



## School Programme of the German School Nairobi

The German School Nairobi has a School Programme, which ensures that all the intentions of the Mission and Vision Statement of the school are implemented step by step. The school makes the goals of the school development transparent and evaluable. The School Programme contains goals which have already been implemented as a part of the school structure, as well as others which are currently being developed. Plans for evaluation are also stated here. The Programme is split according to the categories which have been decided upon in the Mission and Vision Statement of the school. The School Programme will be updated and changed whenever deemed necessary.

### The School Programme

#### 1. Individual Advancement of Students:

- Homework supervision of the Primary School children

It is important to us, that children who take part in the afternoon programme have the opportunity of completing their homework under suitable conditions. The staff members supervising this group ensure there is silence in the room, and support the pupils, so that they can complete their homework properly and independently. This is not a tuition programme, where teachers are expected to help with and correct the work of the pupils. Pupils are continuously introduced to learning skills, and are encouraged to choose those that suit their individual learning process best.

- The promotion of the German language

It is important to us, that students, whose first language is not German, are able to participate in lessons taught in German to the best of their academic abilities and skills. In addition, an intensive language course upon joining the school allows such students a faster social integration.

This programme starts as early as the Kindergarten, where children are individually promoted in improving their German language. This takes place in the Pre-School year, where non-native German speaking children have daily lessons in Foreign Language German (DaF). In the Primary School, students have higher numbers of timetable German lessons in comparison to a school in Germany. Students whose first language is not German have support lessons that are timetabled parallel to First Language German lessons. Each child is thus supported for a minimum of two years, and further support (if deemed necessary by the Class Conference) is provided.

At the cut-off point between of the Primary and the Secondary School the school provides an intensive Foreign Language German (DaF) course. This is specifically offered for students joining us on our Parallel Programme, especially Kenyan students, who have no previous knowledge of the German language. The 6 month course offers 20 hours of German per week, and begins in January. The aim of the course is to allow students the opportunity to join main-stream classes, where the medium of instruction is German in the following academic year (academic year begins in August). Parallel to their German lessons, they receive at least one more year of DaF lessons, enabling them to catch up with the level of their native German speaking classmates. Additionally, once they have joined main-stream class, they continue to receive DaF lessons, which amount to 10 lessons a week (mornings and afternoons) in the first year.

Based on regular diagnostic language tests decisions are made on the need for the language support after the first academic year. In order to ensure that the language level of the Foreign Language German students corresponds to that required in the German medium lessons in the middle and upper Secondary sections, the German School Nairobi puts emphasis on pre-determined standards.



These are tested at the end of the first semester and the end of the academic year through diagnostic language tests.

Furthermore, the German School Nairobi offers all students in Classes 5 – 10 remedial lessons should it be deemed necessary. The respective First Language German teacher recommends whether a particular student needs this support.

- German as the Medium of Instruction (DFU)

It is important to us that students whose first language is not German can successfully participate in lessons which are taught in German. In addition the fact that German is the medium of instruction in all subjects contributes naturally to learning the language. Our experience has also shown that First Language German speakers also benefit from the methods we use in DFU. The approach that we are taking is to facilitate learning of the German Language, as well as the subject material. This both aspects develop simultaneously and are mutually dependent. The manual followed is the “Methoden-Handbuch DFU” by Josef Leisen (translates into “Method Hand book of German as Medium of Instruction”). Basic principles, standard situations and materials required for day-to-day teaching are described in this hand book.

The teachers’ conference voted for a DFU-Concept in the academic year 2013/14, to further help improve the German language in the school. The core principle of this concept is the implementation of a methodical-didactic catalogue, which must be used uniformly across all the classes and in all subjects. In order to guarantee the comprehensive practice of this concept, as well as to give teachers a practical form of support and get the necessary feedback on the concept, a number of evaluation systems have been put into place: mutual observation of lessons by teachers internal to school, observation by external teachers, feedback from students, and a cyclical repetition of the methods. Additionally, as part of this new concept, the frequency of each child’s usage of the German language in lessons will be indicated in his / her report form.

- Swiss studies / Civics of Switzerland

It is important to us that young Swiss students living abroad have the opportunity to be more informed about their home on a wider level. Through these lessons, students living abroad and being schooled under the German system are given an insight into the Geography and History, as well as state, political and economic structures and the culture of Switzerland. The aim is to create a reference to Switzerland, which many children do not have due to the fact that they are growing up abroad. A complete integration in the Swiss society should be possible for these students who may choose to live in Switzerland on a long term basis for educational reasons (apprenticeship, university education). Those resettling in Switzerland should find the move easier.

Swiss studies are intended for those pupils of Swiss citizenship (or dual citizenship holders). It is compulsory for these students. Pupils from Classes 3 – 6 have one lesson a week, and pupils in Classes 7, 10, 11 and 12 have 2 lessons per week. Students from Classes 8 and 9 are exempted from these lessons, as they have timetabled Social Studies lessons. As far as possible, Swiss studies lessons are conducted in Swiss German.

- Careers Counselling

It is important for us, that our students become capable of making self-determined and competent decisions about their higher education and career choices. Only those who have definite ideas about their future lives, those who know their strengths and weaknesses, those who can assess their own



abilities, those who are informed about career and higher education possibilities, and those who have had some experience in the working world, are capable of making such decisions.

At the German School Nairobi, informative events, individual counselling, course modules career evenings, community service (*see relevant section below*), practical training, and Economic Field research are available to students from Class 8 upwards.

Additionally, from the academic year 2013 / 14, students in Class 11 will participate in a University and Careers Orientation trip to Germany. As part of the trip, students of the Upper Secondary will visit several universities in Germany. The aim of visiting these institutions is, of course, to give the students a broader insight into studying in Germany and internationally. They will be given individual careers' counselling, participate in careers orientation workshops, and have the opportunity of having their questions answered by experts in the respective fields. Our long-term aim is to arrange for a one week work experience as part of the trip, so that after gaining useful information from the careers' counselling, the students can also get some experience working in a German company.

- Practical training

It is important to us that our students get an early insight into the working and economic world. The practical training programme in Class 9 is intended to give the students an opportunity to get to know a specific career and its operational procedures.

For our *“Haupt and Real School”* students, (*please see relevant section in the School Profile for a detailed explanation of these terms*) we focus particularly on career planning towards the end of their formal schooling. The practical training is aimed at supporting their process of career choice. Students acquire knowledge about their careers, career paths or vocational field, create an overview of possible careers for themselves, get to know different job specifications, become aware of their tendencies, interests and abilities, and are then able to test their eligibility of their career choice through practical work.

The practical training gives our *“Gymnasium”* students the opportunity to directly link their possible career path to their learning ability and their school results, and as a consequence have a stronger motivation to work better in school. The company placement should thus awaken in the students the readiness to gain those key qualifications, which are indispensable for success in their future studies and in their working lives.

The Class Teacher is responsible for the organisation of the 2 week company placement, and especially for the individual support and counselling of each student when choosing a specific placement, as well as for communication with the contact person or the duly appointed education agent in each company.

Since the academic year 2007 /2008, the practical training programme lasts 2 weeks. The preparation and evaluation of the work experience takes place in the German lessons, and among others, includes the testing of the goals set by the students, consolidation of the insights, experiences and knowledge gained about the companies and their operational procedures, but also clarification of possible questions, as well as sharing of experiences. Students are required to write a work experience report, which replaces an examination in German, but counts towards to the final mark in the subject.



- Economic Field Research

It is important to us that our students not only gain theoretical market economical knowledge, but also have the chance to gain practical experience. The Economic Field Research Programme gives them an insight into practices of companies, and helps them to better judge the working world through their own practical activities. Such work experience also provides a clear impulse towards the professional orientation. From the academic year 2014/15 onwards the economic field research is planned to be integrated in the study trip to Germany of Class 11 and take place in companies in Germany.

The Economic Field Research Programme is aimed at students of Class 11, and is embedded in the topic “Europe – new structures of the continent” in the Geography lessons in the first semester of Class 11. From August, students look for companies, more or less by themselves, where they would like to carry out this research, based on their own interests. The Programme takes place after the autumn holidays. The working day for the students depends upon that of the working hours of the chosen companies (normally 6 hours a day).

During the Programme students keep records in a diary and gather information about the company. In this week, they are visited by the respective Geography teacher upon appointment. At the end of the Programme, the students are required to write an approximately 15 page report, which replaces one examination for that semester. This report contains a description and an analysis of the company, and tries to evaluate the company on a regional, national and international level. In addition, it serves as an evaluation for both the student and the teacher as to the eligibility of the company for such an exercise, as well as an evaluation for the Economic Field Research Programme itself.

## **2. Relaying of Subject Knowledge, Skills and Social Competence; Promotion of autonomous learning**

- Prevention of Substance Abuse

It is important to us that students learn to take responsibility for their lives and their health. Apart from that, the school is place where use of addictive substances is not allowed.

In order to achieve this goal, we already have the following measures in place:

- School rules: The consumption or sale of drugs is totally prohibited on the entire school compound. Drugs include all intoxicating substances, including alcohol and tobacco.
- Drug prevention trip: This trip takes place annually in Class 8 in the form of a class trip, and is led by a course instructor from Germany for the project “Make students strong – too strong for drugs”. In addition to the actual topic, this project also includes exercise and experience oriented activities.
- Topic in Class 8: health risks related to drugs (legal drugs, illegal drugs, effects of drug consumption, consequences for society and for individuals)
- Independent study project:
  - Sheesha Smoking: this project deals with, among other ideas, the health risk of consumption of the water pipe, and the overall risk of addiction.
  - Drugs and addiction: This project deals with, among others, the dangers of addiction at a young age, biological aspects of addiction and dependence on everyday drugs.



- Substance abuse prevention officer as contact person for problems with drugs and addiction, as well as go-between for affected students, as well as contacts to relevant institutions.
- “Lions Quest – Skills for Growing” a programme which supports the students through a strengthening of their social competence, and therefore prepare them to cope independently with the forthcoming activities in their lives.

- Social Education

It is important to us that our students interact with each other in a peaceful, fair and authentic manner. In order to achieve this goal, the students must be able to recognise, pay heed to and respect not only their own requirements, but also those of their peers. Conflicts between students are a normal part of everyday school life – what is important to us however, is that these are resolved constructively and without the use of violence.

In order to support these specific skills in our students, we put a lot of emphasis on the topic of “social education”. The content of our social education is based on the programme “Growing Skills”. This programme has been developed by the Lions Club in the 1970s by an independent American foundation Quest International under the name “Skills for Adolescence”. Since 1984, in conjunction with the Lions Club it is used in more than 50 countries worldwide. It has been adapted by independent scientific experts to the German society in general, and to schools in particular, and is continuously updated.

The main focus of the Programme “Skills for Growing” is the development of students’ social skills. Students are effectively supported in strengthening their self-confidence and their communication skills, in developing and maintaining positive relationships, in dealing with everyday conflict and risk situations, and in finding constructive solutions to problems that come with the onset of puberty. The programme simultaneously aims to encourage these young people to develop their own set of values. The concept of the programme “Skills for Growing” can thus be summarised as intending to provide our students with a “life skills education”. Current research shows the programme has had a lot of success in prevention of (self-) destructive behaviour (drug addiction, violence, suicide attempts etc.). Parents are included in the work of their children in this programme in various ways.

Since the year 2010 / 11, social education has been introduced in classes 5 – 8. These lessons are carried out by the teaching team of the respective classes, and are co-ordinated by the class teachers. These lessons are based on the Lion’s Quest programme, but each teacher has the liberty of adapting the content to best suit the needs of the class in which the lesson is being carried out. This may include using materials that are not part of the Lion’s Quest programme. Further information on the Programme “Lions Quest – Skills for Growing can be found on the website: [www.lions-quest.org](http://www.lions-quest.org)

- Independent Study (EVA)

It is important to us that students have the opportunity to manage their own learning process in short phases during lesson time, as well as to work through subject relevant topics independently. Additionally students must learn and revise relevant social skills.

To attain this goal, the programme EVA (**eigenverantwortliches Arbeiten** which translates into **independent study**) was introduced as a compulsory aspect from the academic year 2010 / 2011. It ap-



plies to students from Classes 5 – 8. In these classes, at least one topic per subject (except subjects which are only taught for one lesson, e.g. Sports, Art, Music) per year will be worked on independently. The choice of relevant methods of independent work will be dependent on the respective subject teacher.

In the Class Conferences at the beginning of the next school year, an approximate monthly plan will be made for each subject to carry out an EVA project. The EVA project should last for a minimum of two weeks, which can be split into 2 one week projects in Classes 5 and 6. Students will be given marks for their performance in such projects. The subject teacher will make the marking criteria transparent to the students at the beginning of the project.

- Method training and method curriculum

It is important to us, that through specific method training, students are made capable of using various skills themselves. In order to train students' skills, (Method Training), a curriculum has been developed, in which the individual methods are assigned to different year groups in the form of modules.

In view of the new syllabi, which are clearly focussed on skills-based learning, (based on pre-determined educational standards in the "Common European Framework for Reference in Languages (CEFR),

[http://www.cilt.org.uk/home/standards\\_and\\_qualifications/common\\_european\\_framework.aspx](http://www.cilt.org.uk/home/standards_and_qualifications/common_european_framework.aspx)), our method curriculum in each subject has been geared to teach the skills outlined in CEFR. The aim of this "Method / Skill curriculum" is to create competent, independent, and autonomous students and future adults.

As a result of following the new skills-based syllabi as per the CEFR, we are moving more and more in the direction of not just teaching students the "pure content" of a subject, but more on developing their abilities and proficiency ("skills"), which will allow our students to independently acquire knowledge, train them better for their tertiary studies, and give them higher chances of success in the world of work.

- Project week

It is important to us that we provide our students, including the children from the kindergarten, with the opportunity to discover themselves, to learn to challenge themselves, to integrate better with each other and to develop new interests outside of their academic work.

For this reason, we have introduced a Project Week that takes place every two years. The individual planning and organisation of the project leader, his / her interests in the students as well as the project offered, as well as his / her subject expertise ensure we achieve the goals set.

All students as well as all teachers of the German School participate in this week, as well as other project leaders, (e.g. parents).

The project leaders choose a topic, as well as the relevant age group for the project, and define the size of the group. The topic should be suitable and interesting for the relevant age group, and should also be of interest to the group leader. The age difference within a group should not be too big. The project normally takes place in the mornings, and the project leaders decide on breaks individually.



The Project Week ends with a closing day, during which individual groups present the results of the week to the school public.

- Class trips

It is important for us that:

- Students get to know and understand the country Kenya and its peoples better.
- Class group bonds better, and improves mutual trust.
- The personality development and self-confidence of the individual student is encouraged.
- Physical activities, such as hiking or cycling are undertaken together.
- A harmonious and responsible relationship develops between the class teacher and the students under his / her responsibility.
- New students integrate quickly and well, when the class is together outside the school environment.
- Students have fun as a class group, and learn to appreciate their peers in different environments.

We therefore regularly take our students on class trips, in which we aim to fulfil the goals outlined above. All details on class trips are available on our class trip concept, valid from the academic year 2013 / 2014.

- Community Service

It is important to us, that outside of their academic lessons, students engage in social activities, take on social responsibility, and thus carry out “practical social studies” lessons. We also promote students to come into contact with people and their problems in and around Nairobi. In order to achieve this goal, students in Class 9 are introduced to voluntary social studies under the theme of “Further Education and Careers Counselling.”

At the beginning of each academic year, each student in Class 9 decides how many hours over the academic year (minimum 10) s/he wants be active in Community Service in Nairobi, and then signs a corresponding commitment form. Parents co-sign, to confirm that they have been informed about this commitment, and agree for their child to take on this extra work. They also assist with finding a suitable social institution, where such social service is possible. Students are required to find such an institution by the autumn holidays and report it to the Class Teacher. It is possible to carry out this Community Service with another class mate in the same institution. The number of hours chosen are distributed over the academic year dependent on when the student has time (outside of teaching time). A report of the experience of the service carried out is to be given to the class as part of these hours.

At the end of the Community Service, students receive a certificate from the Class Teacher indicating the number of hours completed. A short written report and an “action photo” are desirable, as it can possibly be used in the School Year Book. This Service is recorded in the student’s report.

Students in other classes who undertake any form of Community Service outside of this Programme on a voluntary basis, may have a signed certification from the school verifying this service after discussion with the teacher in charge of the Programme.

- Lesson development

It is important to us to be able to offer each student lessons, which will allow him / her to make great progress with regards to his / her subject, skill and social competences. In order to achieve this goal, we regularly develop our lessons further.



In order to make this development not just intuitive, but to give it a sound basis, students and teachers have put together a questionnaire, based on our Mission and Vision Statement, and from the assessment sheet used by external inspectors of the BLI (Bund-Länder-Inspektion = the official inspection of our school by the German authorities) to evaluate teaching and learning processes. Thus students from Classes 5 – 12 have the opportunity to give each teacher feedback on the quality of their lessons in the second and fourth quarter of the academic year. Students are encouraged to fill out the form knowledgeably and honestly. Students and the respective teacher discuss the results of the questionnaire, which is to take place in an “opportunity oriented” spirit. The aim of this is to decide together the further potential of lesson development. The results of each evaluation are strictly for the relevant teacher; however teachers are required to confirm the execution and evaluation of the questionnaires to the Steering Committee. The Feedback form and its contents will be regularly evaluated, and adapted if necessary.

- Staff development and further training workshops

In order to equip the students at the GSN with all the skills mentioned above, the school needs highly qualified teachers, who are able to interpret educational policies and implement them in their teaching. A good example, as mentioned above, is the shift from teaching “pure content” in a subject to teaching which promotes lessons where the focus is on skills and student autonomy, as defined in the CEFR and its educational standards.

The further development of the teachers is therefore an indispensable part of modern, competent teaching. The teachers of the GSN therefore regularly participate in the Regional Development Programmes, as well as in local INSETs (In-Service Training) and workshops.

The decisions on what development courses are necessary are made by the Regional Development Co-ordinator (ReFo) of the school, in close co-operation with the Pedagogical Quality Manager (PQM), based on the requirements of the teachers, parents and students of the GSN. These decisions are further defined by the Steering Committee. On the other hand, the PQM, in conjunction with the ReFo co-ordinator and the Steering Committee determines other workshops, which may come up from school development policies or from the results of external school inspections.

These further training workshops always work on a cyclical repetition basis as mentioned above, so that all teachers, new and old, have access to this development, and so that all teachers are able to implement what they have learnt in their respective lessons. There is also always an adaptation and evaluation phase. This repetition is indispensable, both to the assurance that the system is sustainable, and to the concrete implementation of the content of the workshop in the lessons, which is essential to both the student and the teacher.

In the framework of the intercultural development of the teaching staff of the GSN, (especially new teachers with no Kenya experience) with our host country Kenya, the GSN has established a programme with Kenyan schools (among others Starehe Boys’ Centre), where teachers from the two schools / systems observe each other’s lessons. The first such mutual visit will take place in the academic year 2013 / 14. The aim of this programme is to allow the teachers a better educational / methodology understanding of Kenyan education, and thus better teach our scholarship students who have changed from the Kenyan system to the German one. This also helps the students’ integration in their “German” class.



### 3. Predetermined performance requirements – centrally administered competence tests and examinations

It is important to us, that the lessons we have in the school meet pre-determined performance requirements. These have been determined in valid syllabi in all subjects, form the basis of lesson planning, and are tested and / or examined regularly. In order to be able to compare students' performances to set benchmarks, we administer the following Central Examinations (Examinations and Tests are set by relevant bodies in Germany and sent to the school as opposed to in-school examinations.):

- Competence Tests from the German Federal State Thuringia in Classes 3, 6 and 8.
- Hauptschule and Realschule (*please see relevant section in the School Profile for a detailed explanation of these terms*) Central Examinations
- Central Tests in Class 10 set by the Standing Conference of the Ministers of Education and Cultural Affairs of the Laender in the Federal Republic of Germany.

- Concept of challenge and support

This concept, introduced in the academic year 2013 / 14 follows the recommendations of our external inspectors, and aims to further challenge our gifted students, and simultaneously support academically weaker students. (See concept: Challenge and support)

- Recognition of special achievements

It is important to us that special achievements of our students are awarded appropriately.

Students with special achievements in their academic performance will be honoured with a book prize, both at the end of the first semester, as well as at the end of the academic year. Students who have shown particular talent in social, musical, artistic or sporting abilities will be equally rewarded with a book prize. Students will be recommended for the book prizes by the Class Teacher during the end-of-semester report Conferences. For Sporting Events such as the Athletics Games, Swimming Gala and the Beach Volleyball tournament, winners will be rewarded with trophies or other appropriate items.

Exceptional achievements, both within and outside of school will be rewarded whenever thought necessary by the School Headmaster in the first long break in front of the whole school. A presentation will also be made in the closing ceremony before the Christmas holidays, and the final closing ceremony at the end of the academic year.

### 4. Cultural and leisure activities / maintenance of an intensive cultural exchange

- Clubs and activities

It is important to us that the school is not only about learning, but about living too. A diverse cultural and leisure activity programme contributes to the promotion of students' talents in extra-curricular activities. The German School Nairobi therefore offers clubs and activities in the afternoons (Monday – Thursday).

The aim of these is to encourage and develop individual self-confidence, responsibility, team spirit, enthusiasm, joy, creativity, as well as subject knowledge in our students. Clubs are offered by parents, students themselves, teachers, and by experts outside the school. They are chosen for one semester and take place for 1 or 1.5 hours outside of normal teaching lessons. The Deputy Head of the school is in charge of the co-ordination of these activities. Activities may be of artistic, cultural, sporting, mathematical / scientific, information technological or craft nature.



- Sporting events

It is important to us, that sporting events are a significant part of school life. They provide the students with the opportunity to compete at a class, age or, with bigger events, at school level. In competitions, students can apply, and excel in what they have learnt and practised in sports lessons and in clubs and it also allows them to ascertain, that there are others who achieve better results. This personal analysis in competitions, sometimes also as a member of a team, promotes motivation and commitment. Additionally, each sporting event provides them with numerous social experiences. It is for this reason that school events, such as the Athletic Games, Swimming Galas and tournaments in ball sports are of great significance to us, as well as the inter-school meetings in Athletics, Swimming, as well as in the team sports: Football, Basketball and Volleyball.

- Cultural festivals

It is important to us that the culture of other countries is displayed to and experienced by our students.

Therefore Cultural Festivals take place on a regular basis, in which schools from different countries participate. Furthermore, we want to create, develop and maintain an intensive contact between individual schools on a long term basis, and ensure that the Cultural Festival is a positive experience for and enjoyed by both the organisers and the visitors.

Our cultural exchange partners are international schools, as well as comparable Kenyan schools. We make every effort to ensure that the cultural exchange does not stop with a single exchange, but that we are able to develop and maintain an all - year round intensive exchange.

At the Cultural Festival, we normally have typical cuisine of the countries involved, as well as a specific programme with lively presentations in English. Games of skill, group games, sporting activities etc. help to make the atmosphere more relaxed.

In addition, there is also the possibility to develop a combined programme in the fields of Art, Music and Drama, and then present it to an international audience.

Participation in the Cultural Festival is compulsory for all students and teachers. Both groups work together on the programme, and are responsible for the execution and success of the festival. Parental contribution is expected.

- French – German relations (with reference to modern-day Europe)

It is important to us at the German School Nairobi to maintain French – German relations, and therefore keep up-to-date with current day Europe. The aim is to strengthen the motivation for French as a subject, as well as to bring the students into direct contact with the French language and culture. These goals are given extra weight because of the fact that here in Kenya, the English-speaking environment is already very distinctive. Furthermore, while the GSN is a German Curriculum school in Africa, it is also a part of Europe. We want to familiarise our students, especially our Abitur graduates, who may choose to study / work in Europe, with working and living conditions in this part of the world. It is thus important to us, that while our students have an intense intercultural exchange with Kenya and Africa, they must also have exchanges with Europe, in this case France and Germany.

A new class trip concept was thus introduced from the academic year 2013/14. A more local exchange with the Lycée Français in Nairobi is currently being planned.



- Promotion of the German language through German lessons

It is important to us that we, as a German School and within the framework of our cultural duties, can participate in the promotion of the German language.

The School thus offers German courses for non-German speaking parents, as well as all to employees of the school, giving them the opportunity to either learn or improve their abilities in German.

- Cultural exchange

It is important to us to open the German School Nairobi to others, and at the same time give our own students, teachers and parents a wider “taste” of our Kenyan environment. As a result of this general intention, 4 projects have been undertaken to date:

1. Admission of Kenyan Students to the German School Nairobi (Scholarship Programme)

Further details on the admission of Kenyan students as part of our cultural efforts can be found under “*Scholarship programme for Kenyan Students*”.

2. School Exchange with *Nairobi Academy*

School Exchange with Nairobi Academy fulfils our requirement of providing students of the German School Nairobi with the opportunity to get to know Kenyan students of their own age, and wherever possible, to maintain these relationships on a private level as well.

The Nairobi Academy is a Kenyan school, attended by African and Indian students. It follows the British Curriculum, and German is offered as a Foreign Language from Class 7 upwards. Although the co-operation with Nairobi Academy exists also on a sporting and cultural level, the focal point of the exchange programme is the exchange of students in Classes 9 and 10 at the German School with students of Class 10 from Nairobi Academy. These students have already had 3 years of learning Foreign Language German. Our students from Classes 9 and 10 participate in a full day of lessons of Class 10 students at NA 3 to 4 times a year. At regular intervals, approximately 10 students from Class 10 at NA participate in the daily school life of our Classes 9 and 10 students.

Participation for our students is compulsory once, and then voluntary. The exchange days are blocked off on the examination plan, so no tests / examinations are set on these days for the relevant classes. Students are expected to submit a written report of their experiences. The aim of this exchange is to give our students an insight into a different school system, and to give them the opportunity to make contacts with Kenyan students, thereby becoming more open and better informed about our host country.

At the end of the school year, (or possibly even at the end of the first semester), the experiences of the students are evaluated, suggestions for improvement are discussed, and if these are effective, they are put into action.

- Sporting Events

Sporting events give our students a whole range of opportunity to get to know students from other schools, and compete against them. This participation in inter-school competitions begins in the Kindergarten, carrying on all the way to the Upper Secondary:

- Global

Once a year, 8 – 10 year old children from the Dutch, French, Norwegian, Swedish, Japanese and German Schools meet for a Sports / Games Day, as part of an international sporting



competition. 6 international, mixed teams play Hockey, Brennball and Football. In this event enjoying playing together is a lot more important than victory.

➤ International Sports School League

The German School Nairobi has been participating for years in the International Schools League. Over the course of an academic year, the school teams participate in Football, Basketball and Volleyball matches against the American Schools Rosslyn, RVA and ISK, against the British Curriculum Schools Hillcrest Brookhouse, Peponi, Braeburn, Braeside, Oshwal and St. Christopher's, and against the Kenyan School Strathmore. The 4 best teams in each sport play in the finals, to try and win the onerous floating trophy.

➤ Inter-School Athletics Meeting

Each year the best athletes of the school go to Kasarani stadium, to participate against athletes of other schools in the disciplines of running, jumping and throwing. Each year our talented athletes post outstanding results, and each year the athletes have a great sense of accomplishment in having the opportunity to compete in a stadium where top Kenyan athletes train.

➤ Friendly Matches / Tournaments

The Football, Basketball and Volleyball teams, which are put together from members participating in the respective extra-curricular activity, participate regularly in friendly matches and tournaments against Kenyan, British, American and European schools.

The runners from the Athletics club take part in running competitions. The German School Nairobi is always well-represented by its best swimmers at Swimming Galas organised by the Nairobi Swimming Association (NASA), and the school regularly hosts a tennis tournament against the British Curriculum School Kenton College.

Through participation in sporting competitions, our youngsters learn how to play with each other, compete against each other, and under difficult circumstances, to play fairly with each other.

- Participation of our students in the *East Africa Model United Nations*

It is important to us that our students in the higher classes are able to use and further develop their inter-cultural skills. For this reason, we offer students from Classes 7 to 11 the opportunity to participate in the 2 conferences Middle School Model United Nations (classes 7, 8) and "East African Model United Nations" (Classes 9 – 11), which takes place annually on the UNEP (United Nations Environmental Programme) compound near the German School Nairobi. (see [www.eamun.net](http://www.eamun.net)).

More than 800 students from schools all over East Africa, between the ages of 11 and 19 participate in this week-long Programme, where they simulate the United Nations in a formal situation. They thereby learn to work on socio-cultural, economic and political issues of the country they are representing at the Model United Nations, as well as to compile resolutions in conjunction with other delegates, in the following committees: political, economic, human rights, ecology / environment, health and technology. In the week of the conference, the students carry out negotiations and lobbying, learn to debate effectively and thus learning to forge a consensus.

In addition to promoting inter-cultural competences, execution of such complex role-plays helps to develop the students' subject knowledge, skills and social competences. Preparation for the Programme takes place in a double lesson each week in the form of an extra-curricular activity, carried out by the MUN co-ordinators. The previous knowledge that the students who have already partici-



parted in the Programme have gained, is used to a large extent to lead new students into the Programme. This is extremely useful, as each team that represent a country (normally 4 delegates) is made up from students across several classes.

Participation in the MUN programme is voluntary. If only a limited number of delegates can be chosen based on the criteria given by the event organisers, and therefore not all students (from Classes 7 – 11) who volunteer can participate, the MUM coordinators of the German School Nairobi select the students who will participate. The selection criteria will be discussed and made transparent to all eligible students. After the execution of the Programme in February, a further double lesson will be used to evaluate the preparation and execution of the Programme. The results of this evaluation will be used to further improve the work done for the MUN Programme.

## **5. School Development**

- Pedagogical quality management

It is important to us, that the teaching quality as well as the overall school quality of the German School Nairobi is under a continuous improvement process.

To achieve these goals, an “Overview Evaluation”, SEIS+ (Self evaluation in the school) was carried out for the first time in November 2006, to evaluate the school quality of the German School Nairobi. Based on the weaknesses determined by this survey, a Measures Plan was decided upon, to be put into place by 2010. These measures concern not only educational but non-educational matters as well. Measures put into place in the academic year 2007 / 2008 include method curriculum and the integration of Kenyan Scholarship students. These were re-evaluated in the academic year 2008 / 2009 by a group of critical friends, the so-called “Peers” from the Addis Ababa German Embassy School, in order to optimise the implementation process on an on-going basis. The next “peer review” will take place in the academic year 2013 / 14.

The School Community is regularly informed about the school development process and progress through the school’s website, school year book, newsletters, notices in the school, as well in the various group meetings. Past and future developments are based on understanding of the “National and State-based qualitative Framework for German Schools Abroad”.

After the school’s external inspection (BLI) in May 2011, the school received the seal of “An excellent German School Abroad.” Based on the results of this inspection, which identified areas in which the school could make even more improvements, the Pedagogical Quality Management co-ordinator, in conjunction with the Steering Committee (made up of the Headmaster, PQM, Parents, Board Representative and Student Representative) forge ahead with further policies. The aim is to produce a competent school, with competent teachers, parents and students, as described in the National and State-based Qualitative Framework mentioned above. Up-to-date information on the current tasks and duties of the GSN can be found on the link “School Development”.

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