

# AUSSENKEHR PROJECT NEWS



THE OFFICIAL  
NEWSLETTER OF THE

## AUSSENKEHR PROJECT

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



**Christian Neuber**  
Founder

It has only been a year since we met for our first stakeholder meeting, joined by our German delegation with Dagmar Freitag (Member of German Parliament), Maike Reinhardt (Project Managerin), Arnold van Zyl (President of the Baden Württemberg Cooperative State University), and me as the founder, as well as the various representatives of the

community of Aussenkehr.

It was clear to us from the beginning that something special could be created within the framework of the good international relationship between our two countries, Namibia and Germany. In the twelve months since then, our expectations have been more than met! In October 2020, the first international volunteer team arrived in Aussenkehr and experienced an incredible welcome and hospitality. It was always a pleasure for me to read the volunteers' weekly reports. They showed me that the good preparation and the enthusiasm from both sides, enabled the cooperation to be efficient after only a short period of time. The volunteers' final reflection on their experience was: Exhausted but happy.

Happy about the amazing experiences in a different culture in a country 10,000 kilometers away; happy to have been able to work in a team of Namibian and German students; happy to have had such good guidance from the school administration. And of course, they were happy about making a valuable contribution to our international cooperation.

Exhausted because of the climatic conditions they faced and the many new impressions they were confronted with.

At this point in time, the second team of volunteers is already on site. They can benefit from the first group's experiences and develop the program even further.

I would like to thank everyone involved for their strong and passionate commitment, which ultimately

serves the goal: "To equip the youth of Aussenkehr for the future and to maintain their local heritage".

This common goal unites and inspires us. What is being created here in Aussenkehr, is something that can serve as a model for other locations in Namibia.

Knowing this makes me proud and happy.

On this note: Hopefully, see you again soon in Aussenkehr!

Warm greetings from Schwäbisch Hall/Germany,

CHRISTIAN NEUBER



**Theresia Bauer**

"I am very glad that the project idea from Paternoster could be implemented in Aussenkehr, Namibia, as well. **The interdisciplinary and intercultural experiences our students have there are important for our society.** I am sure that the students will acquire valuable skills and knowledge in Namibia. **Your project is helping to deepen our relationship with Namibia.** The development in cooperation between our countries in the areas of science, research and arts shows great promise."

—THERESIA BAUER Minister for Science, Research and Arts Baden-Württemberg



Welcome ceremony/Nama dance at the Primary School.



## A Dream Comes True!

BY JOAN KRUGER

*How the Foundation < Kinder fördern – Zukunft stiften > came to Namibia*

**A**ussenkehr, with a name like that, could be a place anywhere in Germany. But you would be hard-pressed to find a more unlikely counterpart for Stuttgart and the Foundation < Kinder fördern – Zukunft stiften > than this sprawling farming oasis in sun-scorched southern Namibia.

It was no random decision for the Foundation to put down roots in Aussenkehr. Historical ties between Germany and Namibia, and more recent connections between Paternoster and Aussenkehr, made it almost inevitable for the success of the Paternoster Project NPC to be replicated there. To the thousands of farmworker parents the additional learning opportunities presented by the German volunteers have been as welcome as the waters of the Orange River to the vineyards and orchards of Aussenkehr Farm.

Thanks to the enthusiastic cooperation of the Namibian educational authorities, the first team of volunteers could already be welcomed to Aussenkehr in October 2020. This took place in spite of the Covid-19 exigencies. The experience gained with the Paternoster Project NPC helped smooth the way.

Since October 2016 the Paternoster Project NPC, in cooperation with various universities, has been sending teams of volunteer interns to Paternoster, a fishing village on the West Coast of South Africa. There, students of education, social work and sports science have been running an afternoon life skills programme, with an emphasis on literacy and reading. The deep respect for local traditions evidenced by the project, led to it being embraced by the local community.

After four years, the Foundation was keen to take the vision to other resource-poor regions. The Baden-Württemberg Ministry of Science, Research and Art suggested that areas in Namibia were very well suited to such a project.

By happy coincidence the Foundation already had ties to one of these areas, the ||Kharas Region. Cilla Snyman, sister of



Christian Neuber & the Namibian Ambassador.



Reception at the Namibian Embassy in Berlin.



Namibian delegation participates in 3rd Paternoster Project Conference, South Africa.



Joan Kruger, a current director of the Paternoster Project NPC, is a retired inspector of schools and was able to facilitate contact with the Regional Director of the Directorate of Education, Arts and Culture in the ||Kharas Regional Council, [Awebahe Johannes ||Hoeseb. He was enthusiastic and immediately contacted the Foundation.

In September 2019 the Foundation's project manager, Maïke Reinhardt, brought a lightning visit to schools in the ||Kharas Region. Accompanied by Cassius Shanjangange, the inspector of schools, she visited Oranjemund, Noordoewer, Rosh Pinah and Aussenkehr. All regions were keen to work with the Foundation, but, Maïke admits, there was just something about the unique setting of Aussenkehr, the diversity of the community, coming from all corners of Namibia, and the heartwarming enthusiasm of the school principal,

Susanna Kadhikwa, that stole her heart. Chance-risk-analyses later confirmed her intuitive response.

In return, [Awebahe Johannes ||Hoeseb came on a fact-finding visit to Paternoster in October 2019, bringing with him a high-level team that included representatives from schools in Oranjemund and Aussenkehr. They attended the 3rd Paternoster Project Conference in South Africa

and took a close look at the programme. Impressions were favourable and he expressed the wish for the Foundation to become active in southern Namibia.

After careful consideration and countless phone calls, e-mails and video calls, the Foundation finally decided to work with the Aussenkehr Primary School, a school of about 800 learners speaking a number of different home languages. The indomitable spirit of headmistress Susanna Kadhikwa and her commitment to better the lives of her learners clinched it.

To ensure the acceptance and support of all the interested parties the first on-site stakeholder meeting took place in February 2020. The decision was unanimous: The first team of volunteers was to arrive in October 2020.

Then came Covid-19. Although difficult, the commitment was such that nothing would be allowed to derail the process. Volunteers were invited to apply and a pilot team was put together. The livelihood assessment, started earlier the year, was completed in December 2020, despite the pandemic.

The first volunteers from the PH Freiburg, PH Heidelberg and DHBW Stuttgart met and were given a historical overview and organisational induction by Prof. Susanne Kuss of the Arnold Bergsträsser Institute Freiburg.

A special highlight was the reception of the pilot team by the incumbent Namibian ambassador, Andreas Benjamin Dawid Guibeb, and the embassy counselor, Tania Tait, in Berlin. The excitement was palpable. The honor of the reception made the

**“Our dream is to transfer the role-model Paternoster Volunteer Project to Namibia through implementing a sustainable relationship based on equality, cooperative partnership, respecting the national laws of arts and culture of the Republic of Namibia.”**

— FOUNDATION < KINDER FÖRDERN - ZUKUNFT STIFTEN >

students realise that they were pioneers, doing groundbreaking work.

Nail-biting times still lay ahead. Travel restrictions. Visas. Covid-19 tests. But in October 2020 six eager students, five Germans and one Namibian, arrived in Aussenkehr to a warm welcome. In the mornings they assist the teachers in the school, sometimes taking the classes themselves. In the afternoons they present a literacy and life skills programme, with the focus on the promotion of reading skills.

Pictures finding their way home showed the beaming volunteer teachers and their local charges, all of them full of zest in spite of the extreme temperatures (thankfully there's the river nearby!) in one of the driest and hottest places in Namibia.

The second team of volunteers has already followed in their footsteps and is making an indelible impression on the community and the children entrusted to their care. Education is indeed flourishing among the almost improbably lush vineyards and groves of mangoes, date and oranges of Aussenkehr Farm. **AP**

**“Our dream is that a project of a similar nature with the same objectives as that of the Paternoster Project should be implemented in Aussenkehr.”**

—[AWEBAHE JOHANNES ||HOESEB,  
Regional Director of the Directorate of Education, Arts and Culture in the ||Kharas Regional Council.





Welcome at the Primary School Aussenkehr Farm.



Stakeholder Meeting at the Norotshama Lodge.

***“The partnership with the Foundation < Kinder fördern – Zukunft stiften > will intensify our efforts to take the necessary measures to address the plight of learners and out-of-school youth in the ||Kharas Region in general and in remote rural areas in particular, but especially Aussenkehr now.*”**

—|AWEBAHE JOHANNES ||HOESEB,  
Regional Director of the Directorate of Education, Arts and Culture in the ||Kharas Regional Council.

## Off to a running start in Aussenkehr!

BY JOAN KRUGER

*Many decisions are made at the first stakeholder meeting*

**“If you want to run fast, run alone; if you want to run far, run together.”**

**T**his African proverb perfectly sums up the first stakeholder meeting between the Foundation < Kinder fördern – Zukunft stiften > and other interested parties.



Meeting at grape company ORVI.



Visit at a small-scal-farmer.



Meeting at grape company COC.

The aim of that stakeholder meeting, held on February 26, 2020 at Norotshama Lodge in Aussenkehr, was to plan the Aussenkehr Project together. The 20 attendees from various entities in the private and public sectors wanted to look one another in the eye and agree on a sound basis for the implementation of the project.

“We wanted to export the successful model from Paternoster to other areas. At the same time, we as Germans were aware of our historical responsibility towards Namibia,” said Foundation chairman, Christian Neuber.

“After visiting various schools in the ||Kharas region, we were convinced that we could best realise our vision in Aussenkehr,” Project Manager Maike Reinhardt added. “We have also found a highly professional and trustworthy partner in |Awebahe Johannes ||Hoeseb, the Regional Director of the Directorate of Education, Arts and Culture in the ||Kharas Regional Council.”

In his welcoming speech, |Awebahe

Johannes ||Hoeseb clearly set out his expectations of the project: “We not only have to provide high-quality, but also relevant, education. This is the only way we can ensure that learners have an answer to the Fourth Industrial Revolution. Today’s learners and out-of-school youth should have the necessary knowledge, skills and attitudes to make a positive contribution to the industrialisation of this country.”

He cited the lack of a public library as an impediment to the promotion of a reading culture among the learners of the Aussenkehr Primary School and the out-of-school youth. This focus on the promotion of a reading culture is shared by the Foundation who has it as one of its core objectives.

Christian Neuber stressed that a sustainable relationship with equal partners should be created between the Namibian stakeholders and the Foundation. Maike Reinhardt, who had met Susanna Kadhikwa, principal of the Aussenkehr Primary

School, on a previous visit, had high praise for her as mentor for the young volunteers.

The director returned the praise: “I recognise and appreciate what each individual stakeholder is doing for the Aussenkehr Primary School. As a rural school, we can only rely on our potential stakeholders. Working in partnership with everyone involved can have a positive effect on the school and especially on the children in Aussenkehr.”

The attendees were unanimous in their support for starting the education and life skills programme. This should not only serve the interests of the community and especially of the children; it should also offer space for mutual learning. To turn the plan into reality, the meeting decided to launch the project by welcoming the first team of volunteers in October 2020.

Despite all the obstacles, the project was implemented successfully and the second team is already in residence in Aussenkehr! **AP**

***“I underline the need for our ethos to remain one that hinges on the furtherance of the principles of integrity, accountability, commitment, respect and empathy, teamwork, professionalism, transparency, efficiency and effectiveness.”***

—|AWEBAHE JOHANNES ||HOESEB,  
Regional Director of the Directorate of Education, Arts and Culture in the ||Kharas Regional Council.





## 1<sup>st</sup> Volunteer Team AUSSENKEHR

3 OCTOBER – 20 DECEMBER 2020



**Savelia Nanyanga**  
Student of Education (Special Needs)  
Pedagogical University Heidelberg  
24 years old



**Alisa Lauf**  
Master of Bilingual Primary School Education  
Pedagogical University Freiburg  
25 years old



**Phil Röther**  
Master of Secondary School Education  
Pedagogical University Freiburg  
27 years old



**Vanessa Wörz**  
Student of Social Work (Youth & Family Work)  
Cooperative State University Stuttgart  
21 years old



**Michelle Eith**  
Student of Social Work in Health Care  
Cooperative State University Stuttgart  
25 years old



**Marcel Hug**  
Bachelor of Social Work,  
Musician  
22 years old

## 2<sup>nd</sup> Volunteer Team AUSSENKEHR

11 JANUARY – 30 APRIL 2021



**Benedikt Herrmann**  
Bachelor of Education, Education at  
Secondary Level 1, Geography and Sports.  
Age 30



**Lisa Block**  
Bachelor of Arts, Primary School Education,  
English and German. Age 23



**Theresa Schorm**  
Bachelor of Arts, Primary School,  
German and Religion. Age 20



**Paulina Chalula Shikwaya**  
Student of Education,  
Primary School Education. Age 21



**Petrina Handiya**  
Student of Education,  
Primary School Education



**Alina Lazaru**  
Bachelor of Arts, Primary School Education,  
Mathematics and English. Age 23



**Fabia Brune**  
Bachelor of Arts, Education at Secondary Level 1,  
Political Science & Biology. Age 24



**Nadja Lutz**  
Bachelor of Arts, Education at Secondary  
Level 1, Physics and Technique. Age 25



## Experience report

BY ALISA LAUF, Trainee teacher  
(Europe-studies for primary school, PH Freiburg)

**If I had to summarize my time in Aussenkehr in just three words, it would be the following: unforgettable, exciting, and above all, insightful. The 2.5 months I spent in this remote place on the border of South Africa were filled with incredible impressions and people who have grown very dear to my heart. This field report is aimed at those people who are interested in the project and the work it involves. It is also meant to address those who critically question volunteer work in Africa and who view such a school project against the backdrop of neo-colonialism, and “White Saviorism”.**

The school project was introduced by the Foundation < Kinder fördern – Zukunft stiften > by the city of Stuttgart, Germany. Through the foundation’s already existing project in Paternoster, valuable knowledge for the implementation of the new project could be acquired. Thanks to this knowledge, we were able to start our travels with the mission to “equip the youth for their future and to maintain the local heritage” in October 2020. By “We”, I mean five German students and one Namibian student; graduates of social work and teaching that had applied as volunteers for this project. The “we” also includes the foundation, which brought the project to life with great commitment and sensitivity and prepared us for it with great care. Multiple briefings took place before our departure that introduced us to the ideas, goals, and tasks for the project. It was emphasized that these were by no means set in stone, and we were encouraged to weigh in with our ideas and expertise. The main objective of the project is to provide support for the local teachers, as well as assist with reading skills and provide educational support for the children in the afternoons. Based on our qualifications and interests, we were able to contribute to the project, make suggestions, and plan workshops for the afternoon program. A particularly important aspect of our preparation, and very interesting for me personally, was the introduction to the history and culture of Namibia, which we received from Prof. Dr. Susanne Kuß. Thanks to her expertise,



the German volunteers were not only provided with some basic insight and knowledge of the Namibian culture, but it was also assured that they were aware of the colonial history. At the embassy in Berlin, we had the chance to meet Namibian ambassador S.E. Mr. Andreas B.D. Guibeb, who not only gave us a warm welcome but also provided insight into the ever-present consequences of Namibia’s colonialization. Both the ambassador and the foundation strongly emphasized that Western values, ideas, and standards should not be imposed on the school project.

This brings us to the highly sensitive topic of German-Namibian colonial history. The effects of this time can still be felt today. Many people ask themselves how, considering this history, a school project managed by a German foundation, and recruiting German volunteers, can be set up in Namibia. This context and similar ones relate to the term “White Saviorism”. White Saviorism describes white, western people and organizations who volunteer and position themselves as “saviors” for stereotypically poor, backward populations in other parts of the world. This phenomenon is particularly evident when looking at the many different volunteering websites on the Internet. Even the term “volunteer work” suggests a selflessness that supports the image of a saviour. Such websites promise young people a fun adventure abroad, that also lets you boost your CV, your ego, and makes you feel good about yourself, by helping “poor people in poor countries” for a few weeks. This description sounds exaggerated, but it describes the phenomenon of White Saviorism quite accurately. These types of organizations oftentimes send young people abroad, who do not have any experience with the country or culture, nor any or few qualifications to work in schools or

childcare. In the end, nobody benefits from so-called “volunteer work”, except “the white saviours”.

In the beginning, I also had some concerns about what gives me the right to assist with teaching in a foreign country, in a foreign culture, and in a foreign school with predominantly



possible. This means that the entire project with all its goals, visions, and tasks was developed in cooperation with local institutions.

The most important aspect is, of course, the cooperation with the local school. Upon our arrival, the headmistress Mrs. Kadhikwa and the entire teaching staff welcomed us warmly site and seemed excited about the project. By and large, our work on-site consisted of assisting with lessons in the morning and organizing workshops for the children in the afternoon. A total of 800 students go to the school, ranging from pre-school to seventh grade. The classes often accommodate a large number of children,

up to 46. It became clear to me quite quickly, that having a second person in the classroom to help the teacher, is absolutely necessary. Us volunteers helped out in the classroom by providing individual support for children or by helping the teacher with class preparation. At first, I was a bit unsure about my role, since I did not want to give off the impression that I was simply observing the teacher or that I was some sort of “Lone-player” who joins for the classes, but then disappears without any responsibilities when the bell rings. But this uncertainty evaporated very quickly. The teachers were incredibly open and curious about the exchange. We talked a lot about the similarities and differences in our teacher training, the challenges that teachers face, and how we can

different belief-systems. I faced an internal struggle: on the one hand, I was really interested to work at the Aussenkehr Primary School and experience a different educational system; but on the other hand, I questioned my own role in maintaining existing power structures. I was aware that there is a fine line between constructive and profitable schoolwork and supporting this power-imbalance that creates the image that the school relies on European aid. However, I realized that the foundation is doing a very good job of removing this narrative from the project. The Foundation works very closely with the Directorate of Education, Arts and Culture in the ||Kharas Regional Council in Namibia and the Department of Education of the UNAM. It also tries to recruit as many local students as volunteers as

**“The teachers were incredibly open and curious about the exchange. We talked a lot about the similarities and differences in our teacher training.”**





support them in the classroom. Some teachers also asked for feedback and different teaching methods. When comparing the teaching methods they used against those that I had learned, some methods seemed to, unfortunately, be out of date. This probably contributes to the fact that some children cannot read, write and do maths correctly. This is not primarily due to the teachers but is a consequence of the combination of the teacher training and the rural location of Aussenkehr. Aussenkehr is very remote and most of the young, well-trained teachers do not want to go into the rural south. It surprised me all the more, how willing many teachers were to evaluate themselves and their teaching. This exchange was by no means one-sided. I also often received feedback after helping in the lessons. One

of the most long-term learnings for me was how to create a learning experience for the children with the sparse material that the school had available. This meant I had to become more creative in the classroom. I learned how to make use of my own abilities rather than self-explanatory material.

Many of our afternoons were spent conducting workshops. Four days a week, grades 1-3 alternated coming back to school in the afternoon and could choose to join a workshop that they were interested in. Some of the workshops we offered were about music, sports, painting & handicrafts, reading, circus, board games, etc. The Children really enjoyed these activities and always waited impatiently in the schoolyard for them to begin. The situation in rural Aussenkehr is not

easy for the children. There is relatively great poverty and many of the pupils come to school hungry, without shoes and enough sleep. There are also no places to study or play (e.g. playgrounds). The diverse afternoon program was therefore extremely well received by the children, and their parents as well.

German volunteers accompany the health extension worker team on their home visits in the informal settlement.



The foundation works meticulously to use local resources in order to avoid the white-saviorism-syndrome or a one-sided dependency of the community. Regular stakeholder meetings are held to include both local residents and employers in the project. This avoids the one-sided power structure in which the Europeans try to solve every problem with money, and at the same time supports the local people to be an active part of their community. They can consciously help shape and improve their community for the better. Through this community-oriented approach, one of the grape-farms let us volunteers rent a small house; the supermarket-manager delivered food donations to the school and residents help with the food distribution during the school's lunch-breaks. The foundation's overarching goal is to for the school to require less and less outside support and for the foundation to become superfluous over time. This is the



only way that volunteer work can be sustainable.

Aussenkehr is a wonderful place. The culture shock may certainly be great at first: you are confronted with different cultural groups, languages, eating habits, traditions, and customs; and the climate is hot and dry. Coming from a privileged background and being used to the Western style of life, the living situation you encounter can seem surreal: straw and corrugated iron huts, no running water, no electricity. But you would be close-minded to reduce Aussenkehr, Namibia, and the entire continent to poverty. The time I got to spend there showed me how open, hospitable, and warm the people are, how colorful and different the cultures are, how linguistically gifted and generally talented the children are and how quickly a small, remote place on the Orange River can provide me with a feeling of home and hope. **AP**

**“The time I got to spend there showed me how open, hospitable, and warm the people are, how colorful and different the cultures are, how linguistically gifted and generally talented the children are and how quickly a small, remote place on the Orange River can provide me with a feeling of home and hope.”**



# Study on Aussenkehr Farm: Livelihoods Assessment

In order to realize the vision “To equip the youth of Aussenkehr for their future and to maintain the local heritage”, it is important to understand the livelihoods of the children and people living in Aussenkehr. That is why the German Foundation < Kinder fördern – Zukunft stiften > has commissioned the study “Livelihoods Assessment” on Aussenkehr Farm.



Janette du Toit, EcoStructure

In order to obtain information on cultural sensitivities, the values, principles, pressures, political obstacles and opportunities of the community, Janette du Toit, managing director of EcoStructure, South Africa, was asked to conduct the study. Janette du Toit has many years of experience in the field of community development and worked with Human Nature to undertake the study for the foundation in Paternoster, South Africa. The Foundation < Kinder fördern – Zukunft stiften > and the German Ministry of Science, Research and Art of the State of Baden-Württemberg financed the study.

Support came from the Directorate of Education, Arts and Culture in the Iikharas Regional Council and its Regional Director of Education, Arts and Culture, IAwebahe Johannes IIHoeseb. Without the headmistress of the Aussenkehr Primary School, Ms. Susanna Kadhikwa, and her teachers, the study would not have been possible either. The main source of information and insights from these studies came from the local population, who participated with great enthusiasm and honesty in the interviews and workshops at the community level.

Six main groups were surveyed, namely men, women, youth and church leaders, learners, and teachers. Their statements form the basis for assessing living conditions, creating profiles for vulnerable groups and examining practices for adapting living conditions. **AP**

If you are interested in the study, you can receive it in digital form from Maïke Reinhardt from the Foundation < Kinder fördern – Zukunft stiften > : [reinhardt@stiftung-kinder-foerdern.de](mailto:reinhardt@stiftung-kinder-foerdern.de)

Digital Report of 60 pages.



## Thanks to all supporters and donors!

The Foundation < Kinder fördern – Zukunft stiften > is very happy about any support of the Aussenkehr Volunteer Project - financially, materially and in the form of services such as enabling laundry to be done at Orvi, providing the car for a weekend trip for the volunteers. Thanks to the local stakeholders, the sponsors from Germany and Namibia.

### • Refrigerator & stove

—contributed by the Directorate of Education, Arts and Culture in the Iikharas Regional Council on behalf of the Government of the Republic of Namibia to the Aussenkehr Volunteer Project.

### • Air conditioning for the volunteer house, pallets for the volunteer house & the compost heap for the school garden

—sponsored by the Orvi company.

### • 115 books

—donated by Penguin Random House of New York.

### • Donating bread for the small hunger of the children during the “learning supports”

—sponsored by SPAR, Aussenkehr.

### • Stationary (pencils, coloring pencils and book covers) for the school

—through the good volunteers friend Jeremy from Orvi.

### • Water cooler for the volunteer house

—sponsored by Vineyard Silverlands company.

### • Football equipment

—sponsored by the family of former volunteer Alisa Lauf. **AP**



If you would like to support our project, it would be greatly appreciated. Please contact in Namibia: Susanna Kadhikwa – [suziekadhikwa@gmail.com](mailto:suziekadhikwa@gmail.com) and in Germany: Maïke Reinhardt – [reinhardt@stiftung-kinder-foerdern.de](mailto:reinhardt@stiftung-kinder-foerdern.de)





# Life-Skill-Workshops at the Primary School Aussenkehr Farm

In October 2020, the volunteer team started to offer life-skill-workshops for Primary School children in the afternoon on Mondays to Thursdays. Many of the students have great difficulties with reading and writing. This is why the volunteers adapted the workshop schedule accordingly and offered only reading and writing workshops on two days a week and the remaining workshops on the other two days. This made it possible to ensure that every child receives the necessary support every other week. There are also other workshops for all the children, such as the choir led by the social science student and musician Marcel Hug, which was joined by around 20 children in the lunch breaks or on the weekends from October until December 2020.



All mornings from Monday to Friday the volunteers assist the teachers in their lessons at the Primary School. The German students are assigned to Grades 1-7 according to their qualifications. The Namibian students complete their internship, which is a compulsory part of the university curriculum.

## Current Life-Skill-Workshop Plan for January – May 2021

DAY	TARGET GROUP	TIME	ACTIVITES
MONDAY	1a1, 1b1, 1c1, 2a1, 2b1	14.00-15.00	German as foreign language class 4
		15.00-15.30	Playtime playground & introduction ritual
		15.30-16.30	Reading & writing
TUESDAY	1a2, 1b2, 1c2, 2a2, 2b2	14.00-15.00	Science Club
		15.00-15.30	Playtime playground & introduction ritual
		15.30-16.30	Reading & writing
WEDNESDAY	2c1, 3a1, 3b1, 3c1	14.00-15.00	
		15.00-15.30	Playtime playground & introduction ritual
		15.30-16.30	Arts & Crafts Upcycling Board Games Sports
THURSDAY	2c2, 3a2, 3b2, 3c2	14.00-15.00	German as foreign language class 7
		15.00-15.30	Playtime playground & introduction ritual
		15.30-16.30	Gardening Upcycling Music Sports





# Aussenkehr Volunteer Project

## 2<sup>nd</sup> STAKEHOLDER-MEETING

Wednesday, 31 March 2021

09h00 - 16h00

at Norotshama Lodge, Aussenkehr Farm

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

### Topics that will be presented and discussed at the 2nd Stakeholder Meeting:

- *Summary of the study “livelihoods assessment” • Review of the first two volunteer periods*
- *Workshops about establishment of school library, reading support, volunteer support and vocational training in Germany • Integration and support of UNAM in Windhoek & Keetmanshoop*

#### Foundation plans library for Primary School students

“The absence of a public library hampers the efforts geared towards inculcating a reading culture amongst the learners of Aussenkehr Primary School and out-of-school youth” stated IAwebahe Johannes IIHoeseb, Regional Director of the Directorate of Education, Arts and Culture of the IIKharas Regional Council at the first stakeholder meeting in February 2020. Suzie Kadhikwa, headmistress of the Primary School in Aussenkehr confirmed “Our heart’s desire for proper and well - functional school library - cannot be over-emphasized”. This desire is shared by the German Foundation < *Kinder fördern – Zukunft stiften* >, whose primary goal is to promote reading among children - in Germany, South Africa and Namibia.

But what should this school library look like? What functions should it fulfill? These questions will be discussed at the second Stakeholder Meeting, with the representatives of UNAM Windhoek and Keetmanshoop, the Directorate of Education, Arts and Culture, the teachers, the school management and the local stakeholders.

#### Offer for young adults from Aussenkehr: Learn a profession in Germany!

The Foundation < *Kinder fördern – Zukunft stiften* > would like to enable young adults from Aussenkehr to complete a 3-year vocational training in the city of Schwäbisch Hall, Germany. The prerequisite for the training is that the applicants are at least 16 years old and planning on returning to Namibia after completing their training.

The vocational trainings are available in many different professions including carpentry, pre-school education, motor mechanic technology, draftsmanship, as well as tourism and leisure management.

In order to take part in a vocational training in Germany, it is necessary to have very good knowledge of German. The foundation supports the acquisition of German and can finance the needed lessons.



KINDER FÖRDERN  
ZUKUNFT STIFTEN

**If you are interested in working with or helping to fund these projects, please contact Maike Reinhardt – Email: [reinhardt@stiftung-kinder-foerdern.de](mailto:reinhardt@stiftung-kinder-foerdern.de) (Germany, Foundation) or Susanna Kadhikwa – Email: [suziekadhikwa@gmail.com](mailto:suziekadhikwa@gmail.com) (Namibia, Primary School Aussenkehr Farm)**