

<b>PROJECT TITLE</b>	<b>From Trentino to Tanzania in a clip</b> – Project of cultural exchange and integration between schools of Val di Cembra and the villages bordering the Udzungwa Mountains National Park.
<b>DURATION</b>	<b>2015 – 2018</b>
<b>AREA OF INTERVENTION</b>	<b>Val di Cembra (Northern Italy) and Southern Tanzania</b> Villages bordering the Udzungwa Mountains National Park
<b>PROJECT LEADER</b>	<b>Mazingira Association</b>
<b>PARTNER</b>	<b>MG Reporter by Massimo Gabbani, MUSE – Science Museum of Trento, Polo Scolastico Val di Cembra</b>
<b>BACKER</b>	<b>International Affairs Unit of the Autonomous Province of Trento</b>
<b>BACKGROUND</b>	The aim of the project was to transmit the principles of solidarity, cooperation, sustainability, non-violence, tolerance and respect, stimulating curiosity and acceptance of the diverse, interdependent cultural factors present in distant cultures and lifestyles.  The students of the two countries came into contact exchanging short films shot in English, of which they were also the protagonists. In the films, the students talked about their daily lives and presented various environmental themes: agriculture, biodiversity, forests and their benefits, energy, tourist emergencies.
<b>BENEFICIARIES</b>	<ul style="list-style-type: none"> <li>• 4 classes of the Udzungwa Mountains area in Tanzania</li> <li>• 3 classes of the Val di Cembra School in Trentino</li> </ul>
<b>OBJECTIVES</b>	<p><b>1. Knowing a different and distant culture</b> to help students better understand and accept the complexity and diversity of the interconnected society in which they live, on a small and large scale</p> <p><b>2. Developing values, behaviours, knowledge and skills</b> that can help students manage the challenges and interdependencies of a global world</p> <p><b>3. Raise awareness of global education issues</b> (sustainability, environmental respect, human rights, peace, non-violence, citizenship, interculture, inter-religion)</p> <p><b>4. Promoting critical thinking and active citizenship</b> of the students involved</p> <p><b>5. Improve student's knowledge of the English language</b></p> <p><b>6. To create replicable didactic tools</b> that facilitate intercultural exchange and the teaching of global education.</p>

## **IMPLEMENTED ACTIVITIES**

- School selection in Trentino and Tanzania
- Selection of classes and teachers, introduction to the project
- Writing of the texts of the clips in English according to the proposed format and the chosen themes with the help of the selected teachers
- Selection of participating children in Trentino and Tanzania
- Choice of the location in which to shoot the clips and videos with the students in Trentino and Tanzania
- Editing of the clips
- Return of the clips to the students from Trentino and Tanzania
- Monitoring and evaluation phase of the course followed
- Screening of the clips and promotion of the project in other schools and among the community
- Final event

## **METHODOLOGY OF MONITORING**

The project has been monitored and evaluated both from a qualitative and quantitative point of view, through meetings with the partnership and with the teachers involved, and through the administration of questionnaires targeted to the participants.

The monitoring was carried out throughout the project, in order to assess the achievement of short and medium term objectives and calibrate the continuation of activities on the basis of the results obtained from time to time.

## **RESULTS**

Students from both countries were involved in both an awareness raising process on environmental issues, and in the making of the documentary itself, taking part not only in the making of the video as protagonists, but also in the drafting of the script.

The documentary, shot entirely in English, was also a valuable tool for exchange, aimed at promoting interculturalism and useful as a teaching tool for language activities.

The children from Trentino participated with interest and enthusiasm in the proposed path, learning about a new culture, distant, but in many ways similar to their own. Even the Tanzanian students were first actors and spectators involved, curious and participants in a distant and unknown reality.

The documentary, finally, is a tool that remains in the hands of teachers and can be disseminated and disseminated as a useful tool to promote the knowledge of the other and, more generally, within the paths of education for global citizenship.