

AUSSENKEHR PROJECT NEWS



THE OFFICIAL NEWSLETTER OF THE **AUSSENKEHR PROJECT**

To equip the youth of Aussenkehr for the future & to maintain the local heritage.



PHOTOGRAPHY: MAIKE REINHARDT

IAwebahe Johannes IIHoeseb, Regional Director of Education, Arts and Culture of the IIKharas Regional Council

Dear Principal, Heads of Departments, Teachers and Volunteers, it is so amazing to witness the undeniable reality that the **Aussenkehr Volunteer Project**, of which the groundwork was laid towards the end of 2019, now boast in the year 2023 with the **07th Team of Volunteers**.

The **Aussenkehr Volunteer Project** had already six teams of young professionals who have decided out of their own volition to be part of the dream which is *geared towards equipping the learners of Aussenkehr Primary School and the youth of Farm Aussenkehr for the future whilst ensuring that they maintain their local linguistic, cultural and traditional heritage.*

What springs to my mind every time I come into contact with someone who is extending a helping hand towards a needy fellow human being, are the lyrics of the song **“Heal the world”** by the late **Michael Jackson**, especially the part which states the following, quote and unquote:

**“Think about um, the generations
And ah, say we want to make it a better place for our children**

**And our children’s children so that they, they
They, they know it’s a better world for them
And think if they can make it a better place.”**

The **Aussenkehr Volunteer Project** aims to provide exceptional interpersonal and sustainable support to the learners of Aussenkehr Primary School and the youth of Farm Aussenkehr.

You came here at Farm Aussenkehr to

“It is through your inputs as volunteers that these learners and the youth would get the necessary inspiration and ambition to aim for obtaining academic and professional qualifications that would open the doors for them so that they access a world full of opportunities up for grabs.”



Thank you to IAwebahe Johannes IIHoeseb

The German Foundation <Kinder fördern – Zukunft stiften> expresses its heartfelt gratitude to IAwebahe Johannes IIHoeseb in his capacity as Regional Director of Education, Arts and Culture of IIKharas Regional Council during the period from 2019 to 2023 for his passionate and professional commitment in establishing the <Aussenkehr Volunteer Project> with the vision **“To equip the youth of Aussenkehr Farm for their future and to maintain their local heritage”**.

Christian Neuber
FOUNDER



Maike Reinhardt
PROJECT MANAGER

undertake a noble task of sharing your expertise with the learners of Aussenkehr Primary School, and the out-of-school youth of Farm Aussenkehr.

However, this exchange placement will also equip you in many ways for your future private as well as professional lives, since you will not only have an opportunity to apply practically what you were taught or lectured on theoretically, but you will also learn a lot from the learners and the youth in this multi-lingual, multi-cultural and multi-dimensional socio-economic setting.

The absolute majority of the learners and the youth that you are going to work with hail from socio-economically disadvantaged cum poverty-stricken households, and did not and do not have access to luxuries like iPhones, brand-name fashion clothing and regular nutritious meals.

You are going to be ones through which these learners and the youth would be able to realize that there are living circumstances and lifestyles that are different from what they are used to.

“It is through your inputs as volunteers that these learners and the youth would get the necessary inspiration and ambition to aim for obtaining academic and professional qualifications that would open the doors for them so that they access a world full of opportunities up for grabs.”

Dear 07th Team of the Aussenkehr Volunteer Project, discipline and success are intertwined, and the single most important attribute to becoming successful is individual self-discipline.

Personal self-discipline will come in handy if you as an individual would, in your quest for reaching your goals, strive to stay focused on the task at hand towards leaving a positive living legacy amongst the learners Aussenkehr Primary School and the youth of Farm Aussenkehr.

It is therefore imperative to emphasize the importance of displaying an exemplary conduct for the learners and the youth to emulate, by steering clear from alcohol and drug abuse, as well as to mind your language as well as your personal dress code, whenever you would be in public.

You should strive at all times to be progressive role models for the learners of Aussenkehr Primary School and the youth of Farm Aussenkehr, and display good behaviour to the community and inhabitants of Farm Aussenkehr irrespective of wherever you would be.

“ Make the learners and the youth feel good by respecting their worth and dignity, because what Maya Angelou said, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”, rings a bell of truth!”



Welcoming function for the 7th volunteer team in February 2023 at the Norotshama Lodge in Aussenkehr Farm.

Dear 07th Team of the Aussenkehr Volunteer Project, I concur with that which JK Rowling stated, which is that, **“If you want to know what a man’s like, take a good look at how he treats his inferiors, not his equals.”**

Do not look down on the linguistic, traditions and cultural heritage of the learners and the youth that you are going to work with, by speaking ill of their norms, values and belief systems.

Make the learners and the youth feel good by respecting their worth and dignity, because what Maya Angelou said, **“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”**, rings a bell of truth!

Dear 07th Team of the Aussenkehr Volunteer Project, you must at all times keep it in mind that these learners and the youth do have very rich heritages in terms of diverse languages, cultures and traditions, but they are united in diversity, and live in/at peace with one another.

My advice to you is to try your level best to learn to greet and speak in a few sentences in at least one of the many languages that are spoken by the learners of Aussenkehr Primary School and the youth of Farm Aussenkehr, because, as Nelson Mandela the late former President of the Republic of South Africa, said,

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

From the Statement delivered on Saturday, 11 February 2023, by LAwebahe Johannes IIHoeseb, Regional Director of Education, Arts and Culture in the ||Kharas Regional Council during the Formal Welcoming Function for the Seventh Group of Volunteers of the Aussenkehr Volunteer Project at Norotshama Lodge, Farm Aussenkehr, Karasburg-East Constituency, ||Kharas Region, Republic of Namibia.

FIRST HOLIDAY PROGRAMME AT AUSSENKEHR PRIMARY SCHOOL

June & July 2022

FIRST HOLIDAY PROGRAMME IN NUMBERS:

| | NUMBER OF JUNIOR PRIMARY CHILDREN | | | | | | NUMBER OF SENIOR PRIMARY CHILDREN | | | | | |
|--------|-----------------------------------|---------|-----------|----------|--------|-------|-----------------------------------|---------|-----------|----------|--------|-------|
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TOTAL | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TOTAL |
| week 1 | 90 | 75 | 70 | 70 | 55 | 72 | 60 | 60 | 40 | 25 | 30 | 43 |
| week 2 | 42 | 50 | 50 | 50 | 60 | 52 | 30 | 30 | 33 | 40 | 35 | 34 |
| week 3 | N O P R O G R A M M E | | | | | | N O P R O G R A M M E | | | | | |
| week 4 | 29 | 30 | 21 | 28 | 21 | 26 | 18 | 23 | 27 | 34 | 38 | 28 |
| week 5 | 21 | 29 | - | - | - | 25 | 30 | 40 | - | - | - | 35 |



KINDER FÖRDERN
ZUKUNFT STIFTEN

PREMIERE for the 1st vacation programme

at the Aussenkehr Primary School
June 13-24, 2022
July 4-8, 2022

Finally long school vacations, get out of the school routine! For children in Germany, the vacation season holds offers for fun & games in abundance. In Aussenkehr, on the other hand, there hasn't been a single vacation offer since the Aussenkehr Primary School came into existence. This was a huge motivation for the Foundation <Kinder fördern - Zukunft stiften> and the 5th volunteer team to create a first three weeks vacation programme for some of the school children.

It was not easy. Some of the volunteer team fell ill with Corona or had other commitments. So the responsibility weighed heavily on the two German volunteers Annika Keppeler and Jacob Mayer to make all the preparations in time. They really put their backs into it and it took a lot of energy, but according to the two, "In the course of the first week, we became more and more confident, got used to each other and gradually improved our cooperation with the junior volunteers. It was an exhausting, challenging, but also beautiful and successful first week."

In the second week of the vacation, the entire volunteer team

was actively involved and enjoyed being able to concentrate on the kids away from the daily school routine and to spend more time in the workshops.

The big highlight of the vacation program was probably the hike up Aussenkehr Mountain. Lea remembers: "I didn't think that so many kids would want to go hiking with us and was really surprised when more and more consent forms were received from the parents and on Thursday afternoon almost 40 kids were standing there with their water bottles and most of them also with sturdy shoes ready". Lea's favorite memory of this hike is how a couple of fourth grade girls who walked the trail with her kept turning back to the mountain on the way back and looking up in awe at how far they had come and how small the cross now looks from a distance.

Conclusion: The efforts were worth it - for everyone! There will always be a vacation program from now on. **AF**



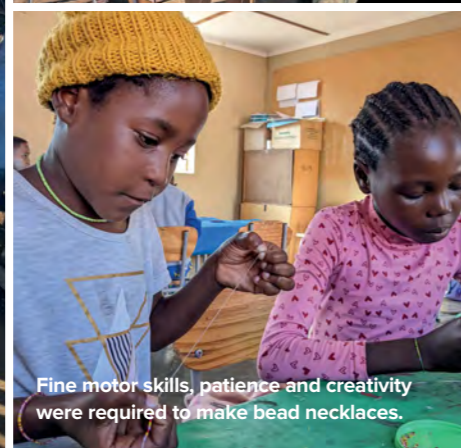
Volunteer Jacob and Junior Volunteer Shingunguma offered an upcycling workshop in teamwork: Empty milk and juice cartons were transformed into colorful cars and sailboats.



During the compost-building workshop, the students were able to demonstrate their technical skills and then give free rein to their creativity by painting.



Redesigning the school garden entrance.



Fine motor skills, patience and creativity were required to make bead necklaces.



Students try to see home from Aussenkehr Mountain.

HOLIDAY PROGRAMME OVERVIEW

SUMMARY OF OUR WORKSHOPS

Junior Primary Grade 1-3 | 9:00-12:00 am

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------|-----------------------------|-------------------------|----------|-------------------------|
| Colouring | Arts & Crafts (Butterflies) | Sports | Science | Movie |
| Reading | Dancing | Arts & Crafts (Ratties) | Quizzes | Arts & Crafts (folding) |
| Boardgames | Playground | CBD | Drawing | Games |

Senior Primary Grade 4-7 | 13:30-16:30 pm

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------------|------------------|---------------------|----------------------------|--------|
| Running brushes | Hiking | Mind teasers | Arts & Crafts (salt dough) | Movie |
| Games | Library | Garden | Boardgames | |
| Arts & Crafts (Beads) | Quizzes | Sports | Recycling | |
| Compost building | Colouring | Schoolyard painting | Scavenger Hunt | |
| Mini Patches | Creative Writing | Riddles | Painting | |
| Dancing | Role plays | Drawing | Dancing | |
| Watercolour painting | Bracelets | Spelling Quiz | Reading | |



The vacation organization team: volunteers (orange shirts) and junior volunteers from grades 7 and 8 (green shirts) and teacher Liandri Neels.

Aussenkehr Volunteer Project

3rd STAKEHOLDER-MEETING

Aussenkehr Farm – March 9, 2022

Participants of the Stakeholder Meeting.



Christian Neuber, founder of <Kinder fördern - Zukunft stiften> welcomes the participants.



Workshop „Social Work Toolbox“ with Prof. Dr. Janet Ananias from UNAM Windhoek.



Presentation of the Oshivambo cultural group from the Aussenkehr Primary School.

For the third time, Christian Neuber from the German Foundation <Kinder fördern - Zukunft stiften> together with IAwebahe Johannes IIHoeseb, Regional Director of Education, Arts & Culture of the IIKharas Regional Council and Suzie Kadhikwa, Principal of Aussenkehr Primary School under the leadership and implementation of Maike Reinhardt, Project Manager of the Aussenkehr Volunteer Project invited to the Stakeholder Meeting at Aussenkehr Farm.

“The participation of eminent personalities from the private and public sectors in the third Stakeholder Meeting is a real proof that the stakeholder base for this project is

growing exponentially” said IAwebahe Johannes IIHoeseb in his opening speech. Maike Reinhardt acknowledged the commitment of all those involved in the Aussenkehr Volunteer Project, first and foremost Mrs. Suzie Kadhikwa and her team of teachers who open their classrooms and hearts to the young students from Namibia and Germany and also to the volunteer team itself who “give everything they can and work tirelessly and often to total exhaustion. I really appreciate this willingness to change perspective and that they are embracing a new living and working environment far away from friends and family.” The Stakeholder Conference once again took a constructive and critical look at the status of the Aussenkehr Volunteer Project moving forward. A new topic area at this year’s conference was that of Social Work. Besides

the regular participants: the volunteer team, representatives of the Aussenkehr Primary School, the police, the clinic and the local wine growers, representatives of UNAM Windhoek, Ongwediva and Keetmanshoop, Prof. Janet Ananias from UNAM, Windhoek and Prof. Thomas Meyer from DHBW Baden-Württemberg in Germany (digital) participated for the first time and represented the field of social work. It was a great pleasure that also Mrs. Sandra !Owoses, the head of the health department of the IIKharas region, could be persuaded to participate, because the presentation of Prof. Dr. Marcus &

MEETING OBJECTIVES:

1. Strengthen the relationship of stakeholders
2. Review the Volunteer Project
3. Update of current and presentation of new projects

TIMETABLE:

- | | |
|---------------|---------------|
| 09h00 – 12h00 | Presentations |
| 12h00 – 13h00 | BREAK |
| 13h00 – 16h00 | Workshops |

Dr. Bärbel Reckhardt from Germany on the topic of Digital Health & Food Revolution was to add another dimension to activities of the Außenkehr Volunteer Project. Also at this year’s conference, the status on planning and building a school library for Aussenkehr Primary School was hotly discussed. Time was too short to argue all topics conclusively. There will be another opportunity to do so in a year’s time. **AP**



The volunteers Christina and Lea together with the children from the afternoon programme, who can hardly wait until it starts.



Lea with teacher Ms Selma in traditional Oshivambo dress at Independence Day celebrations.

Pure life experience - an international practical year in Namibia

Lea Dürr is 24 years old, originally from Ettlingen, Germany, and is studying in the Master's degree in Special Needs Education at the University of Education in Heidelberg.

A fellow student told Lea about the foundation's volunteer program in Namibia, which focuses on reading promotion and life skills activities, and she wants to use this opportunity for cultural exchange and practical experience. In August 2021, Lea dares to go on a very special adventure and will begin her internship abroad in Aussenkehr, a Namibian village located on the Orange River. Initially, Lea only

wants to stay in Aussenkehr for four months. It is unimaginable for her to be separated from friends and family for longer. The fact that the project was still in its infancy, nevertheless seemed appealing to Lea, and so she will start in August 2021 together with eight other volunteers and is determined to make a difference.

Lea conceives the learning support program "Special Needs Club".

After her arrival, she first gets to know the different culture and learns what it means for the people in the townships to live without running water and electricity. She also gradually gets to know all the people involved in the project as well as the teachers and gets an insight into what goes on at school every day. Lea reports with astonishment: "Most of the children do not have their own pencils and notebooks, and there are often not enough materials for everyone at school. Not all children have a chair, and some have to write while sitting or lying on the floor. The teachers teach under conditions that are completely different than we know them from Germany". Together with the local teachers, she then develops the "Special Needs Club". This enables eight children each from grade 1-3 to improve their basic knowledge of Maths and English in a small group. Up to now, lack of success at school has left these children with little self-esteem and they have difficulties following the lessons in a class of 40. The "Special Needs Club" helps the children to participate more actively in learning again. There is no classroom for this, so the "Special Needs Club" is moved outside without further ado. Not an easy task at 40 °C in the morning or in windy weather. But Lea knew what to do – she simply stuck the writing sheets to the tables so that they couldn't fly away.

Fostering practical talents through gardening

In the afternoon, she accompanies and supports the children in reading, writing and sports activities in the "Life Skills Programme". With the children of the 6th grade, Lea started a

“

I have to admit that I was always skeptical about volunteer projects in Africa.

Nevertheless, I decided to volunteer with the Foundation <Kinder fördern - Zukunft stiften> because I liked the idea of establishing a long-term and sustainable after-school program for the children of the school, with German and Namibian institutions and partners cooperating right from the start. During my 11-month stay in Aussenkehr, I was able to experience this exchange myself in many ways - at the Welcome Lunch with the Director of Education, Arts and Culture, in the classroom during the exchange with the teachers of the primary school, while gardening in the school garden with the support of a local gardener, or at the daily dinner in the Volo House with the German-Namibian volunteer team. What is also special for me about the project is that students not only of different nationalities and cultures, but also of different disciplines work together, so that everyone can learn from and with each other.”

gardening project to also promote the practical skills of the students. The school garden is replanted and a gardener from the local grape company shows how to sow vegetables and plants. Lea can be there for the first harvest of tomatoes, spinach and cabbage and marvel at the result together with the children.

For the vacations, Lea and the team of German and Namibian volunteers, as well as a teacher of the Aussenkehr Primary School organized the first holiday program in the school's 20-year history, so that the children don't have to spend their vacations at home or on the streets. Over a period of three weeks a colorful program is offered to the learners every day from morning to afternoon. During the vacation program, they can choose between sports, musical, artistic and technical activities, and can thus discover their own talents. Sustainable aspects also play a role: a compost is built for the school garden and small flower beds are made from old milk cartons. A special highlight, however, is the hike up Mount Aussenkehr! Together, the participants climb the highest mountain in the associated nature reserve. A total of 40 children hike and climb up to the summit cross and, after the ascent, look proudly across the wide landscape and back at the steep path they have mastered together.

"Aussenkehr has become my second home".

Lea likes what the sense of academic achievement does for the children, works with the teachers at eye level and can accompany and shape the projects in the long term. She sees a great opportunity in the "Aussenkehr Volunteer Project" and after four months, she calls the foundation and says, "I can't just leave now". So, Lea decides after a long and careful consideration and after many discussions with the foundation "Kinder fördern - Zukunft stiften" to extend her stay. In addition, there is the complicated application for a further work visa and at home, the room in the shared apartment also has to be subtle. But then the four months and two extensions finally turn into a whole year in Aussenkehr!

A toast to Namibian hospitality

Once during the year she spends abroad, Lea would also like to travel to South Africa and to get to know this country. However, on her return trip, she was stopped at the border due to visa problems and was initially unable to re-enter the country. A whole twelve days she had to spend there until it was cleared up. The owner of a local lodge gave her a room and invited her to dinner every night. When she was finally allowed to enter the country again, she wants to give the lodge owner something for his help. However, he does not take a single cent from her, which still leaves her speechless. One such generous hospitality she had never experienced before.

Benefiting from each other culturally and professionally

Lea returned to Germany from Namibia in mid-August 2022. In retrospect, she finds it very pleasant that she had not a lot of



As part of the vacation programme, the schoolyard was redesigned jointly by volunteers and students.

distractions in Aussenkehr. There is no club, no cinema, and not many different opportunities for leisure activities. So, she could concentrate on the tasks of the foundation and notice the many successes and positive changes on site. The different dynamics within the volunteer teams were also very exciting for her, and she could learn a lot from the cultural as well as the professional exchange among each other. Looking back, Lea is very proud that she was able to assist in so many projects and that they have become successfully established on site. What she misses: the hugs from the children, the warm greetings on the street, the bright red-orange sunsets behind Aussenkehr. And especially the cheerful "Morning, Morning" from the school principal Ms. Kadhikwa when Lea comes to school in the morning.

What she looked forward to at home: the green of nature, her family and friends, her own room – her own retreat. Whether she would like to return to Namibia again, Lea answers with a clear "yes". But first, she will return to her everyday life as a student and write her Master's thesis. **AP**



5th VOLUNTEER TEAM

MAY – AUGUST 2022



7th VOLUNTEER TEAM

JANUARY – APRIL 2023



Stays until end June
Lea Dürr
Master of Education, Special Needs Education, age 24



Visits twice yearly, for 3 months from October 2021 – 2024
Max Schlör
Student of Social Work, age 26



Stays until end June
Leonie Ladell
Bachelor of Arts, Primary School, German & English, age 23



Hilka Malakia
Graduate of Library & Information Management, age 27



Jacob Mayer
Bachelor of Arts, Secondary School, Technology & Geography, age 25



Annika Keppeler
Bachelor of Arts, Primary School, Mathematics & General Studies, age 19



Maano Ndesihala Martin
Diploma in Junior Primary Education (UNAM), age 29



Dawid Jahrs
Junior volunteer, age 12



Imelda Munango
Junior volunteer, age 14



Mariam Shilyatukeni
Junior volunteer, age 13



Shingunguma Shafuda
Junior volunteer, age 13

6th VOLUNTEER TEAM

SEPTEMBER – DECEMBER 2022



Hilka Malakia
Graduate of Library & Information Management, age 27, Team Coordination



Lucas Hennies
Master of Education, English and Geography, age 25



Maano Ndesihala Martin
Diploma in Junior Primary Education (UNAM), age 29



Selina Karpstein
Master of Education, Special Needs Education, age 24



Annina Piazzolo
Master of Education, Secondary School, English, Fine Arts and Theology, age 23



Katina Edig
Bachelor of Arts, Primary School, German & Music, age 23



Christina Ingelfinger
Master of Education, Special Needs Education, age 24



Dawid Jahrs
Junior volunteer, age 12



Imelda Munango
Junior volunteer, age 14



Mariam Shilyatukeni
Junior volunteer, age 13



Shingunguma Shafuda
Junior volunteer, age 13



Christina Wiese
Student of Bilingual Primary Education Pedagogical University of Freiburg age 24



Long-term volunteer
Hilka Malakia
Graduate of Library & Information Management, age 28, Team Coordination



Maano Ndesihala Martin
Diploma in Junior Primary Education (UNAM), age 31



End of January 2023
Lucas Hennies
Master of Education, English and Geography, age 25



Hendrik Kawana
Bachelor Degree in Education Pre & lower Primary (Honours) UNAM Keetmanshoop, 24 years



Don-Juan De Marco Beukes
Bachelor Degree in Education Pre & lower Primary (Honours) UNAM Keetmanshoop, 23 years



April-June 2023
Max Schlör
Foundation Kinder fördern - Zukunft stiften / Cooperative State University, Stuttgart Germany

Junior Volunteers during the holiday programme (Pupils from the Waldorf School):



Dawid Jahrs
Junior volunteer, age 12



Imelda Munango
Junior volunteer, age 14



Mariam Shilyatukeni
Junior volunteer, age 13



Shingunguma Shafuda
Junior volunteer, age 13



Frans Hipotelwa
Junior volunteer, grade 9



Jacomia Kahuika
Junior volunteer, grade 9



Helena Petrus
Junior volunteer, grade 9



Chrisentia Linyando
Junior volunteer, grade 9

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10 core competencies of the WHO

| | | | |
|-------------------------|-----------------------------------|--------------------|-------------------|
| Decision making | Problem solving | Creative Thinking | Critical Thinking |
| Effective Communication | Interpersonal relationship skills | Self-awareness | Empathy |
| | Coping with emotions | Coping with stress | |

https://apps.who.int/iris/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf?sequence=1&isAllowed=y

World Health Organisation (WHO) (1994). *Life skills education for children and adolescents in schools*. Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programmes. WHO: Geneva.

What life skills do children need to master their daily lives in the future?



We all use the word “life skills” without really thinking about it, but what exactly does it mean? The World Health Organization (WHO) developed the following definition in 1994: “Life skills are skills for adaptive and positive behavior that enable people to cope effectively with the demands and challenges of daily life.”

writing and arithmetic. You can't learn everything in school either especially since the number of life skills is unlimited. So what is important in life? What is important for children in Aussenkehr Farm?

The WHO identifies 10 core competencies that should be learned by all people (illustration on page 12). Can we promote these core competencies with our existing after-school program? In the last two years of the Aussenkehr Volunteer Project's existence, our volunteers have offered various life skills workshop for the children especially from PrePrimary to Grade 3 (see page 13). The Foundation specifically seeks out students of education and social sciences who have an additional qualification in “life skills” and also want to pass on these life skills as well. In teaching life skills, the foundation also considers it important to take cultural conditions into account, as well as to establish sustainable after-school programs. For example, the school garden should not only be green from September to December, but also bear fruit from January to August.

The Foundation <Kinder fördern - Zukunft stiften> has been thinking about this in preparation for Term 3, which starts in September 2023, and would like to create new offerings beyond the current scope that make the core competencies established by WHO learnable.

The fourth Stakeholder Meeting will give us the opportunity to discuss our offerings together with the teachers and the community. **AP**

The demands and challenges a person faces on a daily basis depend to a large extent on the environment in which he or she lives and the culture in which he or she was born. Already in the first years of life it is natural for many to learn how to tie shoes and a bow, to do a somersault, to hop on one leg or to jump rope – skills to train gross as well as fine motor skills, they are the foundation for all child development stages.

At school we are taught important life skills such as reading,

“Life skills are skills for adaptive and positive behavior that enable people to cope effectively with the demands and challenges of daily life.”

LIFE SKILLS OVERVIEW

OFFERED SINCE 2020

GRADE 1-3

SPORTS

e.g. Soccer, Fun games, Burn ball, Dodgeball, Netball, Yoga lesson, Juggling

HANDICRAFTS

e.g. Knot bracelets
- Make dream catchers (from paper plates, strings and feathers)
- Felting key rings
- make your own small "board games" (e.g. Tic-Tac-Toe)
- make masks

BOARD GAMES

e.g. Uno, Halligalli, Memory etc, Building with wooden blocks, puzzles etc.
- Chess club (offered by the school)

MUSIC/DANCE

e.g. singing and making music together with percussion instruments
- Dancing to different local and international music
- Music stories, e.g. "Jungle" (musically accompanied story in which children are allowed to use instruments)

UPCYCLING

e.g. Purses from tetrapaks, Pen holders made from toilet paper rolls, making musical instruments: rattles out of toilet paper rolls

READING & WRITING

- Reading aloud sessions as well as reading books on their own
- Reading and letter games" (e.g. on the blackboard, together in a circle of chairs, with worksheets)
- Picture book cinema with Kamishibai

GRADE 5-7

GERMAN CLUB

GARDENING CLUB

WINDOWS OF HOPE (part of the school curriculum)

SCIENCE / Technic Club (experimenting, technology, e.g. building mini robots)

OFFERED FROM TERM 3/2023

| | | | | |
|--------------------|--|-------------------|---|---|
| READING & WRITING | KINDERKINETICS (offered by University Stellenbosch) NEW | SEWING NEW | SPORTS | BOARD GAMES |
| GARDENING | REPAIRING / UPCYCLING | TRADITIONAL ARTS | | |
| COOKING NEW | THEATER NEW | WELLNESS | CHESS (offered by School teacher Liandri Neels) | WINDOWS OF HOPE (Part of the school curriculum) |

Interview with Ms. Liandri Neels, Teacher at Aussenkehr Primary School (APS)

February 2023



Liandri Edwina Neels was born in 1992, she is originally from Keetmanshoop and grew up in Luderitz. She has been working as a primary school teacher at APS since January 2016 and teaches the preschool class and class 2. She got to know the school during her studies and also came back here right after graduation to work as a teacher. Her hobbies are: Chess, spending time with her

child, reading, playing games (PlayStation), watching soccer and she is thinking of starting a new hobby – something like hiking or biking.

Mrs. Neels, why have you been teaching at Aussenkehr Primary School for so many years?

When I first arrived here at Aussenkehr, I admit I initially saw a school where I could start my teaching career. However, over the years I have come to really love the school and the community. I have learned so much about the cultural diversity of the people here and I would like to learn much more. At the same time, I think it's important to show the kids here that the world beyond their hometown has so many exciting and interesting things to offer. I have the opportunity to really make a difference in the lives of the children and their families. I help them see possibilities and realize dreams. It motivates me to nurture them and make them realize again and again that learning can change their lives - and the world - for the better.

What makes Aussenkehr Primary School special?

What makes Aussenkehr Primary School special is the love of culture and the respect that the different ethnic groups have for each other. I feel that the students and everyone else here are very respectful of each other and do not discriminate against each other's ethnicity. Everyone is accepted at the school. The school is not only a place of learning, but also a place of caring, self-care, diversity, and life lessons.



Lea and Liandri visiting the German capital Berlin.

Wouldn't it be more attractive to teach at an elementary school in the city?

There are things that are attractive: Cities are more modern, you can find everything at the drop of a hat, there are all kinds of doctors and entertainment options. Yes, it would be easy to teach in a bigger city because you can find many things that are convenient. But working with parents who have low expectations for their children's education motivates me to stay in Aussenkehr. That is very inspiring! Because I want every child here to learn to read and write and to develop the feeling that anything is possible if you have a good education.

What do you find most challenging in the classroom/teaching?

My biggest challenge is the large classes. This makes it almost impossible, if not impossible, to address a child's individual needs. Every child is different and learns differently and at different rates. Despite our integrative curriculum, it is hardly possible to do justice to everyone. As a teacher, it is difficult to adhere to a fixed curriculum.

In which language do you teach? Do you understand all the children?

The language of instruction at the school is English. So I teach in English and Afrikaans as a second language. Most of the children understand both languages, but sometimes there are communication difficulties because most of them come from northern Namibia, where neither language is spoken. But such situations are usually solved quickly by a friend translating briefly. But most quickly learn the new languages.

What did you think when the first German volunteers came to the school?

I was on maternity leave when the first team arrived and so I only got to know the second team. Of course, I was very curious and wanted to learn as much as possible about Germany and the German education system.

Did you change your mind after two years? If so, why?

No, my opinion did not change. On the contrary, after two years my curiosity rather grew to learn even more about German culture and German education, because

it is fascinating how other countries and other people deal with education. That is very inspiring!

What impact does the presence of the volunteers have on you as a teacher, but also as a private person? (maybe also address the friendship with you here).

I have learned many things through the interaction with the volunteer project and got many ideas for teaching. When the volunteers are in the classrooms, I can think about my teaching in peace. Besides the fact that my ideas about teaching and learning have changed, I have developed beautiful friendships with some of the volunteers. They are as curious about learning about the world as I am. And I like their passionate approach to teaching. I have a particularly good friendship with one of the long-term volunteers and I even visited her in Germany. It was also very nice to see the others from the team again in their home countries and to learn how they live their everyday lives in Germany.

Are the volunteers important for your students?

Yes, the volunteers are really important for our children and young people. I really appreciate that they persevere and motivate the children to read and really instill a reading culture in them. They have also started the "Special Needs Club" as a learning support, where children are tutored in smaller learning groups. I have noticed that some of the students, through this offering, have significantly improved their confidence in the classroom. For example, one student now participates in classroom activities, which she never did before. I think the after school program is a great opportunity for the students to do additional fun and educational activities after school. This program keeps the students busy not only with fun games, but also with reading and writing activities.

What do you like and dislike about the German volunteers?

I like the planning and management style that the volunteers use to structure their work at the school. They are very precise in their procedures and well organized. What could perhaps be improved is a more intensive exchange with the Namibian teaching team. It is not so much a lack of will, but sometimes too little communication and interaction with us. Maybe future volunteers should plan to be more open to us teachers and not spend so much time with their fellow volunteers.

In your opinion, is the cooperation between Namibian and German teams useful?

Yes, the cooperation is meaningful in any case, we can exchange teaching ideas and methods, learn from each other's culture by living closely together and definitely broaden our world view.



Liandri offers chess in her classroom after school for interested students. Some can only stay for a short time because their way home is very far and they have to be driven home by a collective bus.

"It motivates me to nurture them and make them realize again and again that learning can change their lives - and the world - for the better."

You play chess. Who taught it to you? What do you like about this game?

My English teacher taught it to me in elementary school. It's a great game because, unlike other games, it's based only on logic. You don't have to be smart or rich to play it. You just have to know the rules of the game and the chess moves. I also like the calmness of playing chess because you have to think carefully about each move. I have already established a chess club at our school that meets twice a week. Maybe we can include it in the life skills program.

What impressed you the most and what shocked you the most during your two visits to Germany?

I was most impressed by the public transportation and how easy it is to move from one place to another, even in the city where you can rent bikes and scooters, which is quite fascinating. I'm also impressed by how green Germany is, and that's despite coming from a country that is very arid. I can now also understand why Germans always love hiking and nature so much. What shocked me again was the consumerism here in Germany and the huge variety of products and services that are readily available.

What do you wish for your own child?

I wish for my child to have a good education and an adventurous life, and to find a profession that he or she is passionate about and that gives him or her great fulfillment and meaning. **AP**

"What shocked me again was the consumerism here in Germany and the huge variety of products and services that are readily available."

PROJECT: School Library/ Multipurpose Centre

CREATING A FUTURE, BOOK BY BOOK

Think of the children's libraries you know: colourful and inviting spaces, their shelves brimful with tantalising books. Wonderlands of reading, they open windows to the universe of fantasy, curiosity and learning.

Now stop right there. Erase that picture out of your mind's eye.

Replace it with this one: One rickety metal bookcase with three sadly drooping shelves, half-filled with well-thumbed books, propped up by stones – the 'library' for 800 children on Aussenkehr Farm Primary School in Namibia.

This is what the Foundation <Kinder fördern, Zukunft stiften> found when, in October 2020, they became involved with the school on the farm. There had simply been no resources to establish a proper library for the children of this fast-growing community. Other needs were more pressing. Classrooms. Desks. Chairs. Exercise books.

Aussenkehr Farm, a green oasis on the banks of the Orange River, the natural border between Namibia and South Africa, developed into a magnet for migrant labourer families from all over the country. The permanent community of about 5 000 people, living in an informal settlement on the farm, swells to 15 000 during harvest time. Many of these families on departing leave their children behind to be educated in Aussenkehr.

A LIBRARY: THE PROMISE OF A DIGNIFIED FUTURE

The Foundation knew right from the start that the young, developing minds need the stimulation of books as much as the barren landscape in which they live needs water. Isolated by a hardscrabble existence and by a vast distance from towns with libraries, the children craved books to help unlock their potential

“ Brick by brick, book by book, the partners will contribute to creating a future for children who are thirsty for knowledge - the library will be a source, just like the river that made the Aussenkehr Farm an oasis in this dry landscape.

and to bring the promise of a dignified future closer.

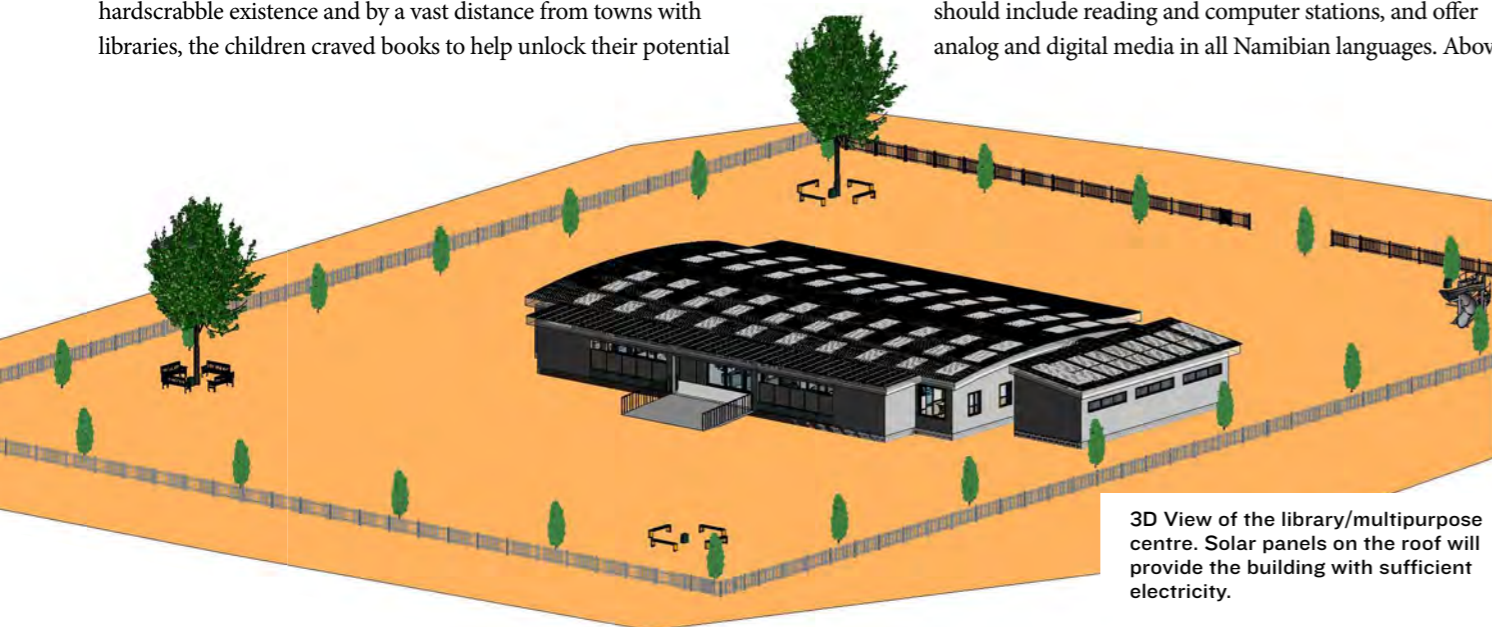
The need for a library soon topped the agenda at stakeholder meetings. When they came together in March 2021 in Aussenkehr Farm, a unanimous decision was taken to make the establishment of a school library by Namibians for Namibians a priority. Every one of those present, be they farmers or educators, health workers, policemen or academics, could testify to the role free access to books had played in their own lives. It was, they acknowledged, the birthright of every child to develop their full potential through access to the information the written word provides.

It was simply unthinkable that so many children could grow up without books. Plans were immediately formulated to bring the dream of a school library to fruition and discussions with the Namibia Library and Archive Services (NLAS) ensued.

But that would take time and the hunger for books was just too pressing. Appeals went out, and before long the children could immerse themselves in 200 brand-new English books, all vetted for suitability by the NLAS. During the afternoon life skills programme the volunteers of the Aussenkehr Project could share their love of reading with their young charges, many of whom had never handled a story book before.

WORKING TOGETHER TO MAKE THE DREAM COME TRUE

In the meantime, the plans for the library were tackled with zeal. Participants to the conference had agreed that the library should be able to accommodate around 80-100 learners simultaneously, should include reading and computer stations, and offer analog and digital media in all Namibian languages. Above

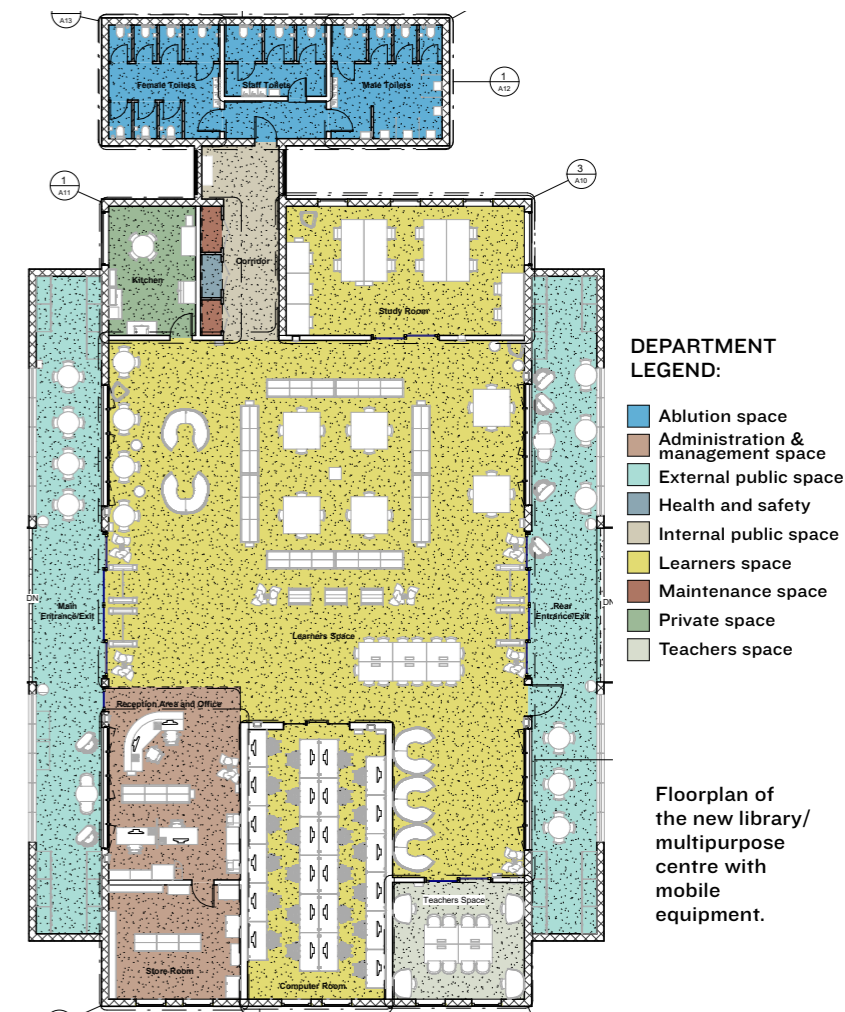


all, it should make reading and the media enjoyable and allow the children's imagination to develop freely.

A checklist was drawn up, taking into account the requirements of NLAS and the views of headmistress Mrs Suzie Kadhikwa and her staff. Two engineers from the UNAM School of Engineering and Built Environment in Ongwediva, Dr. Philemon Arito and Sam Shaanika, put the design out to their students as a competition. The winning team came up with a simple, but highly effective design. The structure, a one-storey square building with a floor area of approx. 600 m2, has few inner walls and supports mobile furnishings. It incorporates 65 reading desks and 35 computer desks in a welcoming space, surrounded by bookshelves.

The Foundation <Kinder fördern, Zukunft stiften> was asked to evaluate the winning design, and roped in the services of ekz.bibliotheksservice GmbH from Reutlingen (for advice on the interior design) and Werner Sobek Green Technologies GmbH from Stuttgart (for the structural concept). Stefan Betzelt took over the animated design of the library with great commitment to be seen at www.stiftung-kinder-foerdern.com/bauschulbibliothek.

The building will be integrated with the natural environment and use green energy, supplied by a photovoltaic system – there's no shortage of sunshine! With temperatures regularly soaring above 40 degrees for many months during the year, air-conditioning may also be necessary.



Participate with a building block worth 50 euros:

The dream is taking shape. But the sobering fact is that there's still a long way to go from an excellent design on paper to a completed building.

The current cost estimate is **300,000 Euros** for the construction and furnishing of the school library. The Foundation Kinder fördern, Zukunft stiften will take over part of the financing and will also apply for support funds from the Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung.



That, however, is not enough. We are inviting partners in Germany and Namibia who can help finance this project and provide media for the library in English and the Namibian languages. A small part of the library will also be devoted to German literature, underlining the power of literature to heal old wounds.

Brick by brick, book by book, the partners will help build a future for children thirsting for knowledge – the library a wellspring in the same way as the Orange River, which turned Aussenkehr Farm into an oasis in this arid landscape.

Please get involved with just one building block worth 50 Euros.

www.stiftung-kinder-foerdern.com/bau-schulbibliothek

**Donation Account: Volksbank am Württemberg IBAN: DE89 600 6039 6005 295 7004
Reference: Brick for school library Namibia**



More than 800 children from PrePrimary to Grade 7 are taught at the Aussenkehr Primary School. Many students are the children of seasonal workers who work on one of the table grape plantations.

Namibian television reports about our work in Aussenkehr Farm

Watch the moving two-part documentary of the Namibian TV station NBC1 about our Aussenkehr Volunteer Project.

We are very grateful and also a little proud to have achieved this attention in the country.



PART 1: www.bit.ly/3L9Invp
PART 2: www.bit.ly/41AxQyW

PHOTOGRAPHY: MAIKE REINHARDT

Her passion and commitment to the education sector extends far beyond her professional activities. The principal of the Aussenkehr Primary School, Mrs. Suzie Kadhikwa, has been involved in education for over three decades. The balancing act between school administration and teaching keeps her motivated and on her toes.



Read the interview with her in the next issue of Aussenkehr Project News.

PHOTOGRAPHY: MAIKE REINHARDT



AUSSENKEHR PROJECT TRUST



“To equip the youth of Aussenkehr Farm for their future and to maintain their local heritage.”

Objectives

The Aussenkehr Project Trust is a funding institution dedicated to the social and educational upliftment of the school-aged children of Aussenkehr Primary School, and to facilitate the student and volunteer exchange program between Namibia and Germany for the benefit of the school-age children and youth of Aussenkehr Farm.

Founding Members



IAwebahe Johannes IIHoeseb



Suanna Kadhikwa



Dr. Charmaine Villet



Carike Johnson



Christian Neuber



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