



2023 Program Report

German-American School Outreach Program

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Introduction

Eastern Germany has undergone a rapid transformation over the past three decades. One of the most significant changes was the region's embrace of globalization, and, notably, the establishment of transatlantic relations. Today, Saxony, Saxony-Anhalt, and Thuringia continue to benefit from increased engagement with the global community – yet there is still ample room for the mutual exchange of ideas and experiences.

Recognizing this potential, the German-American School Outreach Program (GASOP) at the German-American Institute Saxony (DAIS) encourages vibrant transatlantic dialogue among students and teachers in eastern Germany. The program achieves this through a network of young American educators who lead engaging school workshops and projects on American culture, politics, and society. Since its inception in 2022, GASOP's School Outreach Fellows have reached over 1,610 students and teachers across 40 different schools in the region. For both the fellows and the students, the mutual exchange of regional experiences opens new avenues to identifying commonalities and building reciprocal understanding.

GASOP supports the foreign language acquisition of eastern German students by providing access to native English speakers. The fellows offer innovative thematic input tailored to school curricula and employ creative formats within the English classroom, leveraging interactive activities, multimedia resources,

and technology to encourage active student participation. By collaborating closely with German teachers, fellows help create a vibrant and immersive language learning environment that can strengthen students' proficiency in English.

GASOP also expands access to global perspectives in eastern Germany by bringing opportunities for cultural exchange directly into classrooms. Workshops follow a two-part structure: first, fellows build critical awareness of a relevant topic through interactive input, and then an open question-and-answer session allows students to delve deeper into the topic or inquire about American life more broadly. This structure facilitates the consideration of diverse viewpoints, the deconstruction of long-entrenched stereotypes, and the development of a more nuanced understanding of complex issues — all while emphasizing the importance and relevance of transatlantic ties to younger generations in the region.



GASOP additionally prioritizes the professional growth and development of the fellows themselves, providing institutional support through trainings, workshops, and access to expertise. These resources aim to contextualize the fellows' experiences in eastern Germany, develop their teaching skills, and broaden their knowledge base, which in turn strengthens their ability to connect with students and foster transatlantic dialogue.

The reports that follow provide an overview of the program's impact, shedding light on the diverse range of topics covered in the school workshops and projects conducted in 2023. These reports offer valuable insights into the program's scope and its significant potential for the region. Through its effort to connect young stakeholders, encourage local engagement, and cultivate a more globally-connected eastern Germany, GASOP presents a valuable opportunity for the region's development.



2023 Program

33

Workshops

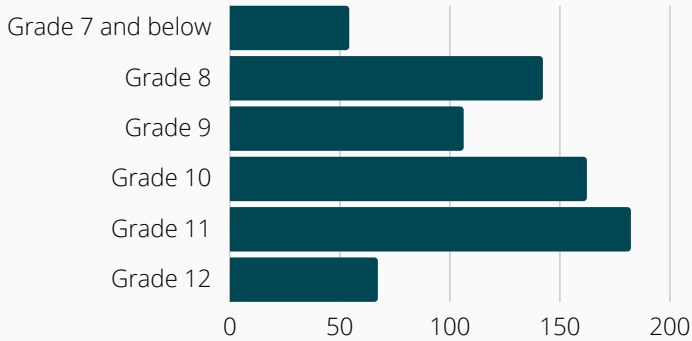
18

Schools visited

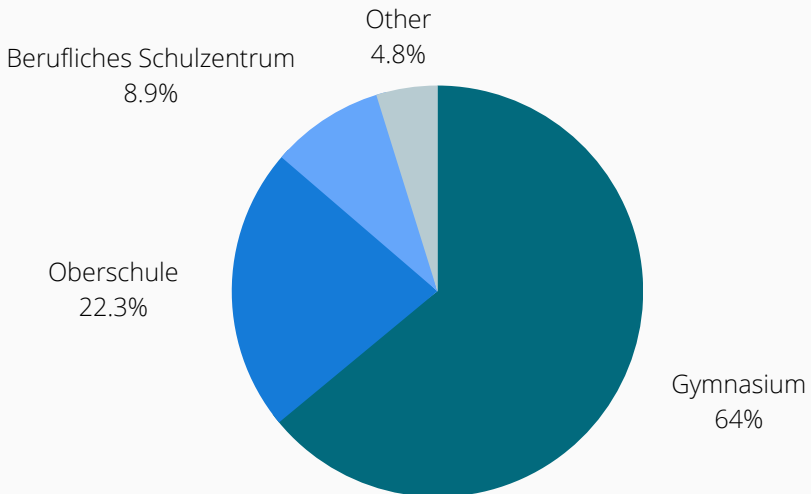
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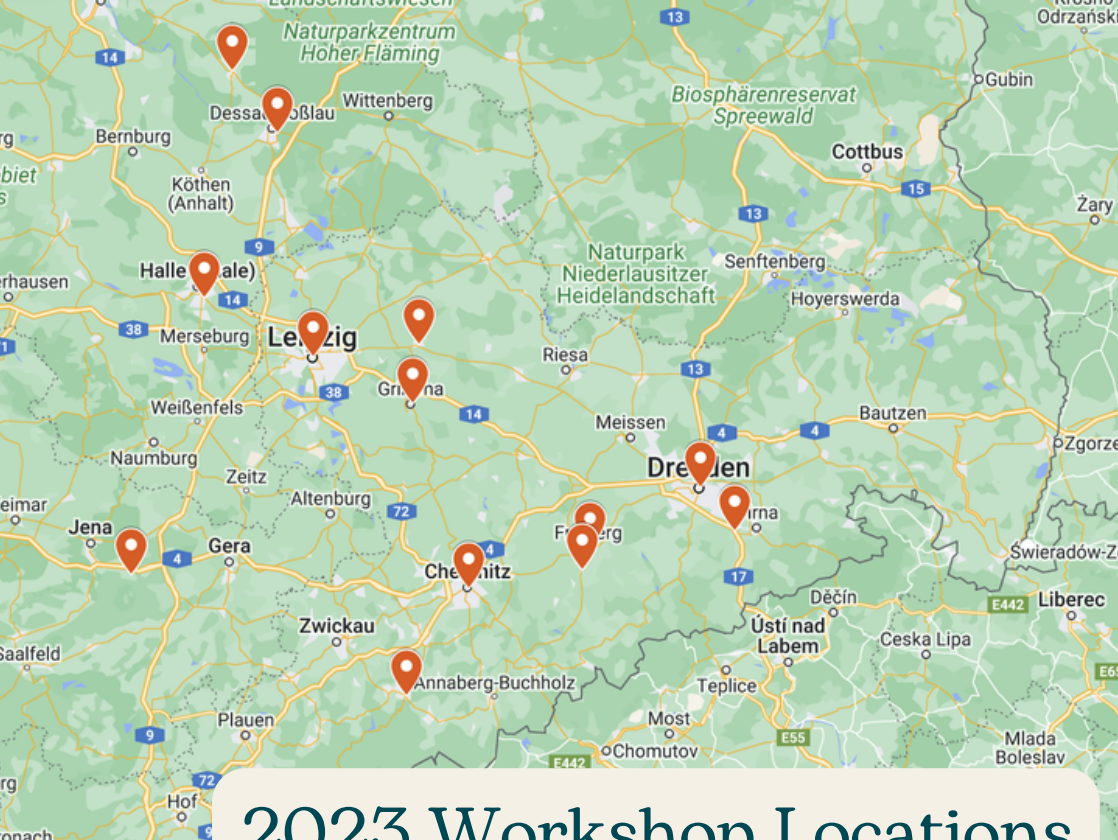
Pupils & teachers

Number of students reached by grade level in 2023



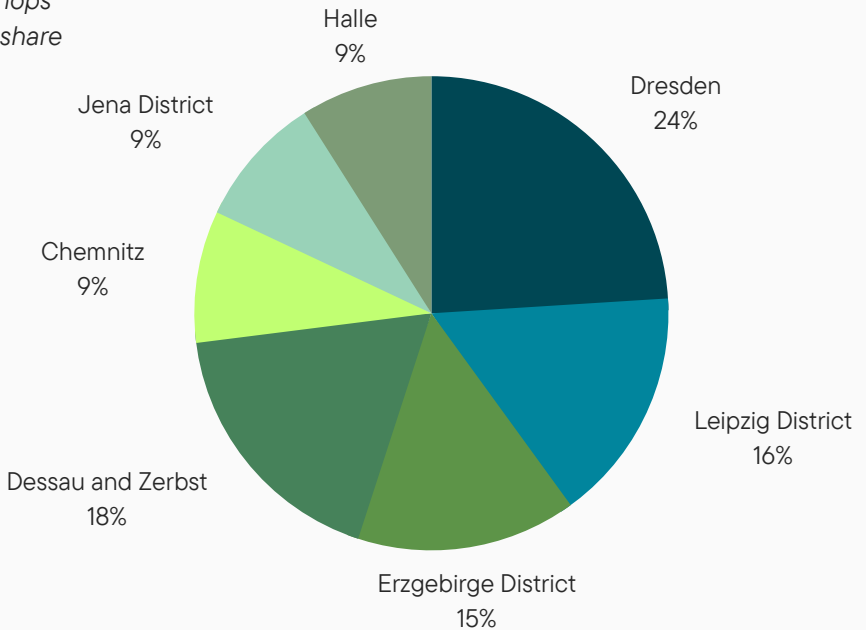
Distribution of students reached by school type in 2023





2023 Workshop Locations

Number of workshops in each area as a share of the 2023 total



The School Outreach Fellowship

School Outreach Fellows are Americans who are teaching at schools in eastern Germany. As a part of our program, fellows receive institutional support and opportunities for professional growth through trainings, workshops, and access to expertise. Our goal is to equip fellows with the information and tools they need to understand the context of their experiences in eastern Germany, develop their teaching skills, and expand their knowledge base.



This year, our cohort of seven fellows received a training on misinformation through critical news literacy nonprofit, Lie Detectors, participated in a tour of the Grassi Museum led by curator Dr. Frank Usbeck, and learned about eastern Germany's modern history at the Zeitgeschichtliches Forum. Fellows were also warmly invited to attend DAIS' public programming, including film screenings, lectures, and panel discussions, and also gained

access to an extensive catalog of teaching and informational materials through the American Space Leipzig. This support enabled the fellows to gain a deeper understanding and respect for the region's specific history and cultural identity, strengthening their ability to connect with students and foster transatlantic dialogue.

Upon their return to the United States, fellows help extend GASOP's impact well beyond its duration, as they carry the insights gained from their interactions with students and teachers in eastern Germany into their future professional lives. Whether in academia, international relations, education, or any other field, fellows have the ability to share their firsthand knowledge of the region, contributing to a broader understanding of eastern Germany within their communities and networks in the United States. By sharing stories, insights, and perspectives gained during their time in the program, the fellows can actively foster a more nuanced view of life in eastern Germany and increase awareness about the region and its people. In this way, GASOP alumni continue to play a pivotal role in facilitating cultural exchange and promoting mutual understanding after their time as fellows.



Exploring Sustainability and American Environmental History in Halle

Jakob Lippert · School Outreach Fellow in Wittenberg, Saxony-Anhalt

Jakob is from Grand Rapids, Michigan and was a Fulbright English Teaching Assistant in Wittenberg. He holds a bachelor's degree in history and German studies from Northern Michigan University. When he returns to the U.S., Jakob will pursue a PhD in German history with a focus on the memorialization of the Holocaust and Germany's reckoning with its colonial history. As a School Outreach Fellow, Jakob visited nine classes at schools located in Halle, Dessau, and Zerbst.



The Georg-Cantor-Gymnasium, located in the center of Halle, has a specialized curriculum with a focus on STEM subjects, particularly mathematics and the natural sciences. When I reached out about holding a workshop there, the teachers informed me that the 11th grade English classes were currently finishing up a unit on “global changes and challenges,” including climate change. They asked me if I could present a firsthand perspective on the state of sustainability and awareness of the climate crisis in the United States, which I was happy to do.

I presented to two different classes on Friday, March 10th: one eleventh grade class and one twelfth grade class, for a combined total of about 35 students. I began by posing a discussion question: What do you already know or think about climate change and sustainability in the US? I wanted to get an idea of what stereotypes or preconceived notions the students might have developed, and I was impressed by

the wide array of their ideas.

Several students expressed confusion at the proliferation of cars in the US, wondering why families would ever need more than one vehicle. Other students believed that the majority of the United States' electricity still comes from burning coal. On the more positive side, a number of students had a good impression of nature conservation in the United States, with particular praise for the national park system.

My main presentation sought to tie together themes of American history, contemporary politics, youth culture, regional identity, and social issues under the overarching umbrella of sustainability. I started by showing the students a map of the United States and providing examples of the very different challenges that the climate crisis poses to different regions — for example, ice caps melting in Alaska, wildfires on the West Coast, flooding and more frequent tropical storms in the Southeast, and so on. I found that this was an effective way to engage students in thinking about the sheer size and diversity, both geographical and cultural, that characterizes the United States. Then, I talked about the early history of the country, focusing on westward expansion and the exploitation of the natural environment, in order to contextualize some of the issues that the environmental movement emerged to combat in the 1960s.

Turning to more current topics, I talked about the ongoing governmental efforts to make the United States more sustainable. I used the recent Congressional debates over the Inflation Reduction Act and investment into clean energy as an opportunity to talk about the separation of powers in the American government and the necessity of making compromises when passing laws (a common question at the beginning of the presentation was: “If President Biden cares about the climate so much, why doesn’t he just use an executive order to pass these laws?”). I followed that up by talking about American climate activism and lifestyle changes, including the role of

indigenous people in the protection of natural resources, the leading role taken by the younger generation, and the growing popularity of plant-based diets.

My favorite part of the presentation came at the end, when I provided examples of local sustainability activism from Marquette, Michigan, the city where I went to college. Compared to Marquette—a city that was economically dependent on logging and iron mining for most of the twentieth century—I noticed many similarities to cities in eastern Germany, like Halle, that have had to transition their economies away from heavy industry since reunification, all while dealing with the environmental scars that those industries left.

At the end of the workshop, I posed another discussion question to the students: What similarities and differences do you see between the



challenges posed by the climate crisis in Germany and the United States, and what do you think that each country can learn from the other in their efforts to become more sustainable societies? In both of the classrooms I visited, the resulting brainstorm lasted over half an hour, and I was very pleased with the thoughtful responses that the students came up with.

Many responses focused on Germany's extensive public transportation network and how the US could benefit from a similar system. On the other hand, some students believed that German climate activism could do a better job of also addressing how sustainability ties in with social issues such as racism and income inequality, which have been increasingly emphasized in American activist spaces in recent years.

Overall, I feel that the workshop was a great success. Because of the Cantor-Gymnasium's unique STEM-based curriculum, I was confident that the students would understand and resonate with the highly complex subject matter, and their enthusiastic participation proved me right. Most of the students are clearly very passionate about sustainability and climate change, and it was a lot of fun for me to provide these students with a snapshot of American life through the lens of this ever-pertinent topic.

Discussing Immigration to the United States in Dresden

Cayley Delancey • School Outreach Fellow in Chemnitz, Saxony

Cayley is from Cambridge, Massachusetts and lived in Dresden during her time as a Fulbright English Teaching Assistant in Chemnitz. She holds a bachelor's degree in environmental studies and German studies from Mount Holyoke College. During and after college, Cayley worked as a park ranger with the National Park Service to pursue her interest in outdoor education. As a School Outreach Fellow, Cayley visited five classes at schools located in Dresden, Brand-Erbisdorf, and Aue.



I visited the Gymnasium Bürgerwiese for a workshop with a class of 11th graders on May 30th, 2023 to discuss immigration to the United States. I worked with nine students and the class teacher. While the students had already studied the history of the United States in school, they were unfamiliar with many aspects of immigration history, such as Ellis Island.

In order to better understand their current level of background knowledge, I started the class by asking students to brainstorm the following questions in pairs, for example: When do you think that humans first began to migrate? List three reasons why people migrate. Do you think that the reasons for migration have changed over the years? If you were going to move to another country, what are some issues you would need to consider? What does “migration” mean? What about “immigration”? How are these two terms different? After discussing their answers to these questions, we regrouped by defining

the difference between the terms 'migration' and 'immigration' and unpacking the various reasons why people might immigrate to the United States. During our conversation, one student mentioned the American Dream, so we discussed what that meant. Then, I provided historical context for the lesson beginning with the Pilgrims and then by considering major world events that resulted in immigration to the United States, as well as laws that limited and allowed immigration from different countries.

The students analyzed a bar graph depicting the number of immigrants from different regions around the world and matched world events to a timeline in order to visualize how and why different groups of people immigrate at different points in time. After, we discussed the common phrase “the United States is a nation of immigrants” and what that meant. Afterwards, I displayed political cartoons expressing anti-immigration sentiments for the class to describe and analyze.

The last part of the workshop turned to the topic of current immigration politics, including polls from Pew Research Center about current American opinions on immigration. We also discussed the end of emergency public health policy Title 42 and its implications for immigrants today, as well as the Deferred Action for Childhood Arrivals, or DACA, policy. At the end of the lesson, I showed them a video about an undocumented American teenager who came to the United States under DACA and the challenges and uncertainty she faces in the U.S. today.

Immigration is an important topic to learn about the United States, because it is so fundamental to the cultural fabric of the country. One cannot understand the diversity of the USA without learning about immigration; similarly, one cannot fully understand racial injustice in the USA without learning about the history of discriminatory immigration laws. I appreciated the chance to talk about this with a thoughtful and perceptive class. At the end of the lesson, I discussed a bit of my own

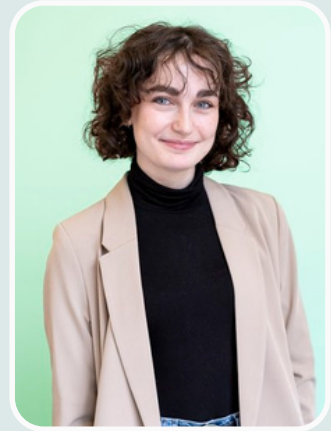
background and my family's history as immigrants to the US, which prompted the teacher to ask some questions about how people might hold onto some of their cultural heritage—or perhaps assimilate—after coming to the United States and becoming an American. I was happy to share insights on this topic and hope that my personal experiences helped the students connect more with the material. Overall, it was enjoyable to visit Gymnasium Bürgerwiese Dresden and dig deep into an important and relevant topic about the United States.



A Workshop on Westward Expansion and Indigenous Cultures

Emily Shein • School Outreach Fellow in Mühlhausen, Thuringia

Emily comes from Red Hook, New York and was a Fulbright English Teaching Assistant at the Tilesius-Gymnasium in Mühlhausen. She holds a bachelor's degree in German and philosophy from Bryn Mawr College and plans to pursue a PhD when she returns to the United States. As a School Outreach Fellow, Emily visited three classes at a school located in Stadtroda, Thuringia. In the following report, she details her visit to a class of eleventh graders in Thuringia.

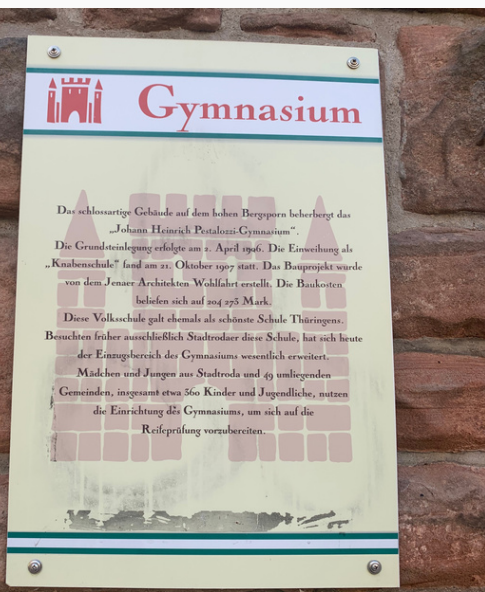


On Thursday, April 27, I visited the Staatliches Gymnasium “Johann Heinrich Pestalozzi” Stadtroda. I joined a class of 11th graders, comprised of approximately twenty students, and I gave a presentation about westward expansion in the United States and its impact on indigenous communities.

I started my workshop by having the students write down three things they already knew about American history, and one question they hope to have answered. We spent some time discussing what some of the students had written down. Then, I moved to start talking about the proper terminology for discussing indigenous peoples, and I explained why some people might prefer to say ‘indigenous person’ rather than ‘Native American.’ We then talked about Christopher Columbus and his mistreatment of indigenous people. Somebody asked a question about Columbus Day and whether it is a controversial holiday in America, which led to a conversation about the merits of celebrating Columbus

Day versus Indigenous Peoples' Day. We then discussed the permanent settlement of America, how it led to America declaring its independence, and how, after declaring their independence from Great Britain, American settlers' westward expansion led to the further mistreatment and subjugation of indigenous peoples. We also talked briefly about Andrew Jackson and the Trail of Tears, before ending on a more positive note by discussing indigenous culture today. I showed the students a photo of a powwow and I explained that it is important that we view indigenous people not as historical figures, but as people alive today, who all celebrate their own cultures in unique and diverse ways. Perhaps more simply put, I told the story of early American history in terms of the mistreatment of indigenous people.

At the end of the presentation, there was ample time for questions. Most students had questions about my own experiences in America, which I was happy to answer. Overall, I found it rewarding to share information about indigenous people in a way that does not relegate them to moments of the past, but rather, in a way which drew attention to the specific harms done to indigenous people by American colonization.



Discussing American High School in Wurzen

Matthias Hausman • School Outreach Fellow in Dresden, Saxony

Matthias Hausman is from Pennsylvania and holds a bachelor's degree from the Rochester Institute of Technology in mechanical engineering and international and global studies with minors in German and Russian. Matthias was an English Teaching Assistant at the Marie Curie Oberschule in Dohna, Saxony for two years. During his time as a School Outreach Fellow, Matthias visited four classes at schools located in Dresden, Wurzen, and Dohna.



On March 31st, 2023, I visited the Berufliches Schulzentrum in Wurzen where I spoke with about 25 students. The students in this school have completed their normal schooling in an Oberschule and are now getting more training before entering the workforce. Most students were about the age of 11th and 12th graders. This was my second time at the school in Wurzen, but this time I visited a new class.

My focus as requested by the teacher was on the American school system. I looked at the differences between the US and Germany in terms of the overall structure of schooling before then looking at high school life and activities. The students were very interested to learn about all the exciting elements of high school such as prom, homecoming, and school sports. Of course, they showed slightly less enthusiasm as I talked about academics and some of the more mundane elements of high school. It was interesting to see how much they already knew about schooling in the US both from media and prior

coursework. There were a few times when they told me that they had previously heard something different from what I said and I had to explain that there are many differences between schools in the US due to its great regional diversity.

After spending about 50 minutes talking about school in the US, I opened it up to a general question-and-answer session for the remainder of the session. While the students seemed at first quite timid, they soon opened up and we had a very lively discussion. They stumped me a few times, including when they asked me about an oil drilling plan in Alaska called the Willow Project, which is something I'd never heard of.

Overall, it was a great experience to visit this school and to talk with the students about high schools and general American culture. The students seemed excited to speak with me and share their experience, and their high level of engagement during the lesson made it a memorable school visit.



American Government and Politics at Georgius-Agricola-Gymnasium

Quinnlyn Murphy • School Outreach Fellow in Zwönitz, Saxony

Quinnlyn is from Manchester Center, Vermont and graduated from the University of Rochester in 2021 with a bachelor's degree in political science. She also studied German, Italian, and Japanese film. As a Fulbright English Teaching Assistant, she lived in Chemnitz and worked at Oberschule Katharina Peters in Zwönitz. During her time as a School Outreach Fellow, Quinnlyn visited three schools in Chemnitz and participated in the Freiberg Futures Forum.



On May 16th, I spent the day with an 11th grade class at the Georgius-Agricola-Gymnasium in Chemnitz. The teacher asked me to speak to the class about how the United States government is structured, so I created a lesson accordingly. I planned to briefly introduce the students to topics such as the Declaration of Independence, division of power, the system of checks and balances, and the electoral college. I was glad to be able to share my knowledge on this topic.

I started the workshop by displaying some headlines from American news outlets in recent years, all of which spoke to a quirk of the US government and electoral system: Donald Trump won the 2016 election even though he lost the popular vote to Hilary Clinton. These seemingly confusing, counterintuitive headlines created the foundation for the lesson that I returned to later on once we had discussed the basic structure of the US government.

In order to start discussing how the American government is structured, I divided the class into three groups and had each analyze a section of the Declaration of Independence. This is a vital document to understand not only the structure of American government, but also the culture that surrounds it: a fierce love of personal independence and deep distrust of a large, powerful government. The students were asked to translate the passages in their groups and then discuss why it was important.

Once the students understood the context under which the US government was built, I talked about the separation of powers and the system of checks and balances. I outlined each branch of the federal government and described, with the help of some diagrams, how they interact with each other. To solidify all of the new information introduced we returned to the news article examples from the beginning of the workshop, along with a few additional examples. With each article, the students were tasked with describing what was happening, which branch of government was acting, and which branch of government was being a check on power. I then gave the students a chance to discuss in their groups what they thought the pros and cons were of a system like this and how it compares to the German system. The last activity of the workshop focused on the electoral college in the US. I explained the process of how a president is chosen in the US and showed the students some maps that explained how the electoral college changes the influences of various states depending on population and political leaning.

As a final activity, the students were presented with an interactive electoral college map where red and blue states were already set and swing states were blank. I asked the students to play around with the map and see how different states could influence the outcome of an election. We discussed how a system like this might influence how politicians run campaigns or the outcome of elections generally.

I had a wonderful time at the Georgius-Agricola-Gymnasium. The students asked good questions during the workshop and they were engaged with the material presented. They also did a good job connecting the things I was presenting to their knowledge of how the German government works. The teacher was also very helpful during the lesson, providing insight into the students' knowledge base and also helping drive verbal engagement when students were hesitant to speak in front of a larger group.



Multiculturalism Project Day in Aue

Megan Krieger • School Outreach Fellow in Pirna, Saxony

Megan is from Boston, Massachusetts and studied political science, education, and German at Bates College. As a Fulbright English Teaching Assistant, she lived and worked in Pirna at a binational German and Czech Gymnasium. During her time as a School Outreach Fellow with DAIS, Megan visited three classes at schools located in Dresden and organized a "project day" visit in Aue, which entailed working with students over the course of a school day.



I held this workshop with another DAIS GASOP fellow, Cayley Delancey, on June 5, 2023 at the Erdmann Kirchheim Oelsnitz & Aue Berufliches Schulzentrum. We visited with the entire year 12 class of 36 students, as well as part of the year 11 course for beginning part of the presentation. The workshop was structured as a “project day” for these students, dedicated to learning more about immigration and multiculturalism in the United States.

Our contact, Anke, had suggested the framework for the day — to give an introduction “kick off” meeting to begin thinking about cultures in the United States, and then break up the students into smaller groups to work on a related project. Our objective for the day was to have students understand that American culture comes from many different racial and ethnic groups that have arrived in the United States over time. We wanted to examine this idea of multiculturalism, and break down the country into different cultural and immigrant populations by

geographic regions. Our introductory presentation presented quotes, graphs, and images to begin to illustrate the vastness of American culture and finally addressed and considered the popular metaphors of “melting pot” and “salad bowl.”

After a short Q&A where we were both able to share our own cultural backgrounds, we moved into project work. Each small group was assigned a state and a cultural group to apply a set of research questions to. We chose the following states and cultural populations: Irish Americans in Massachusetts, Black Americans in Georgia, Mexican Americans in Texas, Chinese and Asian Americans in California, Jewish Americans in New York, and Muslim Americans in Illinois. The students had to look at current census data as well as use the links we compiled to find information to answer questions about their current demographics, history of immigration to the United States, social and legal challenges faced throughout history, and significant contributions to society (for example, food, music, scientific innovation). They had about an hour to do research and then create a visual deliverable to share their findings with the rest of the class. Cayley and I made sure to check in with groups and guide their research, and add our own input as Americans with background knowledge and familial connections to some of these cultural groups. Then after a short lunch break, we had the students show off their five minute presentations to the rest of the class.

As an exit ticket, we asked the students to write down a “takeaway” and also to come up with a new noun to replace salad bowl or melting pot in illustrating the United States. While it was really exciting to see the work they had produced during the project time, these little exit tickets are a highlight for me, as they provided special insight into the way they had been processing all this new information. For example one student suggested that we look at the United States like a “shopping street — many special shops and restaurants from different countries,” and another suggested the United States is like, “jam with pieces —

somehow mixed together, but some parts stay the same.” It was encouraging to see them come up with new ideas with some of the same messaging we had been talking about all day. In terms of takeaways, my favorite said, “multiculturalism in the U.S. is deeper than I thought, it is the strength of the U.S. and is special in all types.”

It was really interesting to spend the whole day working on such an involved task with a new group of students. I think the topic was really effective in breaking down myths of what “American culture” is, since at first they only would speak about fast food when I asked what they imagined. This topic highlights a really stark difference between our society and German culture, so I am glad we got to explore it in depth.



Conversations on Gun Control

Alison Geiger • School Outreach Fellow in Delitzsch, Saxony

Alison is from Lancaster, Pennsylvania and was a Fulbright English Teaching Assistant in Delitzsch, Saxony near Leipzig. She holds a bachelor's degree in German literature from Franklin & Marshall College. When she returns to the United States, Alison will complete her certifications to become a high school German teacher. As a School Outreach Fellow, Alison visited six classes at schools located in Leipzig and Grimma. In the following report, Alison details her visit to Grimma.



On June 9th, returned to the St. Augustin Gymnasium in Grimma, which I had already visited earlier in the year. I was excited to speak to students I haven't yet had the opportunity to interact with: three different new classrooms of about 25 students each in 8th, 10th, and 11th grades. We planned to unpack the difficult topic of gun control in the US.

We first looked at statistics about gun violence and ownership in the US over the past five years. For the 8th grade class, it was a particularly fitting exercise because they would be reading graphs and statistics in their English class soon. After getting an idea of the size of the US and the gravity of the nation-wide issue, I noted the school shooting in Uvalde, Texas last spring. One student in the 8th grade class asked why someone would decide to open fire in a school, and I was moved by her question. As someone who is planning on pursuing a teaching career in schools, this topic can often feel quite personal to me. I explained that

sometimes, the person doing it often feels hurt or frustrated either from bullying or from somewhere else in their life, and view this decision as an act of revenge. I also explained that that is just a common reason and that I can't definitively say why it happens, and acknowledged that it is frustrating to not have an answer for something so devastating. It was hard to not have answers to all of their questions, because they had definitely been thoughtful in coming up with them.

We then dove into discussing the Second Amendment and where the protection of rights to guns lies in American society. Then I spoke about the specifics of buying a gun and what controversial guns Americans are able to buy and have access to. From there we first discussed what both sides of the issue of gun control in America are. As someone with strong personal beliefs about the subject, I explained that it's important to seriously consider the other side of an argument, especially when one feels strongly in one direction, so that we think about what is important to someone with the opposite opinion of us. When we lose empathy and lose sight of the other side of an issue, we also lose the ability compromise and work towards a solution.

In researching for this presentation, I also learned that the school that I would have taught at in this last year in Washington D.C. — had I not come to Germany instead — just experienced a school shooting two weeks ago, at the end of the school year. I talked to one of the teachers about this in preparation for this presentation, and she looked at me in such a concerned way. In this year of living in Germany, I've seen students learning and living in an environment that isn't filled with fear daily. I've read quite a few studies about how much better students learn when they are in an environment where they feel safe. My question is, what are we depriving our students of back home by not taking action?

I had the honor of having deeply meaningful discussions with the teachers and students who had asked me after the presentation if I am

sure I want to teach in a school after learning about the dangerous situation US schools find themselves in. I honestly did not know what to say other than that I love working with students. I don't know if that is enough though, and if a career of living in fear is truly what I would wish for myself. This trip to Grimma definitely has left me in a state of serious reflection and has definitely been life-changing in its own way.

I appreciate all of the students who took the topic seriously and asked difficult and thoughtful questions. I'm excited to see a German society in the next few years that are filled with people who ask such questions and care so deeply about people.



U.S. & You Survey

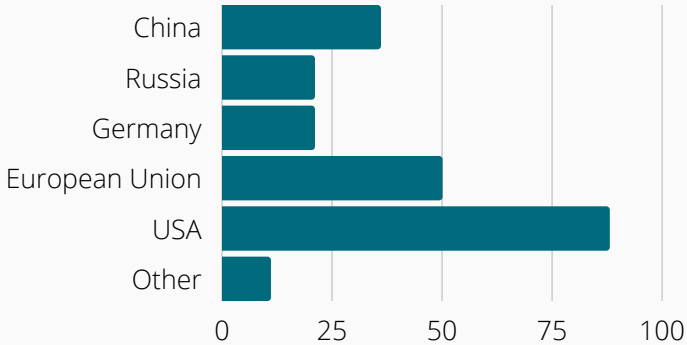
The U.S. & You Survey from DAI Sachsen aims to gather the opinions and perspectives of students in grades 8-12 residing in eastern Germany regarding their thoughts on the transatlantic relationship. The survey provides a platform for the younger generation to express their views, which can help policymakers, educators, and other stakeholders develop informed strategies for improving transatlantic dialogue and opportunities for intercultural exchange.

In 2023, GASOP fellows helped conduct a pilot run of the survey, gathering insights from 115 pupils from across Saxony, Saxony-Anhalt, and Thuringia. In the following, we present the preliminary results from some selected questions in the survey, providing an initial glimpse into the thoughts and impressions of the younger generation in eastern Germany concerning the United States.

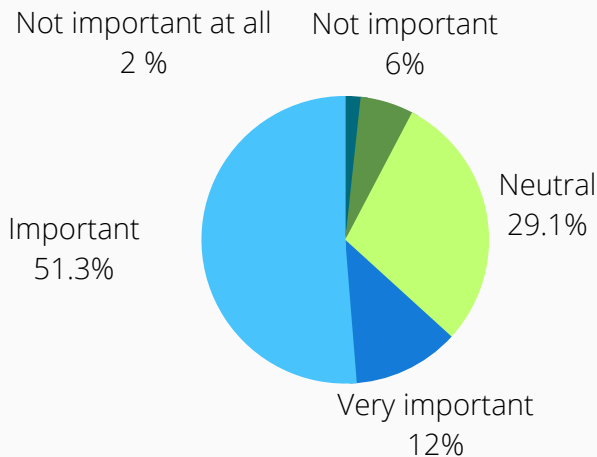


Preliminary Survey Results

Welche sind für dich die zwei wichtigsten Akteure in der Welt?
Which are the two most important players in the world for you?

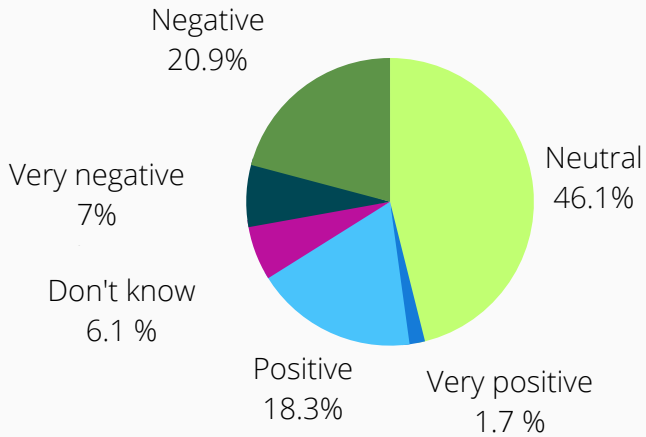


Findest du es wichtig, in der Schule über die USA zu lernen?
Do you think it's important to learn about the USA in school?



Wie findest du, dass die USA so viel Einfluss auf die globale Politik hat?

How do you feel about the U.S. having so much influence on global politics?



Was ist dein Wunsch für die USA und Deutschland?
What is your wish for the USA and Germany?

“
USA und Deutschland
könnten sich von
einander etwas abgucken
*USA and Germany could
learn something from
each other*
”

“
Bessere Beziehungen
zu Ostdeutschland
*Better relations with
eastern Germany*
”

About DAIS

The Deutsch-Amerikanisches Institut Sachsen is a nonprofit, nonpartisan institution dedicated to fostering liberal democratic societies through transatlantic dialogue on culture, history, the economy, and politics. We are the first and only such institution in Central Germany. We believe the lived experiences of people in the region matter for the transatlantic relationship.

Founded in 2020, DAIS carries out its mission through programs facilitating cultural and political education, innovation, and talent development for educators, students, journalists, researchers, civic and religious leaders, and policymakers in Saxony, Central Germany, and beyond.

Together with American and European universities, schools, businesses, and think tanks, we explore global-regional perspectives to promote an open and inclusive exchange of ideas.



Get in touch!

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