dates	Easter- Saturday- Resurrection of Christ	Procession of resurrection.
	Easter Sunday	Children get presents from the Easter rabbit. Eggs are colored. Smoked ham boiled eggs green onion lettuce is eaten.
	Easter Monday	Boys sprinkle the girls and women with perfume or nowadays with soda water and they recite short poems. They sprinkle the girls because they want them to remain young. The boys get red eggs or money. In the afternoon we go to our cellar row to have a so called Emmaus.
Different dates	Whitsun	Big ceremonies at church. In small villages they choose a Whitsun king. They organize horse riding races. We have a holiday on Monday.
1th of November	All Saints' Day	We go to the cemeteries and take flowers with us, candles are burning. It is a working day off.
24th of December	Christmas Eve.	We decorate the Christmas tree and give each other presents. It is a workday. The traditional meal is fish soup and sweet bread with poppy seed and nuts. At midnight people go to church.
25th and 26th of December	Christmas	Holidays. Families are together. The relatives give presents to children. They eat together fine meals.

We have many other religious days, as in Austria, but they are on Sundays and they are not days off from work.

State holidays in Austria

Date	Name of the holiday	How do we celebrate it?
1th of January	New Year's Day	
19th of March	Holy Joseph	This is the patron of Styria. All offices of the state are closed, the same schools and banks.
1st of May	The Day of the Work	Everything is closed. There are demonstrations and events of the socialist party and the trade unions.
26th of October	National holiday	Everything is closed. In Vienna there is a big parade of the armed forces. The members of the government have a conference and remember the founding of today's Austria.

Religious holidays in Austria

Date	Name of the holiday	How do we celebrate it?
6th of January	The Three Wise Men	Around this day people from the local parish dress up as these three wise men and go from house to house, give blessing to the house and the inhabitants, sing a song. They get some money for charitable things.
Different dates	Ash Wednesday	The next day after the end of carnival – begin of the Lent. People often celebrate this day with big fish dinners.
Saturday before Easter Sunday	Easter Saturday	People come to church and there is a blessing of food. Ceremony of the resurrection of Christ, with brass music, procession. Eggs are coloured. Smoked sausages, ham and horse radish, sweet white bread with raisins are eaten. Children get nests from the Easter rabbit – little presents (sweets, eggs, sometimes useful things).
	Easter Sunday	Big ceremonies at church.
	Easter Monday	Day off at school.
Different dates	Whitsun/Pentecost	Big ceremonies at church School holidays from Saturday until Tuesday
	Confirmation	About 14 year old children get this sacrament. After this they are fully members of the Catholic Church. Families have nice meals outside and little tours, children get presents.
	First Communion	With 8 years children get this. Girls often have white dresses. Families celebrate this in the same way as Confirmation.
	Christ's going to heaven	On a Sunday, big service at church.
	Corpus Christi	Processions with brass music.
August 15th	Mary's going to heaven	Big ceremonies at these churches which have Mary as their patroness.
1st and 2th of November	All Saints' Day and All Souls' Day	
6th of November	Mary's conception	Because of the time before Christmas the shops want to open as long as possible. So we have discussions every year.
24th of December	Christmas Eve.	Children get presents; we have Christmas trees at home.
	Advent time	Decorations everywhere, shops, Christmas trees in gardens, lights and so on.

Other holidays in Austria

Date	Name of the holiday	How do we celebrate it?
13 th of May	Mother's day	We thank our mothers for their hard work. Families go to restaurants, make little trips.
31 th of December	New Year's Eve	Parties, fireworks

LOCAL TRADITIONS

Introduction

Traditions and customs are changing in all the three countries. There are customs that die out and there are customs that live on but they are changing according to new requirements. As in Ehrenhausen and in Bóly the wine and grapes are important. We could find similarities in Herbstfest and in Emmaus. We can establish that these customs are more and more ruled by financial concerns with selling and marketing of wines being a main purpose. In Steigen the Big Spirit Day is not so important nowadays. We think this is because fishing lost its importance.

YESTERDAY

Old traditions in Bóly

Emmaus

The origin of this tradition is more than 100 years old. Originally it was a German folk custom. In the Bible a story tells that after the Resurrection two followers of Christ met him on the way from Jerusalem to Emmaus. A wanderer joined them and they didn't recognize their master. They invited him for a supper in Emmaus. During the meal they recognized Jesus. This is the origin of the name Emmaus. The German settlers who arrived in Bóly in the 18th century brought this custom from Germany to Bóly.

The program starts with an open air holy mass on Easter Monday morning next to the wine-village on the so called 'Calvary hill'. The celebration continues in the wine cellar rows in the afternoon. According to the old custom the families with their relatives and guests go out from the town to the wine-village to their wine cellars. The owners of the cellars wait for the guests with open doors where wine tasting is enjoyed. The families and their guests play together with children talk and taste each other's wine. In the evening the families and friends eat together their smoked ham, boiled eggs and green onions. The youth have parties with music. We think this tradition will go on in Bóly. The neighborhood villages copied this custom and they started to have the same celebrations in their cellars.



Emmaus 40 years ago

TODAY

A new local tradition of Hungary

Paprika chicken cooking competition

It is quite a new tradition in Bóly which is organized every year by the local government. The first cooking competition was set about 10 years ago. We hold this festival outside in a big meadow called 'Cantor- meadow' next to our cellar rows. Our small town is part of the white wine route. Lots of families have big or small vineyards and wine-cellar. The grape harvest is an important work and usually more than 20 people come together collecting grapes in one wine yard. The housewives cook paprika chicken for the relatives and friends who are invited for the grape harvest. This is the origin of this tradition. The festival signifies the beginning of the grape harvest and it is held at the beginning of September.

The festival is getting bigger and bigger. Last year 120 cooking groups made paprika chicken in stew-pots on open fires. Hundreds of guests take part on this program. Our partner towns' delegations are invited to this event and they take part in the cooking. There is a lot of colorful music and other programs on the open stage, market and castle in the air for entertaining the children and the participants. At the end of the competition the winner is the cook of the year.



YESTERDAY

Old local tradition of Norway

"The Big Liquor Day"

Between Steigen (the mainland) and the Lofot-islands every year the polar cod come from the North Pole area to Lofoten to spawn. Fishermen from all over the north of Norway come here to catch fish. This has been an important way for them to earn money for living. The fishing starts usually in the end of January and stops in the end of March or beginning of April. The fish still come here, but some of the traditions have changed. Also the way the fishery is done has changed.

Earlier an important day was marked on 25th of March. It was called "The Big Liquor Day". All the fishermen came together and celebrated the day by drinking liquor. The tradition was that the greenhorns had to buy liquor and treat the others on the spirituous. Also the old fishermen who had their last season on the Lofot-ocean had to treat the others on liquor. The fishermen had to

show the others that they were real men, and that means that they had to drink a lot. But it was also very important that they were fit to go out fishing early the next morning, hangover or not.

This celebration could also be connected to the fishermen's situation. They had been fishing for more than two months. The fishery was almost finished, and many of them got paid this day. They had a lot of money and could afford to buy liquor.

"The Big Liquor Day" today is not as it was. Very few celebrate this day nowadays. This is probably a tradition that will disappear within a few years.



"The Big Liquor Day" Svoldvær 1934

TODAY

New local tradition of Norway

The Viking Play "Hagbard & Signe"

Every second year from 1985 we have played the outdoor theatre "Hagbard & Signe". This has become a new tradition for Steigen. The tale tells about Signe, the daughter of the strict chieftain Sigar of Steig and her love and dear friend from childhood, Hagbard from Vågan in Lofoten. Like we hear in both Saxo and the ballads, Hagbard is forbidden to see Signe. And he dresses like a woman, to get close to her, even if it was extremely un-honorable for a man to wear a dress in this period. He is caught red-handed in her bed, and her father finds his sin so grave, that he is doomed to hang. It is believed that Hagbard met his fate on a small island, right by the place where the chieftain residence, most commonly, is believed to have been. The island is a graveyard from Viking Age and is today called Hagbardsholmen (holmen = the small island). It is also said that Hagbard before he was hanged asked for his last wish to be fulfilled. He then asked for his cloak to hang before him, because he wanted to have a look at if it was proper enough. When Signe from her room glance his cloak in the wind, she puts a fire to her house. When Hagbard distinguish the fire from the farm he knows that his love will join him in death.

The tale is sad, and the theme is similar to Tristan and Isolde and the later Shakespearian Romeo and Juliet. In the High Middle Age this kind of tale became popular within the Norwegian court. Probably the main reason for the rapid Europeanization in this period was the Norwegian King Haakon Haakonsson (1217-1263) who thought it was very important to Norwegians to be equal in knowledge and courtly behavior as their neighbors in Europe. The story about Tristan and Isolde was first translated into Norse around 1220-1230. We do not know when the tale about Hagbard and Signe became common knowledge in Norway, but there is reason to believe that it became known in Norway no later than Tristan and Isolde.



YESTERDAY

Old local tradition in wine area of Southern Styria

Herbstfest

It is not only old because this event is celebrated up to now: it is a so called "Herbstfest". This means a fiesta in the autumn. In this fiesta we celebrate the new wine – the first one of the year – even not really ready wine – the grape juice which has started to ferment – we call it "Sturm" is presented and offered – ready wine, of course, too. On Friday afternoon the event starts with music and politicians talking. You can have wine, soft drinks, local food, you walk from one stall to the other, you can dance, and this spectacle goes on during the night. The same on Saturday from noon on, the whole afternoon, the stalls are decorated with autumn flowers, corn, pumpkins and so on. We also are and drinking and having fun. On Sunday the stalls are open in the morning, so that the people can go there after visiting the church. This "Herbstfest" is on two weekends at the end of September.

TODAY

New local tradition in the area of Ehrenhausen

Marathon race

And one event has been created about 15 years before – a marathon race through our hills, passing vineyards, beautiful sights and countryside. There is a big fiesta around it in Ehrenhausen on the first weekend of May. More than 3000 runners and their fans come to our place. Friday evening: welcoming ceremony and registration of the athletes, common food – something with noodles to get energy for the next day. On Saturday a lot of stands and stalls along the route of the marathon and very many of them at the starting and finish area. In a big tent there is music, politicians speak, people can eat and drink, then in the afternoon there is the big presentation ceremony – and afterwards music again until late night.

TOMORROW

The classes where the Comenius pupils are from in every partner-school had to make a list of presents they would they give to their children for Christmas in 2040. The fantasy and imagination of the children were very colorful and amusing. They enjoyed doing this task, because they could express their unfulfilled wishes.

List of Christmas presents in 2040 from Hungary

A supermarket, a clothes shop, jewels, a sports car, a bar with dancing girls, Dolce-Gabana suit, a car with driving license, a robot-pet, a flying motorcycle, a pen which can write so we don't have to, a housework-robot, a flying car, a TV which can go from one room to the other, a spaceship, an interactive game, a MP18 player, a golden flute, an electric rollerblade, a plane, a remote controlled car, a ship, a tennis court, a bank card, a machine that fulfils our wishes, a time machine.

List of Christmas presents in 2040 from Norway

A horse, horse equipment, a riding ground, a stable, a pool for horses, a bike, shoes, clothes, books, a computer, a laptop, an iPod, a MP9, a solar cell watch, a BMW, a Ferrari, a moped, a swimming pool, football shoes, a flying Board, a virtual mask, a dog, a parachute, chocolate, a trip to Old Trafford, a snow Scooter, to play a match for Manchester United, to sing together with Beyonce, to act together with Brad Pitt, meet Hanna Montana, a home movie, holidays in Spain, a trip to the moon.

List of Christmas presents in 2040 from Austria

Golden shoes, a robot, a packet of rice, money, a computer, a TV-set, a radio, jewelleryes, clothes, toys, watch with a lot of different functions, something to eat or drink, robots for kitchen work, robots for home work, exotic pets, technical equipment, a bottle of natural source water, bike, a car which you need not drive – you only must say what you want.

Summary

After doing our topic, though we could see only one piece of tradition and culture reflected in the three countries, the tasks were useful and interesting for us and for the children. Through the exhibitions set up at the schools, the pupils of the partner schools could get more information about Austria and Ehrenhausen, about Norway and Steigen, about Hungary and Bóly. Our pupils enjoyed collecting old photos and finding out about old traditions. They could express their fantasy and imagination in their drawings and in making the list of Christmas presents for 2040. We could get known each other's local customs and holidays. We could get lots of information about each other's school – life through the timetables and photos. We realized that we belong to the same European-Christian culture and we have similar traditions. Every country has different national holidays which were important days in the history of the nation. We have to preserve these dates and festivals because they belong to us and they make the nations of Europe more colorful and worthy.

This chapter is worked out by the Hungarian team.

CHILDREN/YOUTH; FASHION

TODAY

For “fashion today” we used a questionnaire, which brought the following results:

Summary

For this questionnaire we had the same number of girls and boys, the Norwegians were a little older than the Hungarians and Austrians. For the Norwegians clothes are not very important, especially for Austrian girls clothes are very important, for Hungarians important. For the Hungarian and Austrian boys clothes are a little bit important or not at all. Most of the pupils give a little money of their own for buying clothes, most times parents give the money. One third of the pupils in the three countries like colourful clothes, black is one favourite colour in Austria and for one third of the Norwegians the colour of the clothes is not important. Especially in Austria pupils are allowed to wear any clothes they want. In Hungary only 3 from 5 are allowed to wear what they want, especially when they go to their lessons at school.

Magazines about fashion are read by every second Hungarian and Austrian – especially – girl, but not in Norway, but 1 from 4 talks about fashion (the same in all countries), never every second in Hungary and Norway only every fourth in Austria.

So from the first part we can say, that fashion and clothes are not so important for Austrian and Hungarian boys and all the Norwegian participants, but more or less very important for the Hungarian and Austrian girls. Every 2nd Austrian and every 3rd Hungarian would like to have more money for clothes. Every second Norwegian buys clothes in internet, every second Austrian and Hungarian sometimes. Only every second Norwegian buys in shops, ¾ of the Hungarians and all of the Austrians.

Austrian girls colour their fingernails more often than girls from Norway and Hungary. There is a little number of people having piercings in Norway, less in Austria and no in Hungary. Hungarian teenies like tattoos for certain events, so temporarily, in the other countries most participants don't have any tattoos. But especially in Austria 2 from 3 would like to have piercings but are not allowed to have one.

For the summary we can say that there are more Austrian girls who paint their fingernails, only some in Hungary and Norway. Tattoos for a certain time are liked a little bit in Hungary, only a few pupils have piercings in Norway, less in Hungary and Austria although we found out that in Austria 2 from 3 would like to have one but are not allowed by their parents.

1/3 of the girls in Norway and Hungary and 2/3 of the Austrian girls eat little for their shape. No Norwegian boy and only every 6th Hungarian and Austrian boy eats less to keep a good shape. Some girls in Austria and Norway said that they used diets and 40% of the Hungarian boys! Doing sport to keep fit is important for 50 % of the Hungarian and Norwegian girls and for nearly all the Hungarian boys. The question if they like their body, your appearance were answered in this way: All the Austrian girls, 2/3 from the Hungarians and only 1/3 of the Norwegian girls are content with their body or appearance. 2/3 of the boys in Austria and Norway are content, only 1/3 in Hungary. Also interesting is that every 4th boy in Austria is unhappy with his body or appearance.

In general girls do more for their shape and body, but interesting is that nearly all the boys in Hungary do a lot for their body. All the Austrian girls like their body and appearance, 2/3 in Hungary and only 1/3 in Norway. Surprising is the following result, that the boys are

more critical with their body and appearance than the girls. In Austria even every 4th boy does not like his body and appearance!

Jeans and T-shirts are the favourite clothes everywhere, in Hungary training suits, too. In Norway clothes don't show anything for most of the participants, for some it is a sign of personal style. In Austria for most pupils clothes are connected with status and for less clothes don't show anything. The Hungarian participants connect clothes with stars and having money for shopping. Idols and to copy them is not so important in all the three countries.

The result of this paragraph is, that idols are not so important, that jeans and T-shirts more or less are the favourite clothes everywhere and that there are little differences in what fashion means for the Norwegians on the one hand and the Hungarians and Austrians on the other hand.

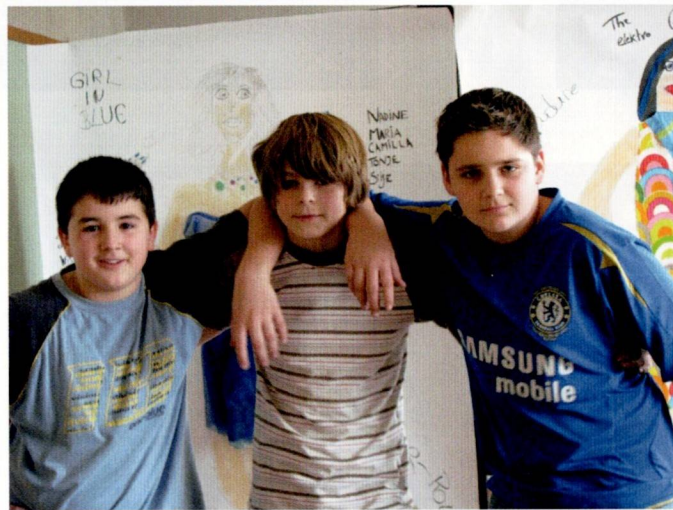
Skin care is very important for the half of the Hungarians, a little bit for the half of the Austrians. For the half of the Norwegians it is not important, one third meant a little bit. All the Austrians say that is important to be dressed in fashion; in Norway and Hungary every second participant has got this opinion. 1/3 of the Austrians want to express something with their clothes, 2/3 of the Hungarians and Norwegians don't want to show anything with their clothes. Every second Austrian says, that fashion helps them to find their personality in Hungary and Norway 50 % think, that fashion does not help them in finding their personality.

I think from this questionnaire we can see, that there are differences between the people of the three countries depending on some circumstances: Steigen with its low density of population, with the big distance to the next city, where people live a lot in nature – Boly on the way to capitalism and prosperity – and Ehrenhausen within an area of growing prosperity for the last 50 years.

Austria







Norway



Young couple before school ball



Young girl in party dress



Boys and girls at the school ball



Norwegian national dress



Our confirmation of the baptism



Girls in ordinary clothes



Party dress



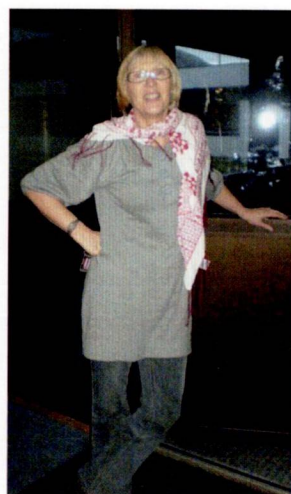
A family in Viking costumes



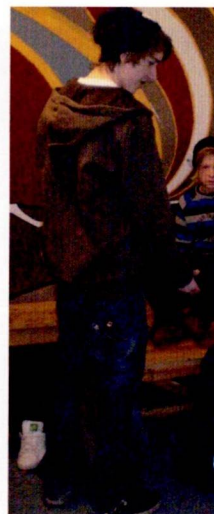
Pupils dressed in ordinary clothes



National costumes



A teacher at school



“Low” trousers



A girl at school

Hungary



Ingrid from class 8.c



Emese from class 8.c



Dénes from class 8 c



Árpád from class 8 c



Laura from class 7 c



Fanni from class 7 c



Ramona from class 7 c



Bálint from class 7 c

YESTERDAY

Norway



A school class in 1920.



A school class in 1961



Two girls dressed for party



Family together in Sunday clothes



Youth dressed for skiing



A young couple skiing



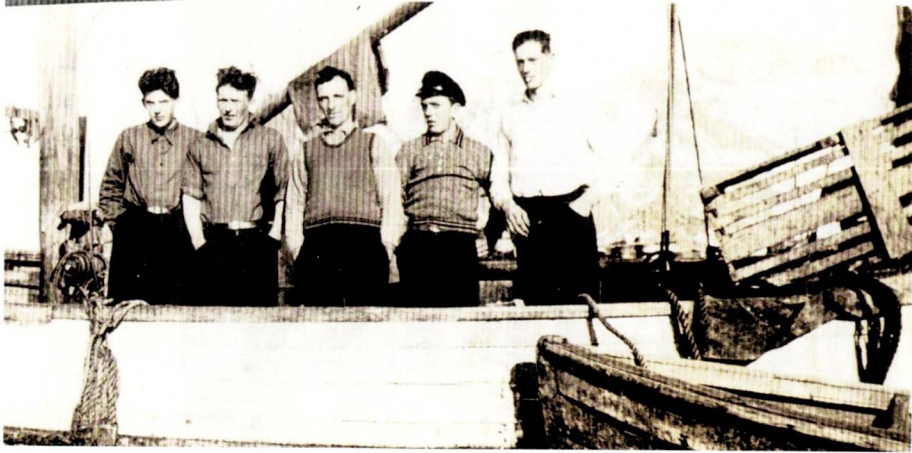
Working with harvesting food for the animals



A young lady in nice clothes

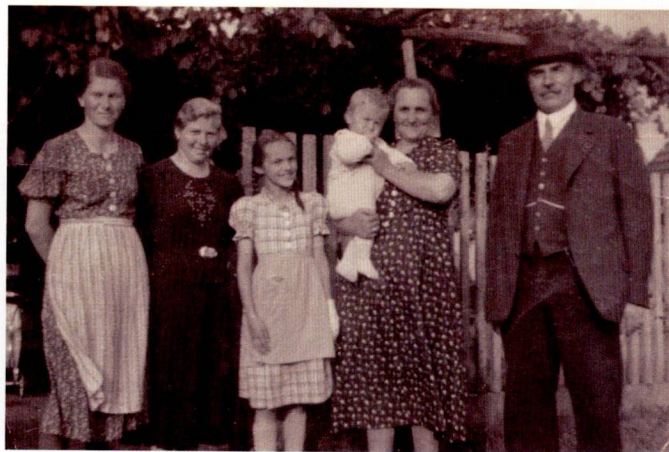


A fisherman at work



Fishermen taking a break.

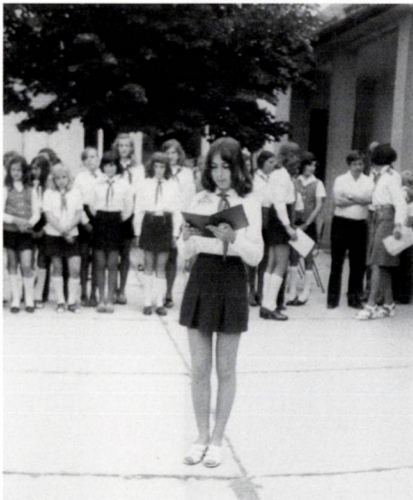
Austria







Hungary



Sunday clothes at a school-fest



Sunday clothes of a child



Everyday clothes at the school



Every day clothes



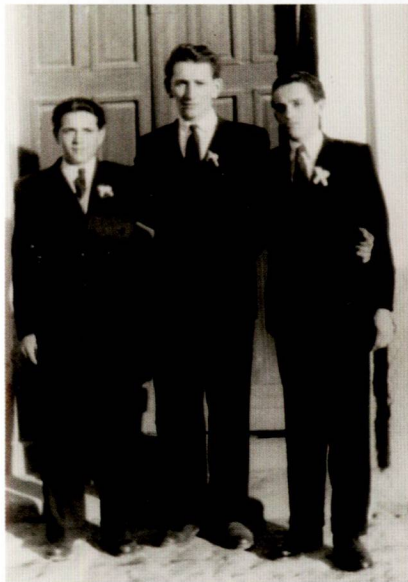
Sunday clothes



Women's and men's working clothes



Every day peasant clothes



Sunday men clothes



Sunday clothes

TOMORROW



These works are the results of a common project, done by Norwegian, Hungarian and Austrian pupils during the workshop in Austria in September 2008.



This chapter was worked out by the Austrian team.

CHILDREN/YOUTH; HEALTH

TODAY

For "health today" we used a questionnaire, which brought the following results:

Summary

70 % of today's pupils in Norway, 56 % of the Austrians and 40 % of the Hungarians have a daily breakfast. Half of the Norwegians and a third of the Austrians must prepare their breakfast themselves. Most of the other breakfasts are prepared by their mothers. In Norway they mainly have slices of bread with sausage, cheese and cornflakes, in Austria bread with jam, muesli and cornflakes, in Hungary sandwiches, muesli and products from the bakery.

For breakfast they drink tea especially in Hungary, cocoa in Austria and Hungary and milk and fruit juice especially in Norway. Three quarters of the pupils in all countries have something to eat for their break time regularly, one fourth sometimes. They have bread with something on it in Norway and Austria, sandwiches, products from the bakery in Hungary.

One third eats fruits daily in all the three countries, one fifth never in Hungary. More often fruits are eaten by one third of the Austrians and one fifth of the Hungarians and Norwegians. Half of the Norwegians grow their own fruits, vegetables, two thirds in Hungary and Austria.

Everybody has got one warm meal on a day. Favourite things are steaks and chips in Hungary, fish in Norway and cutlet in Austria. Italian food like pizza and spaghetti are liked as a meal everywhere. Most Austrians eat meat less than three to four times a week, the Norwegians do the same with fish and meat, but two thirds of the Hungarians have meat not so often than the other to participant countries. When families have their meal in Norway nearly each family comes together or tries to come together, in Austria three quarters try to come together, in Hungary two thirds. 80 % everywhere have main meals on a day.

So we can say that not every child has a breakfast regularly, in Hungary only little more than one third, in Norway about two thirds in Austria between. They have bread with something on it everywhere, cornflakes in Norway and Austria, muesli in Austria and Hungary. Tea and cocoa in Hungary, cocoa in Austria and fruit juice and milk in Norway are most time on the breakfast table. Three quarters of the pupils everywhere have something to eat for breaks at school. Fruits are more often eaten in Austria, one fifth of the Hungarians don't eat fruits daily. Everybody has got a warm meal daily, Italian food is liked everywhere. Fish and meat is eaten more often in Austria and Norway than in Hungary. In Norway families try to sit together when they have meals more often than in Austria and Hungary.

Snacks are eaten very often by one third of the Austrians, two thirds of the Hungarians and Norwegians eat this food sometimes, one third of the Austrians and Hungarians very seldom. Nearly all the Norwegians, three quarters of the Hungarians and half of the Austrians eat snacks while watching TV. Fruit snacks are eaten by nearly half of the pupils everywhere, half of the Norwegians and one fourth of the Austrians and Hungarians like to eat hamburgers, milk products are liked more in Norway and Austria than in Hungary. Half of the Hungarians eat sweets often, two thirds of the Norwegians and Austrians sometimes. Half of the Norwegians like to drink water, one fifth of the Austrians and one fourth of the Hungarians do the same. Fruit juice is drunk by half of the Norwegians and Austrians. One fourth of the Austrians and Norwegians drink soft drinks, and half of the Hungarians. Soft drinks are drunken everyday by one third of the Hungarians, one fourth of the Austrians. Two thirds of the Austrians and Hungarians drink soft drinks sometimes.

Eating snacks is very common when watching TV in Norway, less in Hungary and less in Austria. Half of the pupils eat healthy snacks, hamburgers are eaten more in Norway, milk products in Norway and Austria. Hungarians like to eat sweets more than Austrians and Norwegians. Water and fruit juice are favourite drinks in Norway, water, fruit juice and soft drinks in Austria and water and soft drinks in Hungary.

Now about medicine: All the Norwegians do not go very often to doctors, Hungarians more, the Austrians go to a doctor most. Health care examinations are made by half of the Norwegians, two thirds of the Austrians and nearly by all the Hungarians. To a dentist goes nearly everybody, most in Hungary. Hungarians have the best teeth, Hungarians quite good teeth, only one fourth of the Austrians don't have fillings. 80 % of the Norwegians and Hungarians don't have any operation, in Austria they are only 55 %. Hungarian pupils had got more operations than Norwegians, Austrians had most. Half of the Norwegians have all the vaccinations they can get, in Austria and Hungary nearly everybody has them all. Medicines are taken seldom by most pupils in Norway and Hungary in Austria only by one third.

Homeopathic medicines are used in Hungary by one third, by 10 % in Austria, by nobody in Norway.

In short: Doctors are visited not so often in Norway, most in Austria, between by Hungarians, although the Hungarians seem to best in health care examinations.

School: Most pupils in Norway and Austria have 2 lessons in PE, in Hungary most pupils have more lessons. Especially in Hungary a lot of additional sport is offered. In Norway there is no health care system at school, in Austria and Hungary there is one. 90 % of the Norwegian pupils go to school by car or bus, in Austria two thirds and in Hungary one half. In Austria 25 % have to use their bike or walk for less than 15 minutes. In Hungary half of the pupils need their bikes for going to school (less than 15 minutes). Many pupils are out of their houses on working days for more than 3 hours, especially in Hungary. On the other hand it's in Norway that a lot of pupils go out for less than one our. In holidays all the pupils go out for more than 3 or 4 hours, very long in Hungary and Austria. Half of the Norwegians do sports every day, one third of the Austrians, between the Hungarians. Most pupils do sports sometimes, 10 % of the Norwegians not at all.

PE lessons and an offer of additional sport are very important in Hungary, less in Austria and Norway, although sports are important for the spare time in Norway, not so much in Hungary and Austria. Nearly all the Norwegians go to school by bus, car, in Austria two thirds in Hungary the half. Nearly nobody needs more than 15 minutes of walking or biking.

Personal situation: 80 % of the Norwegians and 70 % of the Austrians and Hungarians say that they have a lot of friends, 10 % of the Austrians and Norwegians say, that they have only few friends. When people need to talk to someone 90 % of the Norwegians and Austrians and 100 % of the Hungarians have someone to talk to. Half of the Hungarians and a little less of the Austrians and Norwegians can talk to their parents, 60 % of the Norwegians and 50 % of the Hungarians and Austrians talk to friends. Every tenth Norwegian doesn't have someone to talk to. Quite or very happy are all the Hungarians and most of the Austrians and Norwegians, but there are 20 % of the Austrians who are not happy. All the Norwegians are content or very content with their lives, but only 80 % of the Hungarians and Austrians. 10 % of the Austrians are even not content with their lives. The same result is with being proud and being a strong person. One difference is, that nearly one fourth of the Hungarians think, that they are timid. Most of the pupils are sometimes sad, one fifth of the Hungarians often and one fifth of them never.

Nearly everyone has a lot of friends and someone to talk to, half of them talk to their parents, half of them to friends. 10 % of the Austrians are not content, happy one fifth of the Hungarians think, that they are timid persons. The average dying age for men in Norway is 76, in Hungary 69, in Austria 77, for women it is 81,4 in Norway, 77 in Hungary and 83 in Austria.

YESTERDAY

For "health yesterday" we used a questionnaire, which brought the following results:

Summary

We asked about the same number of male and female persons. In each country most persons had a breakfast regularly, bread and jam, butter were eaten everywhere, in Norway cheese and in Austria "Sterz" was eaten, too. In all the countries water was the favourite drink, soft drinks only in Hungary and Austria a little bit, milk in Hungary and Norway important, too. Vegetables, fruits, salad was eaten in Austria by three quarters, in Hungary by one half of the people everyday, in Norway three of four had these things sometimes. One warm meal on a day was eaten in each country by nearly everybody. Of course most Norwegians had fish, some meat, in Austria most had meat, some fish and in Hungary they had only meat. All the Norwegians, two thirds of the Austrians and only less than half of the Hungarians had this food sometimes a week, one quarter of the Austrians and half of the Hungarians only on Sundays. The favourite food was fish and pancake for the Norwegians, chicken and Schnitzel for the Austrians and roast meat and stew for the Hungarians. In Norway one half had their own garden in Austria and Hungary everybody. Sweets were never eaten by one half of the Norwegians and one fifth of the Hungarians and Austrians.

So we can notice, that the in all the three countries people had breakfast regularly, had one warm meal daily. Water and milk were the most important drinks, fruit, vegetables and salads were eaten more by the Austrians and Hungarians, Norwegians ate most fish and meat, the Hungarians least and only meat.

Smoking was only mentioned by one fifth of the Austrians, drinking by one third of the Hungarians, less by the Austrians and nearly by nobody of the Norwegians. Health care examinations were used by half of the Hungarians, one third of the Norwegians and nearly nobody of the Austrians. The Norwegians cleaned their teeth best, most of the Hungarians and little bit less the Austrians. Vaccinations were common in Austria, less in Hungary and were given to only 70 % in Norway. The health care system at schools was quite good in Hungary, not so good in Austria and Norway. Sports lessons were more important in Hungary and Austria than in Norway. Every second Austrian was in hospital before 20, two from five in Norway and only one third of the people in Hungary. The average number of stays in hospital was 2 x in Norway, 1,5 x in Austria and 0,3 x in Hungary. In Norway three quarters, in Austria and Hungary half of the people lived in villages which had a doctor. The average distance to a doctor in the villages without one was about 10 km. Medicines from pharmacy were used by one fourth of the Norwegians, little less than one half of the Austrians and a little more than one half by the Hungarians.

The result of this paragraph is, that smoking was a little question in Austria, drinking a little one in Hungary. Maybe we can say that in Norway they had less contact to doctors and medicine than in Austria and Hungary, but especially Hungary did something in their health care system. The medical supply was quite good everywhere.

All the Austrians stayed a lot of time out of their houses, half of the Hungarians and only one fifth of the Norwegians. A lot of sports did one third of the Norwegians and two thirds of the two other participants. Handball and football was done in Hungary and Austria, athletics in Austria and table tennis in Hungary. 80 % of the Norwegians didn't do much sport. At school two thirds of the Austrians and Hungarians had a lot of sports at school, only one third of the Norwegians ticked this answer. One half of the Hungarians went on holiday, only one fourth in Norway and Austria. Nearly every Austrian had to work at home, in Norway and Hungary only two thirds.

So we can say that Austrians spent a lot of time outside, very little the Norwegians, sports were not important in Norway, most Austrians had to help at home and one half of the Hungarians could go on holiday, but only one fourth in Norway and Austria.

Everybody said that they had a lot of friends. Especially Austrians started partnerships very early (before 16), half of the Hungarians and Norwegians had their first partnership when they were older than 19. The Norwegians said that three quarters of them could talk to their parents when they had problems, one third with siblings and one fourth with friends. Half of the Hungarians could talk to their parents and one half to friends. The Austrians had their persons for problems in their grandparents (50 %) and in their friends (25 %). All the Norwegians are very content with their lives, the Austrians a little bit less, the Hungarians a little bit less content than the Austrians.

So the result is that Austrians started partnerships very early, Hungarians and Norwegians very late. Norwegians and Hungarians could talk to their parents, and Austrians to their grandparents. Especially for the Hungarians friends were very important, too.

TOMORROW

Food and Health in 2030

Norway

During 2020-2030 and further on there will be developed a special food machine on which you only press a button and food will come out. For example you press button number one and you will get one sort of food from the machine. Like this:

Here comes the food.	• 1	• 2	• 3	• 4	• 5	• 6	Press
	• 7	• 8	• 9	• 10	• 11	• 12	
	• 13	• 14	• 15	• 16	• 17	• 18	
	• 19	• 20	• 21	• 22	• 23	• 24	
	• 25	• 26	• 27	• 28	• 29	• 30	

The machine gives you only healthy food, no sweets. Of course, people have to buy the raw materials this food shall be made and put them into the machine every time it becomes empty. Raw materials will follow this machine when you buy it. If the price was of my decision this thing should be very cheap, that cheap that every body could buy one even if they were very poor. If there was such a machine now the price should have been only 140 NOK. If I was allowed to decide it should be free then everybody could have one. It should be as big as a refrigerator. In that way you could place it where you want. The food would be cheaper with this machine than buying it the stores and that will be fine.

(Anne-Lise)

In 2030 we are not eating fast food. Every morning you have to drink glass of clear liquid without any sugar, fat or calories. This liquid will give you a feeling of fill, during the whole day

contemporaneously you not will gain weight and your body gets the right kinds of vitamins and minerals. The liquid is coming from a plant called Plarimus and was discovered in the year 2024. This plant can be found all over the world and the liquid is easy to get out therefore the liquid will be free to all. It is a very good thing, nobody will starve, no diabetes 2, none fat people. Because of this people can have a better life and live longer.
(Anne Martha)

Austria

We are in 2040. A powder was invented by a person, called Ottokar Klein. Meanwhile he is the richest person in the world. The name of this powder is "Fullcalorin". When you sprinkle it for example on a raisin it becomes the same size like an apple – depending of how much powder you sprinkle on it. But the best on this is that the raisin has still the same amount on calories as it had before. Of course you can do it with other things, too. But there is one thing – it is very expensive. Some people get this from doctors as a medicine when they are too fat. Another problem is that many people – especially stars – buy this substance in big amounts and many of them are suffering from anorexia. Suddenly only the poor people are quite healthy, because they cannot afford this powder. Some of the users of this substance react allergic on this and get bad diseases which can even kill them.

In 30 years we will have more fast food. We will have food only in tins, bags, packets and so on. There will not be any vegetables any more, because it is impossible to grow healthy vegetables because pollution is so bad. We will have problems with our water too and many people will have problems with their stomachs. A lot of them will not have stomachs, instead of them they will have tubes in their bellies. Normal restaurants are closed, but there are "McDonalds" everywhere. Fast food will be very cheap, other food extremely expensive.

Beside this scenario people have invented a powder which tastes like milk when you solve it in salty water. Most people have more than 200 kilograms. Only a little number of people are around 100 kilograms. This is my picture of food and people in 2040.

Many things have changed. We cannot eat meat anymore, because all the animals are contaminated. So we all had to learn to become vegetarians. You can buy a powder that you can sprinkle on vegetarian food which gives this food the taste of meat. Nobody wants to learn cooking, and everybody wants to buy ready-to-serve-meals.

In 30 years we will not have healthy food anymore. We will still have vegetables what these will be genetically modified. Meat will be very expensive because animals cannot be bred in nature as everything is contaminated. Pollution is enormous, people become fatter and fatter because industries only produce food with too much salt, sugar, and this is the reason that we don't have teeth anymore. Fast food chains have taken over the market of food and feeding.

If you want to eat you only have to order via phone, internet and they will bring the food to your door. You will not have to move!

Grains, vegetables and fruit will be a luxurious article in 30 years. The change of the climate destroyed a lot of fields and in many areas of the world it is not possible to grow things anymore. Vegetables and fruits can only be grown in greenhouses which are very expensive. So a lot of people cannot afford fruits and vegetables anymore. Many animals will only be living in zoos because of the big pollution. The seas of the world will be so contaminated that very big sewage plants had to be built to clean the water of the seas. Only with this effort fish could survive in the oceans. There will not be oil anymore and we will grow a lot of rape for the fuel of the cars. We don't need heatings anymore because it is so warm on our earth.

Food in 40 years will be like this: You go to the computer, operate it, tell it what you want to eat and a machine beside it will mix a tablet which it throws out – this will be our food. So eating and preparing food doesn't take a long time and you can have more time with your family. Life expectancy has increased to 109 years on an average, because with these tablets you can mix the most useful and healthy food for your body.

There will be conveyor belts everywhere and for everything. You order via internet and some time later the product will come on the conveyor belt into your house. So you sit and wait for your food. For this reason people don't move very much and become fatter and fatter. Their muscles get weaker and weaker and it is hard work for them to do any movement. Everything will become so much expensive that only a few people can afford another food than fast food. Only farmers will have their own vegetables, meat ... Even babies will be breastfed for one year and longer because baby food in shops is so expensive ...

Hungary

At present snow, clean air, clean water are accustomed matters for us, but maybe after 20 years people won't know these things. Today we don't care of our environment. We produce lot of litters, the factories and cars pollute the air, and global warming up threatens the world. The pollution of the environment will harm to the people and animal's health. We should protect our environment and the nature because we will cause the Earth's death. I think food will be absolutely different in the future. First people will conserve and freeze food, because there will be breeds of animals which won't be able to accommodate to the warm climate and polluted air and they will be extinct. People will kill the animals before they get ill and they will store their meat in huge cold storages. For a while they can feed the hungry Africans too. But soon the cold-storages will be empty and people will starve. The doctors will start to think about it, how they can substitute food. They will invent concentrated-mixtures and pills instead of food. These pills and mixtures will cause extreme fattening of people. Human body can react with running to fat to these artificial materials. The other reason of fattening will be the lack of doing exercises. Every second man on the Earth will run extremely fat. The number of heart diabetic and lung illnesses will increase. Every third man will suffer from asthma. Soft drinks will disappear and people will drink only fruit-juice without water. Water will be so dirty and polluted that they won't be able to drink it. People will plant trees, mainly orange and lemon trees that can bear hot climate. As they grow trees the air will be a little bit cleaner but they can go out to the streets only in oxygen masks. This is my vision about future life. But I hope, if we try to protect our environment and decrease the pollution of the Earth and atmosphere, maybe our great-grandchildren will live another way of life. My advise is, let's eat different delicious healthy food, because we don't know how long can we choose among them.

(Klaudia class 7 c)

The result of the discussion about health and diseases:

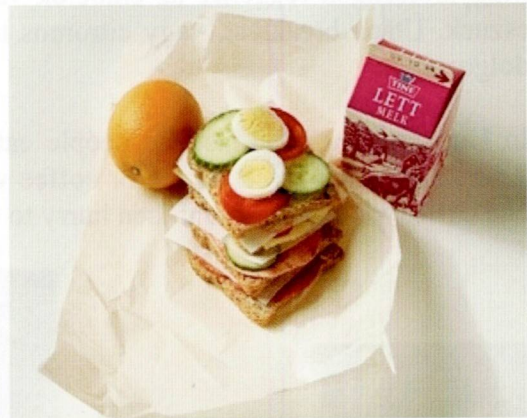
- 1) The average life time will increase.
- 2) There will be a lot of new illnesses
- 3) Viruses will kill a lot of people
- 4) Antibiotics won't help against the viruses.
- 5) The number of people suffering from diabetic –disease will increase
- 6) The air-pollution will cause lot of respiratory infections and asthma. People will suffer from different kinds of allergy.

- 7) The strong UVB rays will cause skin –cancer.
- 8) The medical science will develop. We will be able to change our organs like heart or liver to new ones, but only rich people can buy them.
- 9) In the plants won't be enough vitamins, that's why we will have to take vitamin pills every day.
- 10) The number of psychical diseases will increase because of the stress.
- 11) The health condition of the young generation will be worse.
- 12) There will be a lot of fat people because the lack of doing exercises and fast food and snacks, unhealthy food.
- 13) The Hungarian health system will collapse. The Hungarian doctors will go to work to the Western –European countries for higher salaries.
- 14) African doctors will work in Hungarian hospitals, who won't be able to understand their Hungarian patients.

Examples of national food

Norwegian Lunch (formiddagsmat)

The most typical lunch in Norway is the “matpakke”. Young and old take with them to work or school, slices with bread with different things on. We can use brown cheese, Norvegia white cheese, Jarlsberg white cheese, homemade jam of “multe” or “tyttebær (Norwegian berries), caviar og cod, smoked Salomon, scrambled egg, pâté, salami and mayonnaise.



Together with this we drink milk or coffee.

Example of a Norwegian lunch

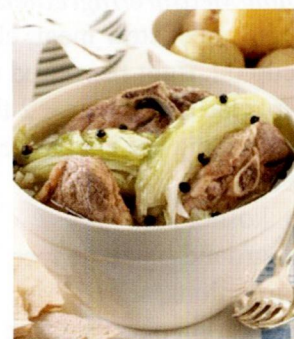
1. Slice of bread covered with butter. Three thin slices of smoked Salomon, and on top of that mayonnaise and cucumber in slices.
2. Slice of bread covered with caviar. Two thin slices of Jarlsberg cheese, and on top of that tomato slices.
3. One or two cups of coffee.
4. An apple

The slices of bread with Salomon and cheese are packed in “food” paper. The mayonnaise, cucumber and tomato we take beside and prepare afterword.

Fårikål

(Sheep in cabbage)

Fårikål is one of the main national meals in Norway. It is used as food for both poor people and rich people. The last Thursday in September has for the last 16 years been the official party day for fårikål in Norway. We say that the fårikål is best when you heated it up for the third time. A steaming hot pan with fårikål is anyway the best reason in the world to ask family and friends together...



Ingredienses (for 4 persons)

1,5 kilo meat of sheep (prepared for fãrikãl)
1,5 kilo cabbage
4 spoons with whole pepper
2 spoons with salt
3 dl water

How to do it

1. Cut the cabbage in boats.
2. Put meat and cabbage in levels in the pan. Have salt and pepper between all levels,
3. Pour the water over it. Boil it on low heat until the meat is mellow (slip the bone). About 2 hours.
4. Dish out the fãrikãl when it is hot on heated plates.

Some likes to make it thicker with flour between the levels.

Served together with boiled potatoes

Hungarian Breakfast

Magyarországon reggelire az emberek vajás kenyeret és szalámit, sajtot, kolbászt vagy sonkát esznek. Utána breakfast, vagy citromos teát isznak. Sokan csak feketét, tejes kãvét, és sietnek dolgozni.

In Hungary, for breakfast the people eat buttered bread and salami, cheese, kolbasa or ham. After, they drink black coffee or coffee with milk or tea with lemon. Most of them drink only one coffee for breakfast and then hurry to work.



Hungarian Goulash

Serving size: 4

Preparation time: about 2 hours 30 minutes

Amount/Measure/Ingredient:

2 pounds beef stew meat, chuck
1/4 cup oil, light flavoured olive or vegetable
2 tbsp. clarified butter + 2 tbsp. clarified butter
for sautéing the vegetables
1/2 cup flour
2 tsp. kosher salt
1 tsp. ground black pepper
1 quart onions, sliced thin
1 tbsp. garlic, chopped fine



1 cup fresh red peppers, chopped fine
2 tbsp. flour
1/4 cup paprika, Spanish style or real Hungarian
1 bay leaf, small like the size of a quarter
1 tbsp. fresh marjoram or 2 tsp. dried
1 cup dry white wine
2 tsp. sugar
1 quart hot veal stock or canned beef broth
2 tbsp. tomato paste
additional salt and pepper to your taste

Preparation:

Pre-heat a heavy bottom braising or sauté pan over medium heat; mix the flour, salt and pepper together, dredge the meat in the flour and shake off the excess. Add the oil and butter to the pan then add the meat and brown it on all sides. Adjust the heat as you need so that the meat doesn't burn or boil in the pot. You may want to do this in 2 or 3 batches. When brown remove the meat and keep it warm. Now add the additional 2 tbsp. clarified butter, onions, red peppers and garlic and cook about 2 minutes, add 2 tbsp. flour and cook slowly for 3-4 minutes longer. Add the remaining ingredients starting with the paprika, stirring after each addition, finishing with the wine, then the hot stock. Stir until smooth then add the browned beef, bring it to a boil, then reduce the heat to a simmer. Cover the pot and cook slowly for about 1 1/2 hour or until tender. Skim off any oil that rises to the top during the cooking and discard it. Check and stir the goulash occasionally so it doesn't stick or burn.

To serve adjust the seasonings to your taste, remove the bay leaf. You may adjust the thickness with cornstarch dissolved in a little water to thicken it or add some water to thin it. The sauce shouldn't be too thick, it should be more like the consistency of heavy cream. Serve with buttered noodles, green beans and slices of rye bread.

Viennese Apple Pie (Apfelstrudel)

Ingredients

Pastry

- 300 grams bread flour
- pinch of salt
- 30 ml vegetable oil
- 0,2 l water (lukewarm)

Filling

- 2 kg apples (Golden Delicious)
- 150 grams granulated sugar
- 30ml dark rum
- 150 grams raisins
- 1/8 tsp. ground cinnamon
- 2 lemons (juice and peel)

Buttered breadcrumbs

- 300 grams butter (unsalted)
- 300 grams bread crumbs



Recipe

1. Knead flour, salt, oil and water into a medium-firm dough. Divide into 3 small round loaves, brush each loaf with melted butter and let sit for 1 hour.
2. Peel, core and slice apples. Mix in granulated sugar, raisins, grated lemon peel, lemon juice, rum, cinnamon.
3. Roast butter and bread crumbs.
4. Roll the dough loaves with a rolling pin, then stretch rolled dough on a strudel sheet with the backs of your hands.
5. Coat 2/3 of dough sheet with buttered breadcrumbs, spread apple filling over remaining 1/3 of dough.
6. Tear off edges, shape strudel into roll by lifting strudel sheet.
7. Place strudel on a buttered baking sheet and brush with melted butter.
8. Bake strudel for 60 to 90 minutes in a 400 degrees F to 425 degrees F (200 to 220 degrees Celsius) oven.

Viennese Cutlet (Wiener Schnitzel)

4 slices top round of calf (or beef)

salt

flour

1 egg

dry bread crumbs for coating

1 fresh lemon

1 anchovy filet

butter



Lightly tenderize each schnitzel, salt on both sides, dip into flour on both sides, tap off excessive flour, dip into lightly beaten egg and then in the breadcrumbs, covering both sides. Heat butter in pan, brown meat on both sides until golden brown in colour.

Serve with slices of lemon and rolled anchovy filet. Serve with potatoes and green tossed salad.

This chapter was worked out by the Austrian team.

CHILDREN/YOUTH; LEISURE TIME ACTIVITIES AND HOBBIES

TODAY

For “leisure time and hobbies today” we used a questionnaire, which brought the following results:

Summary

For this topic we asked some more girls than boys, the age of the Norwegian pupils was a little bit older on an average, the Austrians a little bit younger. In Norway and Austria every fifth has not got a hobby, two from three Hungarians and every third Austrian and Norwegian has got one hobby, 40 % of the participants in each country have got more hobbies. In each country sports are favourite hobbies, in Norway playing music instruments and in Hungary using the computer are mentioned, too. In Norway only one third of the pupils in Hungary the half and in Austria two thirds of the pupils are collecting things, in Hungary and Norway especially napkins and coins in Austria different things. Nearly each Hungarian participant does sports, two thirds of the Norwegians and only 40 % from the Austrians do sports regularly. In each country football is the most favourite sport, indoor sports are important in Norway, too, biking and running in Austria and athletics and handball in Hungary. More than the half of the participants of each country is members in a club, choir, orchestra.... They play football everywhere, play music instruments in Norway, Hungary and Austria, and are members of a choir in Hungary and Austria. One fourth of the Norwegians join these clubs daily, three quarters of the Norwegians, all the Austrians and half of the Hungarians join their clubs sometimes a week. Half of the Norwegians, one third of the Austrians and two thirds of the Hungarians play a music instrument. The question concerning books was answered in the following way: 50 % of the Austrians and about 25 % of the Hungarians and Norwegians read one book in a year, 50 % of the Norwegians and Austrians read more than 3 books in a year. When pupils are bored most Austrians watch TV, about more than two thirds of the Norwegians and good a half of the Hungarians do the same. 40 % of the Hungarians read, nearly 80 % of the Austrians, 70 % of the Norwegians and 60 % of the Hungarians use the computer. 90 % of the Austrians, 60 % of the Norwegians and 35 % of the Hungarians listen to music. Every third Norwegian and Austrian and every fifth of the Hungarians does sports.

So the result of the first part of the questionnaire says, that there are only a little number of pupils in Norway and Austria who don't have a hobby, doing sports is favourite everywhere, especially football and that there are half of the people who don't like reading in Austria, less in Hungary and Norway in this group, but the group of pupils reading more books in a year is the same big in Austria. Norwegians like to read a lot, too, nearly every second in Norway and Austria, every fourth in Hungary. Nearly half of the participants in each country are members in a club – mainly practising sports and playing music or sing. The Norwegians spend more time in clubs than the Austrians and Hungarians. When pupils get bored they watch a lot of TV or use the computer (75 % Norway and Austria, 60 % Hungary). Nearly all the Austrians listen to music, the same do 60 % of the Norwegians and 35 % of the Hungarians. One third of the Norwegians and Austrians and 20 % of the Hungarians do sports.

The topic dealing with computers and TV gave us the following result: More than the half of the participants has their own TV-set in their room, most in Austria – three from four. Half of the Norwegians and Austrians watch daily one to two hours, three from four Hungarians, too, one

third of the Austrians and Norwegians watch more than two hours daily, the Austrians a little bit more than the Norwegians. In each country they like computer games – nine from ten participants have given this answer. 40 % of the pupils in Austria and Norway and 20 % of the pupils in Hungary play computer games less than one hour daily, 40 % in each country play one to two hours daily. On working days all the Norwegians use their computers or TV sets longer than 9 p.m., in Austria and Hungary every second. Half of the Norwegians and Hungarians use computers or TV until 10 p.m., most Austrians until 11 p.m. and every fifth in Norway and Austria uses these means longer than midnight. In evenings of holidays and weekends, nearly all pupils in Norway and two third of the pupils of Austria and Hungary, use computer equipment and TV sets in the evenings after 9 pm. regularly. Interesting is the fact, that 40 % of the Austrians don't use these things on weekends so long. Most Norwegians use these things longer than midnight, most of the Hungarians until 10 or 12, half of the Austrians until 10 and one quarter of the Austrian users until 12 and one longer.

The main result from this paragraph is, that three from four Austrian pupils have their own TV set in their rooms, this is a little bit more than in Norway and Hungary. The Norwegian pupils use their computers and TV sets longer in the nights than the Austrians and Hungarians. In the weekends all the pupils use this equipment longer. But of an interest is that in Austria a lot of pupils use this equipment on weekends shorter than on working days.

Questions 18 and 19 are about friends. One result is that 80 % of the Hungarian and Norwegian pupils meet their friends everyday which means the double amount in comparison with the Austrians. The majority of the Austrians meet their friends sometimes or seldom. Another result is that Austrians talk, play or do sports with their friends, the Norwegians do sport or talk, most Hungarians talk when they meet each other. Some more questions about friendship brought these results: After school three quarters of the Norwegians, two thirds of the Austrians and one third of the Hungarians meet friends for longer than one hour. On weekends 60 % of all the participants spend very much time with friends. 40 % of the Hungarians don't meet friends in the weekends and 40 % of the Norwegians spend only little time with their friends.

So we can notice that much more Norwegian and Hungarian pupils meet their friends more often than the Austrian ones and about two thirds of the Norwegians and Austrians and only one third of the Hungarians meet their friends more than one hour daily. In weekends 60 % of each country spends very much time with their friends, but 40 % of the Hungarians don't spend time with their friends anyway and 40 % of the Norwegians spend only little time with friends.

What more about weekends? Half of the pupils in Norway and Austria are allowed to stay up longer than midnight on weekends. Three quarters of the Hungarians are allowed to stay up until 10 pm. When they go out in the evenings of the weekends the Norwegians meet friends outside, make trips into nature, Austrians and Hungarians go to the cinema, Hungarians talk with friends, Austrians go to parties. Three quarters of the participants in each country play with friends, two thirds Austrians with their parents, less in Norway and only every fourth of the Hungarians play with their parents. Play station is favourite everywhere. On holidays and weekends nearly all the Austrians have all their time for resting, in Norway and in Hungary one fourth has only little spare time. On working days most pupils have 1 to 2 hours spare time, the Hungarians a little bit shorter. An interesting result came to question 36: 80 % of the Norwegians and 90 % of the Hungarians but only 65 % of the Austrians spend more than one hour daily with their parents. In Austria one third and in Hungary one fifth has got less than one hour daily.

Not so many Hungarian pupils are allowed to stay up longer than midnight on weekends as in Austria and Norway. Weekend evening activities for the Hungarians is to talk to friends, for Austrians to go to a party and for both going to the cinema. The Norwegians go out,

meet friends or make trips into nature. Austrians have all their weekend and holidays as a spare time, one from four Norwegians and Hungarians hasn't got a lot of free time on weekends and in holidays. In Norway and Hungary pupils spend more time with their parents than in Austria.

During a break at school half of the pupils of Norway eat and drink, have a rest and nearly all talk to each other. In Austria and Hungary two thirds eat and drink, nearly all they talk to each other and only every third have got a rest. The last two questions were about the offers of free time activities in the villages: 80 % of the Hungarians are content with the offer, 60 % in Norway and only 40 % in Austria. The Norwegians would like to get football grounds and activity halls, the Austrians offers for ballgames and the Hungarians sport trainings offers, and offers for girls' football and athletics.

YESTERDAY

Summary of the interviews pupils made with their grandparents

Hungary

In the period when the pupils' grandparents were young, there weren't any computers DVDs and videos. The televisions were black and white. There was only one channel and the programmes ran from 6 pm to 10 pm. On Mondays there weren't any programmes on TV. People went to visit their friends on this day. They often had small parties at their home, where they were listening records, talking playing cards or board games. They often went to the cinema. Every village had cinema. At the weekends they had a great time in the balls or clubs. In that time people went out and met their friends more often .People knew each other better than nowadays. In their free time they did sports. They played football, handball, tennis, table tennis. On Sundays people went to see the football match to the local football field and after it to the pub, where they played bowling. They went on trips by bikes. The school and the so called Culture House offered different courses: Chess-club, embroidery, needle work, choir, and amateur theatre. There weren't any possibilities for learning music. Lot of people enjoyed performance evenings which were organized by the local Culture House and where famous Hungarian actors played or sang.

Norway

In the discussion in the class about grandparents and leisure time activities and hobbies following statements and results appeared:

- 1) One of the grandparents grew up in a city, all the others on the countryside.
- 2) In their spare time were out and played games (war games cowboy and Indians), played with shells, played with balls, some were skiing in the winter, went for trips in the mountain, bicycling, fishing. And indoor activities like crochet, knitting, embroidering, indoor games and reading. They who had, listened to the radio. But all of them said that they had very little spare time.
- 3) They all had to help their family. The most of them grew up on farms, and there they had to help with a lot of things: To handle the animals, milking and feeding, set up fences, guard them. They also had to help with the harvesting. The boys had to help with slaughtering and prepare the meat. The girls had to help with making dinner and all other meals; they had to do washing and all kind of housework.
- 4) All of them said they had very little money. They couldn't afford to buy what they wanted to, just the most needed things. In the farms they almost had everything they need. Two of them went to America.

- 5) Everybody was very eager to help each other. It was very usual to join in voluntary work.
- 6) They all thought they had lived a good life, but some of them also thought it had been a tough life. They had no spare time problems.
- 7) Three of them regret that they didn't take more education, especially more languages. One of them regrets he didn't send in an application for being a pilot.

Austria

In earlier times people didn't have so many possibilities. They didn't have TV-sets, computers or other electronic devices. Today it is nearly a must that every child has got his or her own TV-set in his or her room. In past times people had to be content with other things, they played in the woods, in the fields, most time outside in nature. Today the offer of leisure amenities is enormous. There is a big choice for every child. In earlier days the offer was much smaller but the children were much fitter than today. Nowadays there are not many children who can appreciate the big offer of possibilities of leisure amenities. In earlier times people living in the country didn't have a lot of spare time because they had to help with the work of their parents. When they had time they played with simple things, perhaps even self made things. Clothes were not important, too, they wore the clothes of the elder siblings.

TOMORROW

Norway

In 2020-2030 almost all kinds of sport have come to a higher level and other forms of sport have been developed too. Sport has now become common for kinds of people.

I will now write about a very special sport called "The Shooter". It is almost like tennis. You can stand on a special tray which is able to fly, and you do a special technical with your stomach. Because you have to use your stomach muscles to move forth and back and sideways, you must put on a special belt which tells you where you are supposed to go. Then you use your hands to shoot the ball to the other side of this tray. In "The shooter" you must have your own so called cannon and soft balls; with soft balls your victim will not be hurt. Walls will be put up, behind which you can hide. You must hurry because you are only allowed to use 20 seconds from one wall to the other. The play has two different sides, contemporaneously there are two teams on the court and the main point is to hit each other, it is very popular. Paintball has become a very popular sport too; in it is even an OL- game. Champion is playing against champion, 20 players in each team and very many cameras are placed around the court and the game can be followed on big screens. The court is the same size as a football court.

In biking sport you must wear a helmet. Now they have developed a hat where you can listen to your own music while you are biking and you get a signal when a car is approaching. In football there has been developed a medicament that makes feet harder from knees down in that way you do not need knee protectors and football shoes. The ball has been much lighter and goes faster between the players and they have to run very fast. It is an easier way of training. Some kinds of sport are developed that strengthen muscles very much.

(Silje)

In 2020 all kinds of sport have changed. By now it is in to be fat instead of being thin. When we play tennis for example, then it is robots on the court and people on the team are sitting in a sofa and put the buttons while they are eating chips and drinking sweet juice. Football is in the same way. People do this in this way because they are afraid of war, fat people is not so easy to defend as thin people.

(Camilla)

In 2020 I think it will have become new things in sports and spare time occupations. I am sure there will be new ball sports. The balls will not touch the ground but fly continuously in the air. In football there will be new rules, but this game will stay the same for a while, I think. In fight sport there will be different kinds. Judo, which is such a fight sport, I am sure, will be widened to higher levels (standards) and new rules will be developed which make the sport more difficult to do. A new form of tennis sport will come up, such as the balls will only move in the air and not touch the ground at all. Maybe sports are out, perhaps people not are so interested in sport any longer and fewer and fewer will be active and at last there will be no sort of sports. There will be other things that occupy people; they will take part in pc-plays. New sorts of plays will be developed. Instead of using your body, you can put on a special sort of sun glasses. Through these sun glasses you can see a volley ball court, you play in your brain and you use your thoughts, what you think will happen in the play on this court. It will be the same in football, you think and after a while it will happen. While playing you are there in your mind, but in reality you are sitting home in your arm chair and enjoy life.

(Tonje)

Hungary

I think the Hungarian football will prosper in 2020. The Hungarian junior football team will strengthen. The Hungarian soccer team FRADI will win against the other Hungarian team MTK at the Champion's League. The Olympic Games will be organized every two years. Horse riding will be a popular sport event too. People will go horse-riding very often. There will be new branches on the Olympic Games for example horse-trick race, Marathon cycling race for 200 km. The Hungarian government will invest a lot of money to the sports and this will influence propitiously the number of our gold medals. Hungary will get the 80 % of gold medals on the Games. There will be other new sports events on the Olympic Games –the air-board and quad. Travelling by quad will be popular too. Everyone will go by quad in the streets. The adults will whiz by 3000 cm fast cars. Children will be able to get the driving license for motor-cycle at the age of 6. At the age of 15 they can get the driving license for big ones over 1000 cm motors. Those, who take part in a voluntary military training, can enter the Olympic Military Races. They will organize paintball, steeplechase, free fighting. In 2020 people will realize that sports are the part of their life and they need it to feel better and keep healthy. If we do exercises and sports, we don't have to go to the doctors, but we can get fit and healthy.

(Gergely from class 7 c)

This chapter was worked out by the team from Austria.

CHILDREN/YOUTH; SPIRITUAL VALUES AND BEHAVIOUR

YESTERDAY

We used a questionnaire about moral behaviour and religion in the past. Fifteen pupils asked their grandparents to fill in the questionnaires in the three partner schools. We chose the pupils from the Comenius classes.

Summary of the questionnaire

Moral

For this questionnaire we had fewer males in the country's groups. The age was almost the same; from 61 to 68. There aren't big differences between the three countries in the first three questions. We can see that the grandparent's opinions about cruelty, torturing animals, not helping old people are almost the same. They were shocked if somebody committed these acts. This can be seen in the high percentages. These questions got from 80 % to 100 % in each country.

Among the human features of decency, good-heartedness, and consideration, these were counted as very important features in all of the three countries. Ranking not so important were good sportsmanship, attractiveness, good dressing. These were in the first five most frequently mentioned features in all the three countries. An interesting result from the question regarding the most important man or woman in their lives, the grandparents in all three countries answered the same - their parents were. In question 9 we got a wide picture about what things were important 40 years ago. Peace, happiness, family security, health and respect for the parents were very important human values in all of the three countries 40 years ago. This can be seen from the high scores we got (from 100 % to 73 %).

The results of this question show differences too. Success was very important for Austrians 74 % and for Hungarians 60 % but it wasn't important for Norwegians 0 %. In the case of freedom, 90 % of Norwegians think that it was very important in their life but only 40 % of Hungarians and 50 % of Austrians think the same. 24 % of Austrians and 40 % of Hungarians think that material wellbeing was very important in their life but the Norwegians think material wellbeing was only a little important. Good spirit was very important for the Austrian participants 100 %, but it was not so important for the people from Norway 34 %. The results of this question show that although the main values of life such as health, happiness, family security, the respect of the parents were the same 40 years ago in each country. People thought about freedom, material wellbeing and good spirit in a different way.

Religion

The topic dealing with religion gave us the following results. Almost all of the participants involved in the questionnaire were religious, only 20 % of Norwegian grandparents didn't belong to any kind of church. 100 % of Norwegians belonged to the Norwegian State Church-protestant. In the case of Hungary 14 % was Protestant and 73 % was Catholic. In Austria 100 % was Catholic. Hungarians prayed the most often 80 % every day but Austrians went the most frequently to their Church, 100 %. In the schools of Norway and Austria 100 % had Religious Studies, in Hungary 87 % answered that they had Religious Studies at their school. Norway had the highest number of Religious Studies with 5; in Austria 1-3 and in Hungary 1-2 (In Hungary the socialist state did not support religion and religious education). In the field of religion we expected similar results because we knew that Protestants live mainly in Norway where as in

Austria and Hungary the people are mainly Catholic. We can assume from our survey that religion was more important in the life of the grandparents 40 years ago. They went to their church more often and they had more Religious Studies at school, except in Hungary where the socialist state didn't support, only tolerated religion.

TODAY

We made a longer questionnaire about moral, behaviour and religion. 30 pupils filled in the sheets from the classes of "Comenius pupils" in all of the three countries. It brought the following results.

Summary

The Norwegian pupils were older than the Hungarians and Austrians. In the first part we took questions about morals and behaviour. We were surprised that pupils don't sympathise with a lonely man in a group. Almost half of the participants answered that way. Maybe in youth loneliness is experienced and it doesn't cause a big problem. Half of the Austrians and Hungarians answered that crying is not such a stupid thing to do if you are unhappy and 63 % of the Norwegians think crying is not at all a stupid thing. They feel empathy with their friends because the majority would help a friend if they had any problems. Friendship plays an important role in the pupils' life, the high score in this question being 6.

When they had to rank human features we found that all of the three countries chose "friendly" as a very important human feature. "Considerate" was chosen by Austria and Hungary and "good-hearted" was chosen by Austria and Norway. In the less important features "well-dressed" was ranked by all of the three countries, "attractive" was selected by Hungary and Norway and "good sportsman" by Norway and Austria. Compared with the grandparent's answers- cruelty and helping old people don't appear to upset the young so much. Almost one third of the participants answered that they are not so bothered by cruelty or a demonstration of lack of help for older people.

Pupils think that the most important people in the world are their family and friends and they would give the Nobel Prize to the members of their family. They wrote famous persons name too, including Obama, Eminem, Juvente, Lady Di. Their reasons are because these people work for a better world or peace and try to help poor people. We wondered about the results of question 14- the world being basically good or bad. The most optimistic are the Austrians, 72 % saying the world is good then followed by the Hungarians with 60 % but only 30 % of Norwegians say the same. We hadn't thought that Norwegian pupils were the most pessimistic because Norway is a rich country. This answer can perhaps be explained by their climate with the long cold winter or with the influence of bad media news (economical crisis, the world in slump etc).

The pupil's messages to the future generation show us that the protection of our world and peace are the most important ideas for the younger generation. We hope that the pupils themselves will keep these messages and will take care of the world and help to foster peace and goodwill. From life values can be found that peace, happiness, family security and friendship are the most important values in the pupil's lives in all the three countries, because of the high scores- from 100 % to 80 % in responses. Material wellbeing is not so important for the pupils, only a little or not at all. The majority of the participants answered this way.

In our survey differences can be seen in examining responses to the descriptions of values. Freedom is very important for Norwegians (93 %) and not so important for Austrians (67 %). Only two thirds of the pupils think the respect of parents is very important whilst one third thinks it is only a little bit.

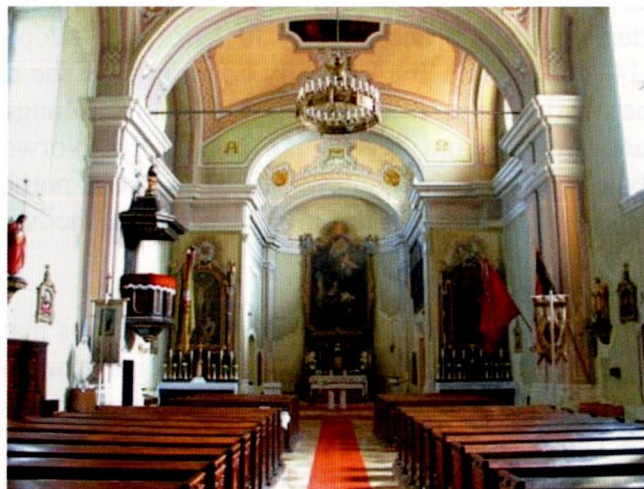
From our survey it can be found that the younger generations are not shocked by cruelty. We think it is because of the aggressive computer games, video films and TV programmes. Their behaviour at the school is more aggressive and they don't want to intervene in their fellows affairs. The respect of the parents and old people has decreased and they think crying is not a shame if somebody feels unhappy. In spite of their young age and material wellbeing the pupils are not very optimistic, especially the Norwegians, because they think basically the world is bad. It can be considered that the media has got a big role to play in forming young people's attitudes and responsibilities towards the world. We can trust in the main values of life and these were shown as friendship, peace, happiness, family security which hasn't changed over the years and the young know they will be held responsible for the protection of the world and peace within it.

Religion

Comparing the numbers with the grandparents' data, big differences are not apparent regarding church affiliation. The majority of Austrian (90 %) and Hungarians (83 %) are Catholic and the majority of Norwegians (77 %) are Protestant. We could find differences in frequency of praying. Almost one third of the pupils don't pray. Two thirds pray sometimes or in difficult situations. The Hungarians are the most diligent in going to their church regularly (47 %) and half of the Hungarians say that religion is important in their life. The majority of Norwegians and Austrians go to their church sometimes and say the religion is not very important in their life. It can be seen that Religious Education decreased compared to 40 years ago. Now Religious Education is undertaken 1-2 in all of the three countries. From this survey it can be seen that the churches kept their importance and the denominations didn't change a lot in each country but the worship changed considerably. Pupils don't go to their church regularly and they think religion is not so important in their life.

OUTSIDE AND INSIDE PHOTOS OF THE CHURCHES FROM EACH COUNTRY

Hungary

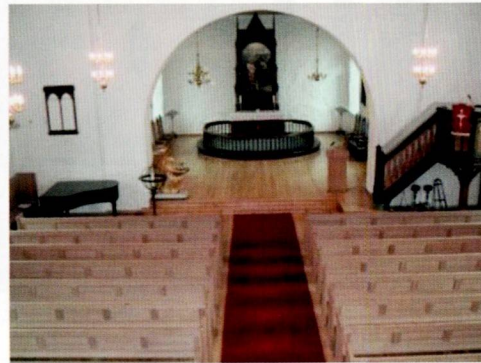
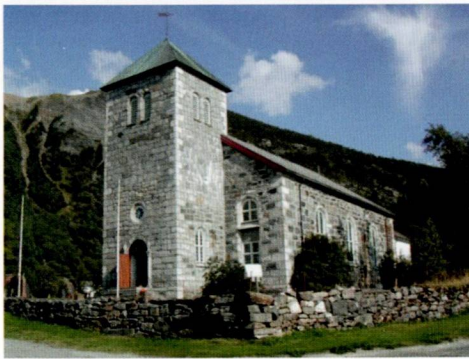


Catholic church of Bóly



Protestant church of Bóly

Norway



Steigen kirke in Steigen



Leiranger kirke in Steigen



Nordfold kirke in Steigen

Austria



Church in Ehrenhausen

TOMORROW

The pupils got the task to make interviews with their classmates. Here are the results of pupils ideas how they can imagine the behaviour and religion of people after 30 years.

The results of the interviews from Austria

How will children behave at school in 30 years?

- They will work with laptops and they will behave as today. They will have only lessons at home on their computers. They will have more aggressions because of the modern technologies.
- Lessons will end before 12 o'clock. They will not have books.
- Children will not be educated by their parents anymore, they behave without respect and they will be violent.
- There will not be many teachers because they are learning on their computers.
- My children will be helpful, polite, careful, respectful and reliable. They will be in the same way as I because I was educated with the same aims and I give these aims to my children.
- They will be normal.
- They will behave well; they will like school because everything is electronically.
- They will work diligently, because otherwise they will not get any jobs.

How will people behave in streets in 30 years?

- They will drive solar-cars. They will not their comrades and they will not help each other.
- I am sure they will be more content, quieter; times will come where all people will more live in the same way as our grandparents. Everybody will be content with this he has got.
- There will be less traffic, but more people outside on the streets. There will be less pollution.
- They will be very arrogant; nobody will take respect on the others.
- In 30 years they will not greet anyone in the streets, they will throw the rubbish on the roads, and they will be unfriendly to each other.
- They will be in this way because they will not have seen another way of living in their families. There will only be little people who are polite and okay.
- There will be more violence on the roads, there will be fewer cars. Because of the exhaust fumes and diseases we will only go out with protective clothing.

Will people go to church in your village in 30 years?

- No, they all will be without any confession.
- They will go to church; I hope they will stay religious.
- Some people will go to church, probably older ones.
- Older ones will go to church with their grand children.
- Only few people will go to church.
- I think we will live like our grandparents and go to church.
- In 30 years not so many people will go to church, perhaps there will even more people go to church and pray for better times.
- They will go to church once a week.
- There will be more elderly people, so more people will go to church.

If they will, why, if they won't why

- Yes: Because they believe in god. Because it is a custom. There will be religious people at any time. People will go to church, because there will be a must for them to go to church once a week – on Sunday. Of course their parents will accompany them, mainly their fathers because their mothers will prepare dinner. The believing in god will never die, because they believe in a life after their deaths.
- No: They will have to work a lot, and they will not be interested in god anymore.
- Younger people will like more to sit at their computer screens. People will change their religion more often than today. In their lives materialistic affairs will be most important.

Will Religious Education and Ethics be in school in 30 years?

- No, there will not be any religious lessons at school.
- There will be religious trainings so that children can learn about the real important things in life.
- There will be ethics education but not religious lessons any more.
- There will not be a religious education at school because there will be to many different religions in the countries. To take into consideration this fact there will be ethics lessons.
- But less than today.

- Perhaps religion lessons will be given in churches by priests.
- There will be religion lessons – for each religion special teachers.

The results of the interviews from Norway

How will the children behave at the school in 30 years?

- Worse
- They will be more uptaken of clothes and money, and will go together in gangs
- They don't need to go to school, because computers have taken over
- No respect for the teachers
- Better, because of more competition in the job market
- Like now
- Pupils will be brainwashed by the teachers
- They will be stubborn, spoiled and rude
- Very rude
- Not doing there homework

How will people behave in the street after 30 years?

- Very bad
- Gang riots
- Like they do now
- Good
- Behave mad
- Go together in gangs
- Like now
- There will be many killings
- Lot of drug dealers

Will people go to church in your village in 30 years?

If they will, then why?

- Yes, because it's a tradition
- Yes, there will still be religious people
- Yes, like today

If they won't, then why?

- No, because it, too boring
- No, not in Norway because there will very few religious people
- No, because they will have proved that God never have exist
- No, they will go in Mosque
- No, because people will be more lazy

Will Religious Education and Ethics be in the school after 30 years?

- No, because it will be gone
- It will always be important
- Yes, but it will under the subject "History"
- Just ethics
- No, just Islam and Norway will be named Iran 2
- Maybe in some schools

- Yes, like now

The results of the interviews from Hungary

How will children behave at the school after 30 years?

- They will behave worse.
- They will be more undisciplined and insolent.
- They will be more aggressive.
- They won't go to the school, only to take their exams.
- They will learn at home with the help of the computer.
- Only one pupil thinks that they will behave better.

How will people behave in the street after 30 years?

- People won't greet each other.
- They won't be polite.
- They won't help to unknown people.
- They won't walk in the streets, because they will go only by cars.
- They will be impatient and rude.
- People will be in a hurry.
- They will be nervous all the time.
- They won't help to old people.
- There will be a lot of beggars in the streets.
- One pupil thinks they will behave polite and educated and well.

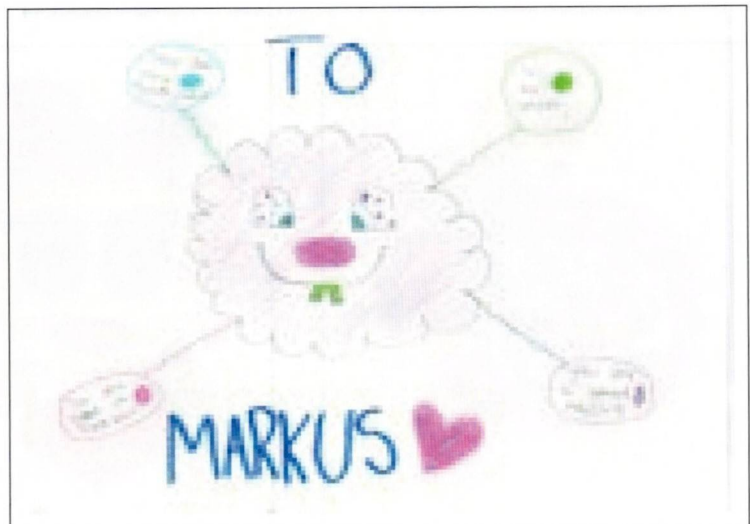
Will people go to the church?

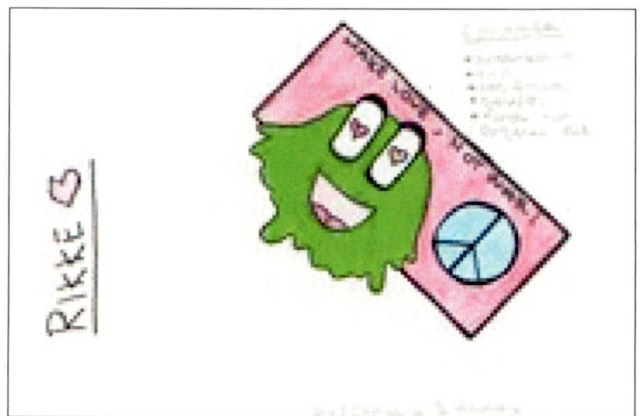
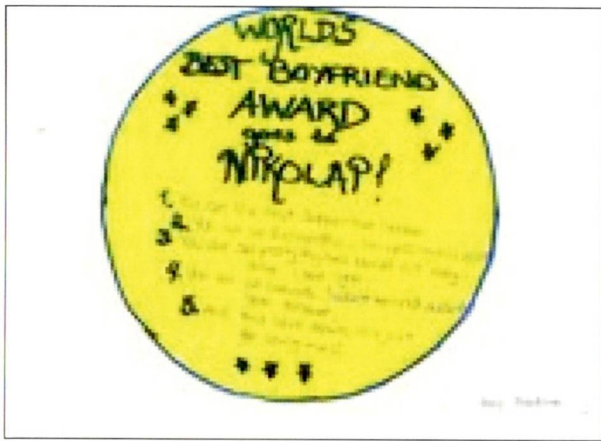
- People won't go to the church.
- Only old people will go, because they will not be interested in religion.
- Religion won't be important for them.

Will Religious Education and Ethics be in the school after 30 years?

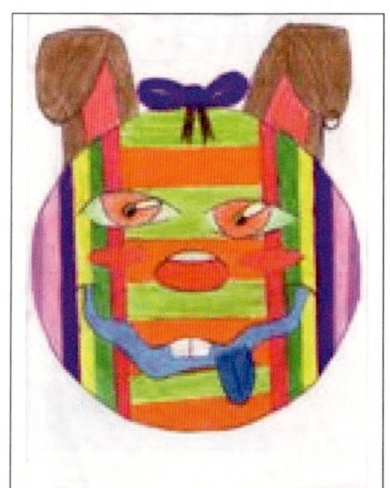
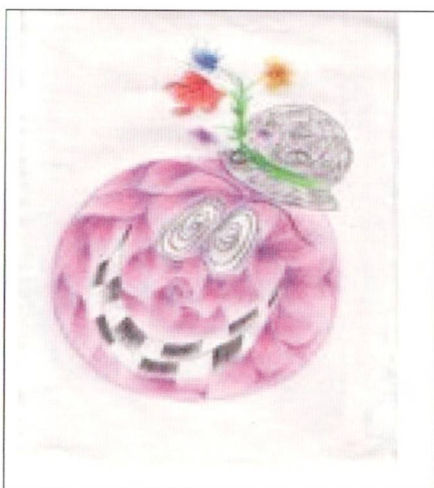
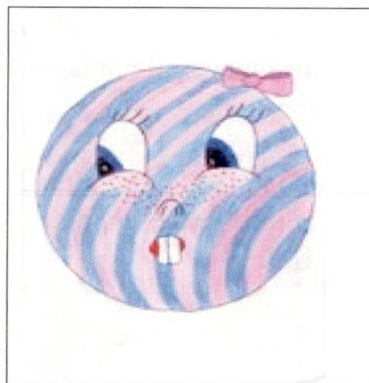
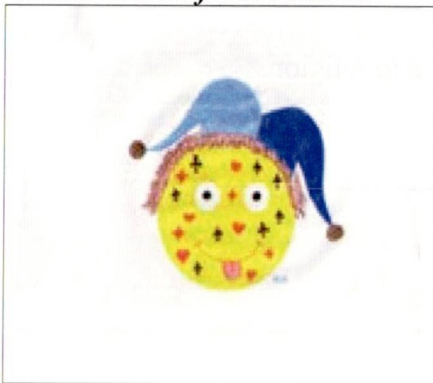
- They think there will be RE and Ethics at schools.
- But fewer pupils will attend RE.

Smile medals from Norway

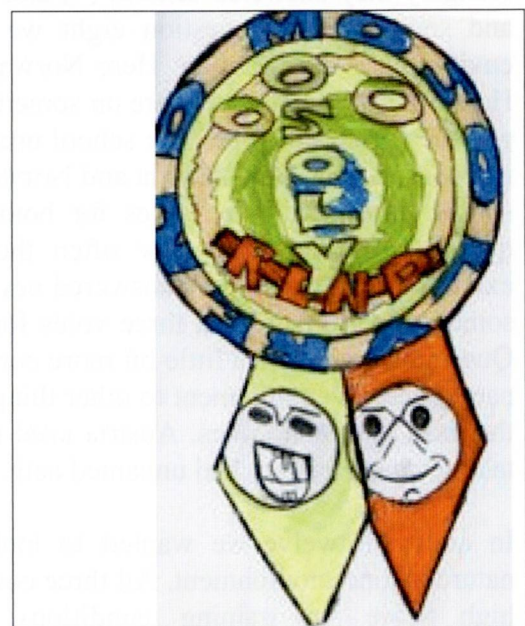
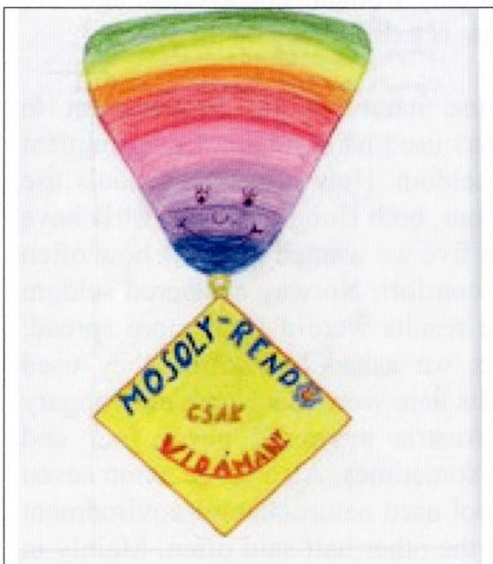
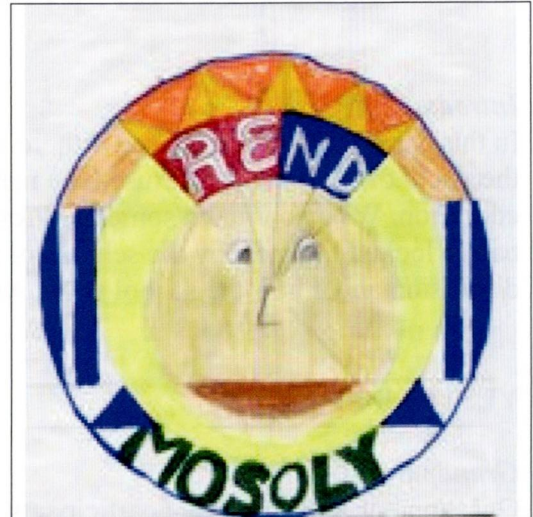
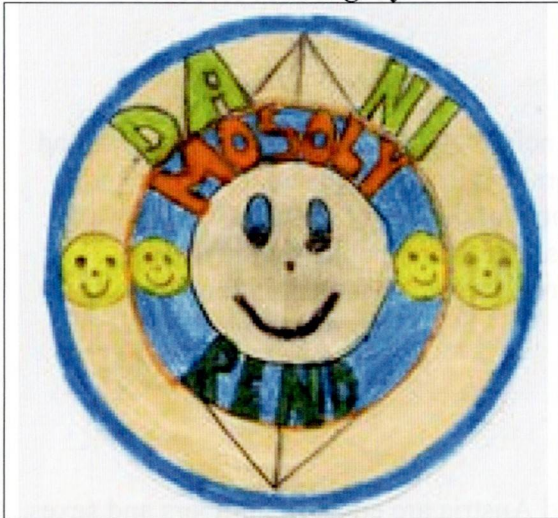




Smile medals from Austria



Smile medals from Hungary



This chapter was worked out by the team from Hungary.

CHILDREN/YOUTH; NATURE/NATURAL ENVIRONMENT

Introduction

In this chapter we wanted to see if there was any differences between grandparents, parents and the youth of today, how they used the nature or the natural environment to support the school education. We also wanted some pictures to illustrate some of the use of the nature, or how the nature looked like near by the schools of the participants. At last the pupils should make a discussion about how the school would use the nature or natural environment in the future.

YESTERDAY

Grandparents

Question one shows that the participants of Hungary and Austria are equal in numbers and sexes, with three men and five women, while Norway has three and only women. The average ages are just 58 years in Hungary, 69 in Austria and 72 in Norway. That is a difference on 14 years.

In question three we asked how often the school did use nature/natural environment to gymnastic. Austria answered that they often or sometimes has used nature/natural environment to gymnastic. Norway and Hungary have highest score on seldom. How often the schools use nature/natural environment to outside classroom in question four, both Hungary and Austria have answered seldom, while Norway answered never. In question five we wanted to know how often the school used nature/natural environment to coziness and comfort. Norway answered seldom and never, while Austria did it sometimes. In Hungary the results were a little more spread: Seldom two, sometimes two and often four. Question six we asked how often they used nature/natural environment to being social together. The results here were much spread. Hungary answered seldom two, sometimes four and often two. Austria answered never four and sometimes four. Norway had one on both never, seldom and sometimes. Also on question seven we got very different answers. We asked how often the school used nature/natural environment to study the nature. Half the group in Austria said never and the other half said often. Mainly in Hungary they answered seldom (4) and sometimes (3). Norway had one on both never, seldom and sometimes. In question eight we asked: How often did the school use nature/natural environment to rewarding. Here Norway answered never and Austria sometimes on all votes. Hungary had the highest score on sometimes (4). Never got two votes and both seldom and often got one score. How often the school used nature/natural environment to excursion, we asked for in question nine. Both Austria and Norway mainly answered never. Hungary was a little bit more spread. They had three votes for both seldom and sometimes, and two votes for often. In question ten we asked how often the school used nature/natural environment to visit art exhibitions. In Norway all answered never. In Austria one half said never and the other half said sometimes. Hungary had three votes for both seldom and sometimes, and two votes for often. Question eleven was a little bit more complicated. There we asked for how often the school used nature/natural environment to other things (that were not mentioned above). We wanted to know the most common things. Austria used nature for sport and health. Norway used the nature for taking trips. Hungary had unnamed activities and had distributed the scores on all alternatives.

In question twelve we wanted to look closer on how the schools used gymnastic in the nature/natural environment. All three countries had a high score on team play. Austria also had a high score on training conditions, while Hungary had a high score on jogging. Competitions/tournaments were quite common in Hungary and a little bit in Norway too, but not in Austria. They did some training strength both in Austria and in Hungary, but not in Norway.

Walking trips had quite a good score in all three countries. Austria had some score on swimming and Norway on go skiing. In question thirteen we asked when the school used nature/natural environment to outdoor classroom, what was it used to. Norway had no marks here. Austria had attached important to performance while Hungary had done it to group work. They differed a lot in the other alternatives too. When the school used nature/natural environment to coziness and comfort, what it was used to then, we asked for in question fourteen. All three countries were very similar in entertaining, make a bonfire and play games. Play games was very popular in all three countries. Hungary and Austria made a good score on making food. Hungary also made a good score on competitions. In question fifteen we asked when the school use nature/natural environment to being socially together, what was it used to then. Just be together is preferred in all three countries. Lowest score for all was taking the family with. Then we asked in question sixteen when the school used nature/natural environment to study the nature, what was it used to. Study animals and birds and study plants and vegetation were most popular in all three countries. The other two alternatives were very similar in score. Both Hungary and Austria had highest score on go to excursions, while Norway had no scores here. Norway had a high score on reward for something, and both Austria and Hungary had middle high score here. In question eighteen we wanted to know how much they thought their school used nature/natural environment. None of the schools had any score on too much. Hungary had the highest score for enough and both Norway and Austria highest score for too little. In question nineteen we wanted to know were people lived. Here the results were much spread. Almost everyone in Hungary grew up in a village, while most of the people in Austria and Norway grew up on the countryside.

Parents

Numbers of participants were quite different in the three countries. Hungary had nine, Norway fifteen and Austria twenty-two. Most women had taken part in the questionnaire. That was common for all three countries. Average ages were almost the same: Hungary 40 years, Norway 45 years and Austria 43.

How often did the school use nature/natural environment to gymnastic? Norway and Austria had similar in sometimes. When we looked back at the number of the participants in Hungary and Norway, they were similar often. Here had Austria a higher score. How often did the school use nature/natural environment to outside classroom. It was accordance between Norway and Austria in the score of never and often, both zero on often. They also had high scores on sometimes, especially Austria. Seldom had a middle score in all three countries. Hungary had dispersion on the other alternatives. How often did the school use nature/natural environment to coziness and comfort? Sometimes and often were very similar numbers for all the three countries. Hungary differed in seldom but there is accordance between Norway and Austria. How often did the school use nature/natural environment to being social together. Sometimes and seldom were the most preferred answers from the three countries. Parents from Austria scored highest on seldom. Hungary and Norway had a relatively high score on never, Hungary had no score here. How often did the school use nature/natural environment to study the nature. The answers were a little different here, sometimes had the highest score in all countries. Austria had a high score on never, while often was similar in all three countries. How often did the school use nature/natural environment for rewarding? Never had the highest score from Austria and Norway, while often had a very low score from all the three countries. We like all to be rewarded and maybe we seem reward is given too seldom. How often did the school use nature/natural environment to excursions? Excursions were not so common in Austria and Norway. Sometimes was very similar in all countries. Austria and Norway also scored high on seldom. How often did the school use nature/natural environment to visit art exhibitions. Austria and Norway scored highest on often. Hungary had the same score on often, sometimes and seldom and no score on never. Norway had no score on never, exhibitions were popular in all the three countries. How often did

the school use nature/natural environment to other things that was not mentioned. The countries differed a lot in the activities, Hungary had picking flowers and Norway had picking berries, while Austria had school outing and music as activities.

We wanted to study some of the subject more deeply. And then we asked: When the school used nature/natural environment to Gymnastic, what was it used to then? The results were very similar for the three countries. Austria had lot of swimming. When the school used nature/natural environment to Outdoor classroom, what was it used to then? Austria had only score on studies and project work, while Hungary and Norway had scored on all activities and had a very similar result in group work and studies, but differed in project work and individual work. When the school used nature/natural environment to coziness and comfort, what was it used to then? All the participants scored high in competitions and entertaining. Norway and Austria were similar in doing nothing. Making food had a low score for all. Playing games were very popular for all three countries. When the school used nature/natural environment to being socially together, what was it used to then? All the three countries were similar in the score. Pupils wanted to get to know each other and the teachers better, but almost none wanted to take the families with them. When the school used nature/natural environment to study the nature, what was it used to then? The countries are very similar in score of studying animals and birds. All the three countries are interested in plants and vegetations and looking at the shape of the landscape. When the school used nature/natural environment for rewards, for excursions, to visit art exhibitions or other things, the result were very similar for all of the three countries. All three countries had high score on rewards and excursions, and low score on visiting art exhibitions and other things.

And then we asked how much they thought their school used nature/natural environment? The three countries were in accordance with each other. Most participants thought that nature was used too little. On the question what kind of surroundings the school was located in, the answers depended on where the schools were situated when the parents went to school. Both Hungary and Austria had a high score on typical small town, while Norway had high score on countryside. On the question what kind of nature dominated mostly in their municipality, the scores were quite natural. Steigen was surrounded by mountains and situated by the coast. Bóly had the Puszta as neighbor, with flat country and hills. Austria was a hillside country. On the two last questions we asked what the biggest advantage was and the biggest drawback was, with the school situated where was?

Good things:

- It was in the center of the town.
- It was well-equipped.
- It lay next to the swimming pool and sports-fields
- It had a big yard.
- It could be reached easily.

Bad things:

- The traffic was big.
- Children had to travel by bus to get the school from nearby villages
- Its building was together with the secondary school.

Summary:

All the three schools were situated in the center and that was an advantage. The nature was nice. The common drawback was long bus rides. Comments to the answers: All in all we are alike in many ways where ever we live in the world.

Hungary - yesterday



Norway - yesterday





Austria – yesterday





TODAY

The youth

In this questionnaire Hungary had 30 participants, 17 boys and 13 girls. Norway had 41 participants, 17 boys and 24 girls. Austria had 29 participants, 10 boys and 19 girls. Hungary and Austria have almost the same numbers of participants, while Norway has 11 and 12 more. In Austria and Norway most girls are participants. The ages of the Hungarian and the Austrian were 13 and 14 years old, while the Norwegians were 14 and 15 years old. The youth from Norway are one year older than from the other two countries. Maybe it will influence the result.

And then we started with the asking. All the following questions had “never”, “seldom”, “sometimes” and “often” as alternatives. How often did the school use nature/natural environment to gymnastic? Austrian youth answered mostly sometimes, while Norwegians and Hungarians are using often as their answer. In Norway we used very often nature to gymnastics activities. Next question was: How often did the school use nature/natural environment to outside classroom. Here it was accordance between the three schools. Never was the highest score. Seldom was ranged as number two. Seldom number three and often number four. The conclusion

must be that young people like to be outside in school time. How often did the school use nature/natural environment to coziness and comfort? Never had almost the same score from all the three countries. Hungary scored highest on sometimes. Austria and Norway scored highest on seldom, all scored lowest on often. So do we have to think about doing more comfortable things when we stay outside. How often use school use nature/natural environment to being social together. Sometimes and seldom were the most preferred answers from the three countries. Pupils from Austria scored highest on often and they had more genuine answers on the four alternatives Hungary and Norway preferred to say sometimes and seldom. Maybe Austrian people are more social than Hungarians and Norwegians. How often did the school use nature/natural environment to study the nature. The answers are very similar for the three schools. We must have the same opinion about study the nature all of us. How often use school use nature/natural environment for rewarding. Never had the highest score from Hungary and Norway, while Austria had a very low score. The other three alternatives were very similar for all three countries, seldom had highest score. We like all to be rewarded and maybe we seem reward is given too seldom. How often use school use nature/natural environment to excursions. There were relations between Hungary and Austria in all alternatives, while Norway had highest score for seldom. Maybe they have better opportunities to go to museums; they have things near by, while Norwegians must travel to nearest town which is far away. How often did the school use nature/natural environment to visit art exhibitions. Austria and Hungary scored highest on seldom. Hungary had a high score on sometimes too. Norway had no score on often, but had a high score on never. I think Austria and Hungary have the best opportunities to visit art exhibition. Pupils in Norway have not the same opportunities because of we are living far from towns where the exhibitions are. The last question in this part was how often the school did use nature/natural environment to other things. Hungary had only one activity, which was unnamed. Norway had two, but the scores on sometimes and often and only two? Austria had two activities, break and excursions work with teachers.

We wanted to know more deeply about how the schools used nature/natural environment to different activities. And then we asked: When the school used nature/natural environment to gymnastic, what was it used to? Was it used to training strength, training conditions, team plays, competitions/tournaments, jogging, walking trips, go skiing, swimming, rafting, football, ion jumping or other things? The results were very similar for the three countries. All three countries had a high score on jogging and team play. Norway differed in go skiing. I think it is because it has been and it is a very popular tradition I Norway. Norway has long winters so go skiing is very popular. When the school used nature/natural environment to outdoor classroom, then they used it to; teaching, performance, group work, project work, studies or individual work. All countries had a rather high score on group work. Norway and Austria had high scores on project work but Hungary very low. Austria was highest on group work and project work, while Hungary was highest on group work and studies. Norway had a constant score on all activities without performance with no score. When the school used nature/natural environment to coziness and comfort, then it was used to; do nothing, competitions, entertaining, make bonfire, make food, playing games or football. Norway scored high on all activities. Competitions are popular in all the three countries while bonfire is not so popular in Hungary and Austria. When the school used nature/natural environment to being socially together, then it was used to; just be together, pupils get to know each other better, pupils and teachers get to know each other better or taking with family and get to know them better. All the three countries were similar in all the score. Austria seemed to be more occupied with taking the family with them. When the school used nature/natural environment to study the nature, then it was used to; study animals and birds, study plants and vegetation, looking at the shape of the landscape, looking at the relations between city and countryside or study ocean and water. Hungary and Norway were very similar in score of studying animals and birds. All the three countries were interested in plants and

vegetations while Austria and Norway were similar in their answers for looking at the shape of the landscape. When the school used nature/natural environment to things like reward for something, going on excursions, visit art exhibitions, taking trips in the nature or swimming, we got the following answers. The results were very similar for all of the three countries. The exceptions were Norway which scores zero on visiting exhibitions, and Austria which also scored zero on taking trips in nature.

Next question was how much they thought their school used nature/natural environment. They could choose between the alternatives; too little, enough or too much. The three schools are in accordance with each other. Most pupils think that nature is used too little. And then we asked: What do you think the school ought to use nature/natural environment to, or even more to? The alternatives were; gymnastics, outdoor learning, coziness and comfort, being socially together, study the nature, excursions, art exhibitions or rewarding. Here we had a high score for all the three countries for gymnastics, outdoor learning and study the nature. Norway and Hungary had high score on coziness and comfort. Pupils in Norway were very concerned with social life. What kind of surroundings there was around school was the next question. Was it typical city, typical small town, village or countryside? All pupils from Norway have given the same answer: countryside and that is real, the school is situated in the countryside. Hungarian pupils answered all small towns, and we agree Bóly is a small town. In Austria they were more unsecure. Some of the Austrians wanted to call Ehrenhausen a small town, and some wanted to call it a village. What kind of nature dominated mostly in their municipalities? They could choose among mountains, forest, flat country, hills, lakes, oceans or other. The scores were quite natural. Steigen is surrounded by mountains and situated by the coast. Bóly has the Puszta as neighbor with flat country and hills. Austria is a hillside country.

On the two last questions we asked what the biggest advantage was and the biggest drawback was, with the school situated where was?

Good things:

- It was in the center of the town.
- It was well-equipped.
- It lay next to the swimming pool and sports-fields
- It had a big yard.
- It could be reached easily.

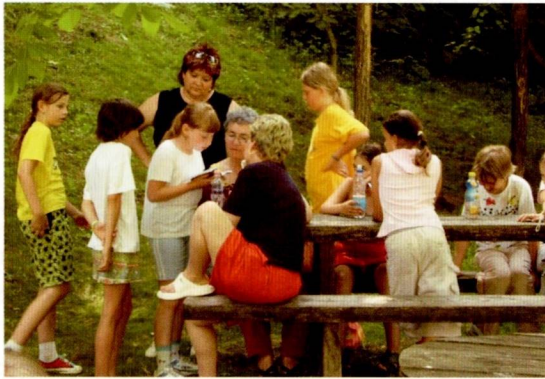
Bad things:

- The traffic was big.
- Children had to travel by bus to get the school from nearby villages
- Its building was together with the secondary school.

Summary:

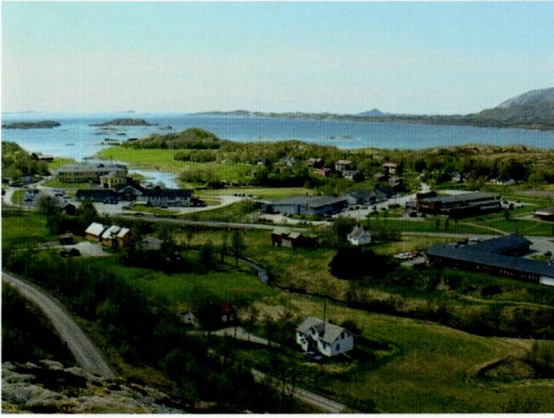
All the three schools were situated in the center and that was an advantage. The nature was nice. The common drawback was long bus rides. Comments to the answers: All in all we are alike in many ways where ever we live in the world.

Hungary – today



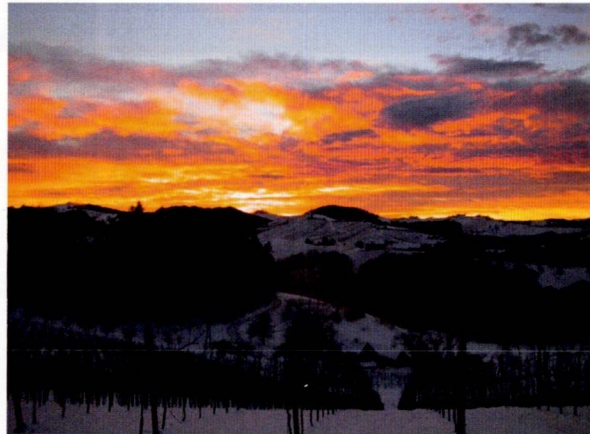
Norway – today





Austria – today





TOMORROW

Hungary

How will the coming youth use the nature and natural environment in our area?

- The youth will go out to the nature more often, because they will realize that doing exercises and relaxing in the nature is very important for them.
- The protection of the nature is getting more and more important.
- Dropping litters will be seriously punished.
- The youth will plant trees.
- People will grow bio plants in their gardens.
- The future generation won't be able to walk in the forests because there will be a lot of infected ticks everywhere.
- They won't be able to walk into the forests because of quads.
- They won't be able to go out to the nature because of the air pollution

- In summer they won't be able to go out to the nature because of the heat and the harmful sun-rays.
- There will be more factories, stores and blocks of houses around our town. Our town will get bigger.
- The forests will be destroyed by acid rains. There won't be any forests around our town.

Norway

How will the coming youth use the nature and natural environment in our area?

- Computers will replace the nature more and more.
- We will use more of human built fields and the nature less.
- We will use the nature more.
- Other activities will replace the using of the nature.
- The authorities will force us to use the nature more.
- We will use the nature less private and more at school.
- People from cities will use the nature lesser.
- Computer programs will be used instead of books.

Austria

How will the coming youth use the nature and natural environment in our area?

No good future:

- A using of the original nature will not be possible any more, we will live under domes made from glass which give us shelter, plants will be planted under the surface with artificial sun light, we will live in cellars, and nobody can go outside without carrying protective clothing.
- There will be no natural playgrounds, these all will be artificial, coordinated electronically, there will not be many parks, nearly no trees.
- Children will not play outside, they will play in a virtual nature with computer games (PC, play station, TV, and so on).
- Children will not go to school anymore, they will learn with multimedia means like TV or computers.
- There will be less wood, urbanization will grow, everything will be built up, pollution of the air will increase, we will produce more rubbish, the ice of the poles will melt, we will have a lot of floods, people will use gas masks when they go outside.
- The consumption of drugs will increase – many people will live in a dream world.

Good future:

- “We will enjoy nature like a piece of chocolate” – nature will be for recovery, relaxation and recreation.
- Our natural surrounding will be clean as we will use alternative forms of energy, we will have less CO₂, water will not be wasted, less water polluted, woods will be playgrounds, animals will be protected, and we will enjoy the peace inside the woods.
- We will eat fruits from the local farms, most things will be produced by organic farming, nature will be protected, and everybody keeps to rules.
- We will use public transport and we will not use our cars so much, we will walk or ride our bikes, we will go on walks with our parents.
- Rubbish will be gathered carefully, separated and recycled.

This chapter was worked out by the team from Norway.

EXPERIENCES OF THE PARTICIPANTS

THE HEADMASTERS

Steigen

In a turbulent world it is of great importance that people do not make false pictures of those who live in other regions or countries. A Comenius project is an important tool to connect people in a positive way, and make them learn from each other, eliminates misunderstandings and myth buildings.

Misunderstandings and myths start with the children and the young, and in this aspect we are happy to participate *with pupils* from the three countries. There is no doubt they have learned a lot about life in school, and about lifestyle, history, and surroundings in the municipality where their new friends live. Another benefit is gaining confidence in using a second language

As a head teacher I have followed the project, and have been lucky to have one trip to Austria. I have participated in the arrangements we have had in our municipalities, and it has been a pleasure to discuss school matters and have a social time together with very skilled school people. All studies show that if the leaders of the school follow a project closely, it has better chance to have a good outcome.

The project has been connected to grade 8 and grad 9 and the teachers having those classes.

As a whole the project has been a success, but if we should put on critical glasses, the project could have been stronger promoted to all teachers, politicians, web-page and local newspapers.

Aasmund Gylseth
Headmaster
Steigenskolen, Leinesfjord

Ehrenhausen

The Comenius project with our partner schools in Hungary and Norway was an important part of our pedagogical work within the realization of our educational mission and constituted an essential contribution to intercultural learning. With the project theme „European – Yesterday – Today – Tomorrow“ did not only an involvement with the history of Europe take place which was based on the participating regions of culture, but also the realization of a living school partnership beyond all borderlines to a common Europe. All in this project participating teachers and pupils from Norway, Hungary and Austria got an exchange of knowledge and experiences with other people, cultures, and different systemes of school education and brought in those experiences into their teams. Especially worth mentioning was the participating and assistance of the pupils in this project – unforgettable the intercultural week a tour school with pupils from Norway, Hungary and Austria in Ehrenhausen in the autumn of 2008!

Michael Raid
Headmaster
Hauptschule Ehrenhausen

Bóly

Almost two years has passed from our first meeting. We waited the Norwegian and Austrian colleagues with full of excitement in autumn 2007 in Hungary, where we were talking about the two years' project possibilities. I could see the Comenius project work closer when I took part in Norway project-meeting together with four pupils and with my two colleagues.

Now we write May 2009 and we have met the teachers again. The pupils have met for the third time in our country. Before it they worked, did sports, cooked together in the summer in Norway in autumn 2008 in Austria. A lot of things happened between their meetings, because they worked together by e-mails and got to know a lot of knowledge each other's countries, about their families, fashion, food customs. They exchanged these information in English, sometimes in German language. The children became familiar with each other's family, school and teachers. Three countries which are situated in three different parts of Europe: the common language and thinking, being familiar with each other countries and surroundings brought closer the teachers, pupils and families who live thousands of kilometres far from each other. All of us became richer by this project and we feel not only by our mind but our heart, that the humanity, culture, inheritance of Europe is formed by us too.

Our pupils know and feel the present is the continuity of the past, the future is the universal multicoloured culture of Europe. Many thanks for the inestimable worths of the two- years project to the Norwegian to the Austrian and to the teachers, parents and pupils of Bóly. I think of the common work and days with deep respect.

Bischofné Blandl Mária
Headmistress
Bólyi Általános Iskola

THE TEACHERS

Ehrenhausen

When I was born in the late 50ies of the last century I was set into a world when the first immigrant workers went to Germany and I experienced the masses of cars and the traffic jams at the borderline to Yugoslavia in the 70ies when they were travelling home to the Turkey, to former Yugoslavia at Easter time, Christmas time and holiday time in summer. And I had first contacts to these people when I was a child as I always had been very curious and extroverted. The next was that my parents went on holiday with me to Italy or Yugoslavia in summer – so I had a lot of experiences with foreign countries and people before I had finished school. From the age of 18 I started travelling a lot on my own, using interrail tickets and my car. I always talked to other people a lot, I was curious about their experiences, points of view, their habits and so on. The more I got to know, the better. And I experienced that people everywhere had the same feelings, the same ideas, the same wishes, the same desires and the same troubles and that everywhere most people were very likeable and in the same way there everywhere were some people who were no good persons. When our school started working on Comenius projects I was the first who was very enthusiastic and I was one of the first teachers who started working in these. Of course the EU is a big program of economy, too, and they made decisions which sometimes many people did not understand – but aren't these the same problems in Austria, too? But for the singular citizen this EU has some very important advantages: It is a very big chance for living in peace, it is a „global player“ in environmental protection, as an economic area and many more. The politicians made contracts to join the countries, they broke down borderlines – I think in this affair they did a good work – but now we must use this chance, we must cross these open borderlines, we must come closer to each other – all the Europeans and this process can more easily be done by and with pupils. Pupils are the future; pupils and school are the best disseminators for everything, so also for this large and open Europe. Beside this I am convinced that future problems cannot be solved by singular actors, these problems will only be solved by big players. I am a little teacher in this system and I am very enthusiastic doing this Comenius job with my pupils, and I help them to cross borderlines, to lose doubts, to reduce prejudices, to prepare themselves in skills and languages so that they will be ready for a good, satisfactorily future in our bigger home that is called Europe. Especially for this project I can tell how big my pleasure was seeing the pupils from three nations being together, understanding themselves, having fun, a lot of contact with the host families and much more. I think it was a big step for us all – pupils, teachers, parents – towards a hopeful and good future in a (our) strong and peaceful common Europe.

Karl Reger
Teacher
Hauptschule Ehrenhausen

This Comenius-project has already been the third I was allowed to be part of it. The big difference to the other projects was that not only teachers but also pupils from all partner countries had the opportunity to participate at the mobilities. This had a favourable effect to the project work. Their interests in working with the topics existed already, because of the relationship to the pupils, parents and teachers in the partner countries. All the pupils worked diligently in their works: filling in questionnaires, making interviews, writing essays, creating drawings and models, collecting photos and holding talks with other persons to different topics.

Another important aspect of these exchanges was the experience in the host countries. All the pupils and teachers were hosted very friendly. This meant to be a big difference in getting to know countries and their people. I like to travel very often and I am interested in different manners in different countries. The contact to the people of our partner schools, the time we worked and we lived together was very intensely and when we left, we left as friends and not like tourists!

My working in the project has given more energy back to me as I have invested. I have found a source of energy I will never forget!

Renate Kraner
Teacher
Hauptschule Ehrenhausen

Steigen

Two years with project work is almost finish. This project started in August 2007 with planning. We were three participating countries, Hungary, Austria and Norway. It has been a lot of hard work, but very interesting too. In the origin we were supposed to be seven schools in this work and should work out one topic each. We ended up with three schools; from Hungary, Austria and Norway – but all the seven topics had to be fulfilled even if we were three partners. That gave us of course a lot of work to do.

The cooperation has functioned very well. All countries had their topics to solve in the way they thought would be the best. We had to do examinations for each others and send the results to the responsible country for that topic. We had a little problem with documents that were to big for the e-mail, but we found a way so we managed it and mostly in time for the deadline. And when we think that this is a work that was meant for seven schools, but worked out of three schools, I think we have done a very good job.

Another part I'm also very proud of is that we have had a lot of pupils travelling in the project between the three countries. All in all we have had 34 pupils and six teachers travelling during the two years. To watch the pupils from three different countries working together has made me sure that this is a very right way to increase the understanding and cooperation between countries. This is how to build bridges between countries. Pupils have got friends from another country for there lives.

The work is not a scientific work, but all the information has been treated like scientific. And the results have given us a lot of information about the similarities and differences between the three countries. The teachers have been working quite close and the cooperation has been very good. If I get the chance again, I'll do it again, even if it is a lot of work. Thanks to all of you.

Roger Eriksen
Teacher
Steigenskolen, Leinesfjord

This project started in August 2007 with planning. We were three participating countries, Hungary, Austria and Norway. And I looked very much forward to work with the project because I knew I would learn very much trough working, with people and pupils from foreign

countries. Hungary has been a closed country until 1989 with a long and interesting story and that made it very special for us, and I have learned a lot about its history.

In the project we had the opportunity to take some pupils with us it became more interesting to see how they cooperated in sport, schoolwork and free time activities and how they behaved as guests in foreign homes. How they communicated with each other without knowing each others language and how they had to use body language and some English. The importance in this project has been the pupils' connection with each other, how they became friends and how important it are to be friends even if people live in different countries. As teachers we have had the main responsibility for them on their trips, but they have behaved very well and have made friendship with other pupils as well as parents and grandparents. And I think that will last their lifetime. They have also had the experience that there are any borders between countries, just in peoples.

The work has been divided equally between the partnership and we have worked serious and good together. And it has been a pleasure to learn to know the nice teachers and other people from these two countries and I think we are friends for ever.

Marthe-Rita Kristiansen
Teacher
Steigenskolen, Leinesfjord

Bóly

I took part in Comenius project for the first time. The youth from different countries with different cultures and languages could be familiar with each other in this project. They spoke a common language and during the common programmes got closer to each other and could see the world in other aspects.

In this project we worked on such topics which characteristic and important for the future of Europe. We compared the present circumstances with the past and got conclusions for the future of Europe. The two years work together proves that ispite of the great distances the cooperation can be productive .

I think the most effective were the project-meetings, where the pupils from different countries lived as guests at the host families and could get to know the weekdays of them, could go for common trips and worked on project tasks for a week. This project provided us good possibility to work together with the pupils, parents and teachers and we could also involve other economical and social participants into it.

Over the knowledge of each other's life, this project was an excellent language practise too. As our country is not so developed among the EU countries I think it was extremely important that our pupils could take part in this programme, because otherwise not every pupils could travel abroad and could be familiar with the life of youth of other countries.

I think our working together was successful and as a teacher I had great time during the project-meetngs.

Győriné Meiszter Katalin
Teacher
Bólyi Általános Iskola

I took part in Comenius project for the first time. From the seven countries which gave the applications remained three which got the permission from their National Agencies to take part in this project and we had to work out six topics altogether. I think this was a lot to do.

The cooperation was harmonious among the three countries, it was very good that Austria took part in such project for the fourth time and they could help us in our work. With the help of Comenius project I could visit a so wonderful and far country as Norway and the beautiful mountains of Austria. I could have a glance at their everyday school-life, family life and we became real friends throughout our work. I think the project-meetings were really effective, where we could involve to our work the pupils and parents too. As guests our pupils could experience the life of other countries for a week and this meant for them a lifelong unforgettable adventure.

We got a lot of information of each others families, traditions, spare time, food customs through doing the questionnaires and exhibitions and beside these, the common talking and programmes helped us to understand each other better. The project was very good for the pupils to practise and improve their English and German language skills and it also provided good possibilities to renew and improve my language skills and forced me to practise and learn working on the computer. This project opened new windows to Europe and through these windows we got acquainted each other better.

Bíróné Rudolf Mária
Teacher
Bólyi Általános Iskola

PUPILS AND PARENTS

Steigen

I think it was very nice to have a visitor from Austria. She was a lovely girl which we learnt a lot of, - and had a lot of fun with. It's a nice project, but may be to busy for the children some days.

Astrid

It was very interesting and cosy to have Maria as a visitor in our home in Norway. We talked English together all the time and that was good practice for us, the result was that we learned more English. She became exited about the ocean and our sea shore. The first evening we took her with us to our famous beach; "Brennviksanden". She filled her pockets with shells. After that we went hunting crabs that were very funny. To have her as a visitor was very pleasant because she was so impressed by our nature. Our nature is quite natural for us. When we were in Austria we stayed with her grandmother. She could not speak a word English so we learned to understand a little bit German. Her grandma was a very kind person. It was very interesting for us to be there to see their way of life and to see their homes and to see how nature differs from nature in Norway. It was very interesting to see what school was alike and how teaching was carried out. After a week in this country I really missed to see the ocean which we can see every day home. We were on trips out in the countryside so we were lucky to se very much of the country. We drove half across Austria to Vienna. In school they sold food and something for the pupils to drink. We were happy going to the city too.

Silje and Tonje

I think this trip has been wonderful and a big experience for me. In comparison to that we were living with a strange family, but the trip in it self was a big experience. First when I came to Hungary, it was very exciting and I was wondering so much about how the parents were and how the house was. But they were very welcoming to us, and I think it was a great stay. The only problem was that the parents could not speak English, but they were so kind and we solved the problem with body language and through Ingrid who had learned very good English. The food was great and we got a lot of it so we were from starving. It was very different from Norway. We live in a small place but here we visited (for me) big places almost every day, and I will never forget anything of this. In the stores and on the restaurants everything was so much cheaper than in Norway, it almost shocked me. But the thing I was most happy about was that Ingrid was speaking pretty good English and we talked lot with her, but I was very glad that Maren stayed together with me. The program they had prepared for us was almost like a big vacation, but we had to get up very early. My opinion about their school is that the classrooms were very small and the pupils were sitting very close together. I was very surprised that they had a kiosk were the pupils could buy sweets and chocolates. The school building was very nice, and they had a swimming pool near by. Everything in the trip has been a great adventure to me. Many thanks for i could take part in this trip.

Ellen

The trip to Hungary was a nice experience. The family me and Mattias lived with was a very nice family and my thought is that it was the best family we could have gotten in. This was the family of Adam. I think Adam did a good job linking us together and by now we know more about each other and we are good friends. The plan for the week I enjoyed but I did not like the long buss trips. When we went to The Balaton Sea the long buss trip got me exhausted but

To me this trip has been very exciting, interesting and very funny. The program has been very good but I think we had very little time to do things, like swimming in The Lake of Balaton. Anyway it was nice, everything.
Petter

I think it has been very funny in Hungary. I have had a good time here with the family they did so much for us. At The Lake of Balaton we had too little time.
Torgeir

Ehrenhausen

My grandmother was very looking forward to Silje and Tonje. We had bought a lot of things to eat and everything we bought tasted them very well! My mother visited us sometimes to look if everything was ok. They were two very nice guests because we understood each other very well and when they left us we all were very sad.

I had a guest, his name was Balint. It was very nice with him, because he could speak German. My whole family found him very nice. Once, when we had dumplings with plums he told us that his grandmother prepares this food very often, too. He told us about his family a lot and he showed me fantastic games. It was a pity that the week was over so fast. In the beginning I was a little excited but soon we were good friends and my family got used to Balint. We had to speak slowly and exactly but we had a lot of fun together.

My guest's name was Tomas. First he was a little shy and did not speak a lot. But when we all were together (the group) he laughed a lot. This week was unique for my family and me. It was a new experience for us. My father got cleverer in this week because he asked him a lot about Hungary. My mother was happy too, because we could do so much with him. When he had to go home we all were very sad. It was a funny and interesting experience.

We liked Ramona very much. We could talk a lot, but only when my parents were with us she was a little shy. Sometimes it was difficult what I should say to her because she did not speak so much. It was easier when the other Hungarian pupils were with us, however we understood one another very well and got good friends after a short time. My family, too, liked her very much.

My first impression when I saw Fanni was, that we had got a very nice guest and that we would become friends. First she was a little shy and as I am shy, too, we did not speak very much. My mother was nervous, too, because she was wondering what she would like to eat. My mother found out very fast that Fanni ate everything and that she was a nice and friendly girl. When Fanni left for Hungary again we hugged and many tears rolled over our faces.
I am looking forward to meeting her in spring next year!

When they arrived we were waiting for her very impatiently. My family liked her very much and we could talk a lot with her. She all the time was very friendly and thoughtful, and she modest. When she left we all were very sad.

My whole family was looking forward to her arrival, my father, too, although he cannot speak English. We all liked her very much.

Balaton was very nice. One thing I did not like was that the day we went shopping we did not get much time to shop. In Norway things are so much more expensive. The food was very good and Adams mother made good meals for us, breakfast and food to take with us to school.. Everything was very good. I liked the weather but the 2 rainy days I really enjoyed because it was cooler then, only 12 degrees, which is a good temperature for me, in Norway it is 4 to 10 degrees on this time of the year. People here (at list in Bóly) were very nice to us from Norway, they also gave good hospitality. I have got some new friends and I want to return to Bóly, hopefully next year if that is not possible once in the future. I had a very good week here and this is going to be an experience for life.

Paul

My thoughts and my feelings about this trip are that it has been a fantastic experience which I will remember for the rest of my life. The family i lived with has received me with open arms which I valued highly. On this trip I have seen and learnt new things. Almost everything here is different from home- The food, the houses, the gardens and so on, but with all this differences, I have new thoughts and expectancies to my future, new thoughts about how different it really is from to country to country, and from language to language, in traditions and religions. The feeling of being allowed to go together with other pupils on a trip like this is indescribable, but now when we are leaving I am constantly thinking about never meeting this people again. But my hope is very strong that we will keep in contact as long as possible in the future. One thing I also have learnt by being so far from home is to valuable high my family back home. Everything will come in another perspective when being so far from home, as I see it. As said before I hope we can keep in contact and possible meet again in the future, who knows... Thank you for this time.

Cecilie

I have had a nice and positive experience living with Ingrid in Bóly for a week. Her family were very obliging (kind) pleasant. We did not see her father so very often, but he was very nice to us when he was home. When Ingrid was staying with me last year, she went to bed very early, but this week we have been active and up until eleven o'clock every evening so it was no problem getting asleep that I had thought it would be while she went to bed so early. Everything was better than last year; she had learnt very good English and it became easier to communicate and to have a conversation. We have had much fun together and we have been joking very much with each other. Looking at the food it is much alike as in Norway. Everything that I have got has tasted me. Something very strange was that we got chocolate even for breakfast and for lunch. I have learnt very much from this visit and everything has been very interesting.

Maren

My feelings are unbelievable since I was in Hungary. It was a very big experience for me travelling so far with my friends without my parents. To visit a country so different from my homeland, taught me a lot, it differed specially in food, breakfast, dinner and supper, but I liked it. To The Balaton sea was incredible, it was big like an ocean, but it is a lake. Even if everything was very fine, I had a little homesickness sometimes.

Mattias

Klaudia could speak German very well, but in spite of this I sometimes had problems to speak to her because I spoke too quick! We had a lot of fun the whole week. I found a very good friend in her and I am very happy about this. We still have contact to each other.

Bóly

We were very glad that our son could take part in this Comenius programme. We have waited for the Austrian boy's arriving very excited. We became richer with a lot of pleasant experiences during the week. The boys spent a lot of time together. Beyond the organised programmes in the evenings the common board –games, football playings, talkings, brought them closer to each other. My son's communication in English and in German got better. We could spend a very pleasant week with full of experiences and events together with the pupils, parents and the teachers.

Ildikó

Being European in our century doesn't mean only that we live in the heart of Europe. For our children it is natural that we are the member of EU. The borders have disappeared and the Comenius Project opens such a world that means a life-long experience and adventure for them. Using of common language in our case English in Norway and get to know the other country's culture and customs gave great assurance to our children. We feel it a privilege, that we could take part in this project and many thanks for it.

Tímea

As a parent I was very glad that my son could take part in the Project. He could get to a very far for us unknown country as Norway. The children got richer with fantastic experiences. After their visit in Norway they talked a lot about the Norwegians passion of the Nature, that they live close together with Nature, they prefer the simple, natural way of life. The white evenings, the fine and special fish-dishes and the hospitable families, where they could find a real home for a week remained special experiences for them. We are glad that we could give back their hospitality here in Hungary. We could get know very kind and open-minded children.

Ágnes

Throughout Comenius Project our children got the chance to glance at other countries life, got to know with their culture, but on the other side we could present our country to the Austrian and Norwegian guests too. During the days they spent here they could see our life, visited our town and county. We opened a window for them, where Hungary can be seen too.

Ildikó

I think the Comenius is an excellent programme. I have never thought of visiting Norway and got acquainted with a Norwegian girl before. I waited for her impatient because I had great time in Norway with her. Cecilia is very lovely and kind girl with full of good spirit. My parents loved her too. In spite of that my Mum can't speak English, she could communicate with her quite well. When we had free time in the afternoons we spent a lot of time together with the other Norwegians. We realised that the Norwegians like playing football, especially the girls. This project was an unforgettable experience for me and I am sad that it is over now. I am sure I will talk about this programme to my grandchildren too.

Emese

I had two Norwegian girls as partners, but I could speak to Austrian partners too. I think this project is really cool, because we got know two different cultures and also good people. We had

to work a lot but it was worth and I feel sorry that it is over now. For ever I will remember this period with glad.

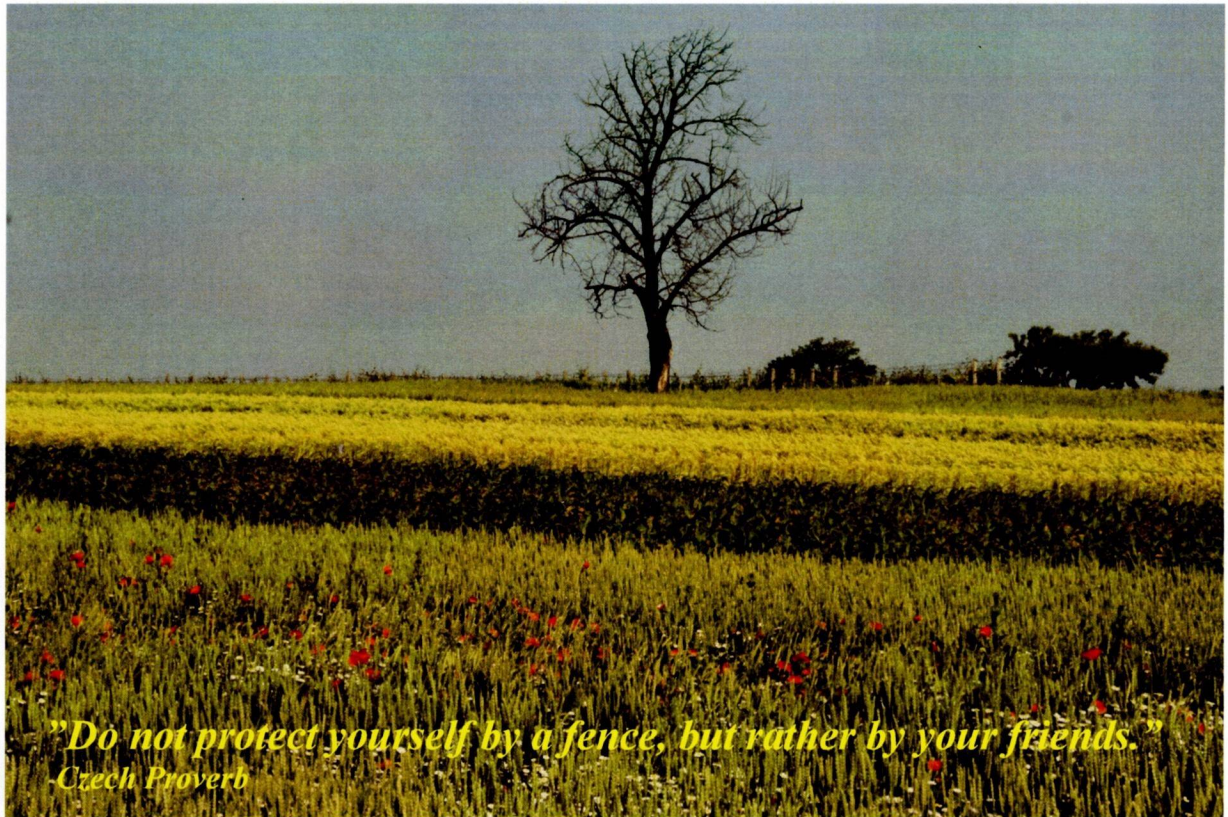
Ingrid

I expected an exiting interesting week, when we won't be boring. We have found the common language and voice already in Austria with Markus. He was very decent and funny boy there. We played and laughed a lot together. He liked playing Cho-Cho and he had a PSP, on that we played a lot. Now at the end of this programme I feel that my German is getting better and better and I taught Markus to speak Hungarian too. The programmes were great, we enjoyed them. I am very glad that I could acquainted with the Austrian Kids and I hope we can meet again.

Bálint

I think this project is great. When I was in Austria I was afraid of speaking in German and I didn't know what is my partner like, wether can we understand each other. Fortunately my partner was kind, friendly and helpful and we found the common tune. I think we had a great time here in Hungary too. After the common trips we met in one of ours house and we played, talked and watched TV together. I am sad that this programme is over now, but I hope we can meet again, because Ehrenhausen is not so far from us.

Fanni



*"Do not protect yourself by a fence, but rather by your friends."
-Czech Proverb*

*We all thank for this great time,
these rich experiences we got
and dedicate this project
to our friendship!*

*Marthe-Rita
Katharina
Marika
Renate
Roger
Karl*

*and many more
pupils, parents and friends*