

# I.B.I.S. VOICE

MAGAZINE



*Early Years  
Age 3 – 5*



*Primary School  
Age 5 – 11  
Key Stage 1 – 2*



*Secondary School  
Age 11 – 13  
Key Stage 3*

The school of friends  
Independent & International



I.B.I.S. Independent Bonn International School e.V.

Staatlich anerkannte Ersatzschule der Primarstufe



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## *Beutypalast by Lara*

### *Natürlich Schön*

*Die Ausstrahlung eines Menschen ist eng mit seiner Selbstwahrnehmung verbunden. Deshalb möchte ich, dass Sie sich in ihrer eigenen Haut wohlfühlen und biete professionelle Schönheitspflege der Extraklasse an. Ihre Schönheit ist meine Passion.*



*Lara Besl*

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Dear IBIS school community,  
Dear IBIS family & friends,

Dear new readers who are curious about our great school,

**W**elcome to the second edition of the IBIS voice magazine that we proudly present. I have the honor to greet you as the head of the Schulverein/School Board. Who are the Board, you might wonder? IBIS was established many years ago as a parent initiative, and ever since we have had a school association that consists of parents and staff members. We are parents who are elected by the association and we volunteer our time working with the headteacher, the deputy head, and a staff representative to help support the school.

This school year we have been very busy and not only with the challenging situation of COVID-19. We have updated the school constitution according to changes in German law which is binding for our school. We have planned the playground renovation which will have to be delayed (sadly) until next year, and we have had regular board meetings to discuss and support the school's management with planning and many other decisions.

We are saying goodbye to two board members who helped a great deal over the past

years. Matthias Erckert, with the golden hands for finance, has had all the numbers in his head – anytime. He is the only person I know whose finance presentation is actually fun and understandable. Thank you so much, Matthias, for helping the Board all these years and letting us all sleep well. We are also sad to see Jan Sedemund leave. His sharp lawyer's mind and in-depth tax knowledge has taken on the changes in the constitution and has led all the discussions with the law firm with whom the school contracted. Thank you, Jan, your input and expertise was extremely valuable for our school.

We are welcoming three new board members: Avetis Avagyan, who is working for the United Nations, father of three, was voted by our members in the last AGM. Welcome and thank you for offering your help to the school. Claude Sollberger, whom I personally know for quite some time already as our children attend the same class, is working for DHL and supporting the Board from now on. And finally Andreas von Medem, a lawyer, who kindly offered his help. So we will be six again with Allison Hildreth, Miles Lynam-Smith and myself. I am looking forward to working with all of you!



Photo: Lars Bergengruen

Why do we volunteer our precious free time in monthly board meetings at school and help with what is needed throughout the school year? That's easy: IBIS is a special school with a unique atmosphere because we have very engaged teachers and staff who give their heart and their soul for teaching our children and organising the school. We all get the family feeling at IBIS. As a parent, I want to support the teachers wherever I can and give something back. School is much more than the excellent academics at IBIS. There are also diverse after school programs, holiday camps, celebrations throughout the year, performances and special events like the weekly assemblies with headteacher's certificates and so much more. My children have attended IBIS for the past seven years. I have been room mum for six years, sometimes in two classes, and a Board member since 2015. We have many great memories of summer fetes and welcome barbecues, Christmas fayres and assemblies. The children love to go to school every day and I am happy if I can help here and there to support where it is needed.

For many families, the decision to put the children into an English school when they don't

speaking one word of English can be difficult. You might worry whether they could do it or if they would feel insecure and lost. However, all types of children flourish and they truly love the school. Students are supported by their teachers and are also guided if they go off track. The children learn to speak up and give their thoughts and opinions. They learn to present and perform in front of the whole school and parents, giving tremendous confidence and a skill they will use throughout life. They learn how to create and finish projects and think outside of the box. The children here are well prepared for future education, and more importantly – for life. Primary school sets the foundation and IBIS does an excellent job.

Thank you all – it is why I like to give my personal time and energy as a parent.

Join the Board, the VP's or help as a room mum – it is fun to be part of the community and to participate in the life of the IBIS family.

*Nathalie Thelen*

Dr. Nathalie Thelen-Sattler



Dear IBIS school community,

**T**his year has been unlike any we have known. A friend asked recently, comparing the year to a TV show on Netflix, when the second season of 2020 would begin – she didn't like the first part. When we first heard about the virus spreading in Asia back in January, who could have guessed that such a long term closure of schools would follow, let alone all the other pain and suffering which the global health emergency has brought with it.

Despite the "doom and gloom," as my mother refers to it, IBIS has faced these troubled times by continuing to prove itself as a school of the highest quality for both local and international children. Staff have heard time and again from parents that what we have offered during the school closure goes above and beyond what other schools have provided. The school's management takes the feedback of the whole school community very seriously and we worked hard on our home learning to try to ease the pressure on already busy households. I am proud to say the time of school closure has not been wasted and that we've all certainly learned new skills to take with us on the next stage of our journey together.

The Japanese refer to the period of time from the Great Depression through the Second

World War as the "Dark Valley". Perhaps the time we are living through at the moment is our society's gloomy path which we need to follow, in order to reach the light at the end of the proverbial tunnel. I know I speak for the IBIS staff as well as for myself, when I say that one of the main reasons for working in education with children is the joy that young people bring about. Whether at school or at home, the smiling positivity of the children keeps us all going. Moving forward, the IBIS team will keep doing their utmost to nurture and guide the potential of the children in our care – they are after all who we will all look to as the sun rises again on a hopeful new generation once this time has passed.

In the much shorter term, enjoy this the second edition of the IBIS Voice magazine. Heartfelt thanks goes to every colleague and pupil who has contributed to it in any way. As last year's edition also did, this year's IBIS Voice speaks volumes to its readers about our independent happy learning community on the Heiderhof.

Best wishes to you all,

Philip Wharton



Dear Reader,

**A**fter the success of the first edition in 2019, I am pleased to contribute to a second edition of I.B.I.S. Voice, the magazine for the students, teachers and parents of Independent Bonn International School e.V., Bonn's oldest international school.

In Bonn, Germany's United Nations City and global hub for sustainability, a unique culture of creativity and cooperation has developed, which is steered to a large extent by our growing international community. International schooling, followed by a wide range of academic choices, is providing quality education to the children of our international families in Bonn. And it is with pride and joy that we contribute to the education of a young generation of highly qualified and multilingual graduates ready for today's international job market.

However, apart from the traditional qualifications and skills, students of today also achieve sustainability expertise, digital skills, and intercultural competence. The awareness of our global challenges and of their own role and

responsibilities in our communities is becoming increasingly important, though the communities themselves may change over time. Along come new challenges like the COVID-19 pandemic, forcing our societies and communities to rethink traditional patterns and structures. Distance learning is advanced all over the globe in these difficult times.

I appreciate that the head teacher and the editors have taken the initiative to launch a school-community magazine in this situation. And I am sure that this new I.B.I.S. magazine will bring the school community even closer together – although only digitally at this time. It helps foster school traditions and provides some valuable exchange – the pleasures of school life that go along with the joy of reading and writing.

Ashok Sridharan  
Mayor of Bonn



### Grußwort des Bezirksbürgermeisters von Bad Godesberg

Ich schreibe Ihnen dieses Grußwort in einer ganz besonderen Zeit. Das Corona-Virus hält die Welt in Atem. Niemals zuvor hat eine Krankheit derart gravierende Auswirkungen auf unser Leben, unsere Gemeinschaft, unseren Alltag und unsere Wirtschaft gehabt. Schulen und Kindergärten waren die ersten Gemeinschaftseinrichtungen, die schließen mussten, um die Ausbreitung des Corona-Virus einzudämmen. Uns allen wird deutlich, wie wertvoll es ist, in Gemeinschaft betreut zu werden und lernen zu können.

Bonn ist eine internationale Stadt. Menschen aus über 180 Ländern der Welt leben, arbeiten und lernen hier. Internationale Unternehmen und Organisationen prägen das Bild der Stadt, die Jahr für Jahr Gastgeber internationaler Konferenzen und Meetings zu den globalen Schlüsselthemen unserer Zeit ist.

Bad Godesberg mit seiner vielfältigen und lebendigen Schullandschaft mit ihren Bildungsangeboten von privaten und öffentlichen Schulen mit den unterschiedlichsten Schwerpunkten trägt wesentlich zur Internationalität unserer Stadt bei. Ein wichtiger und wertvoller Baustein der internationalen Bildungslandschaft Bonns und Bad Godesbergs ist die Independent Bonn International School – IBIS.

Sie gehört bereits seit 57 Jahren zu unserer Schul- und Bildungslandschaft und ist damit die älteste und traditionsreichste internationale Schule. Dass sie ihren Sitz in Bad Godesberg hat, macht uns besonders stolz.







Photo: Adobe Stock – Adrian72

Die IBIS genießt weit über Bonn hinaus einen exzellenten Ruf. Hierzu haben nicht zuletzt die Schulgemeinschaft mit ihrer engagierten Leitung, den Lehrerinnen und Lehrern, Schülerinnen und Schülern und Eltern beigetragen. Dabei handelt es sich keinesfalls um eine Schule, die nur für Kinder mit englischer Muttersprache offen ist. Hier lernen Kinder nicht nur die englische Sprache, sondern auch die Gemeinschaft mit den Kindern aus vielen Ländern kennen und verstehen. Die IBIS leistet damit auch einen wichtigen Beitrag zur Integration und zu einem friedlichen und respektvollen Miteinander.

Bonn ist eine Stadt, in der es sich gut leben, lernen und arbeiten lässt. Der Stadtbezirk Bad Godesberg war jahrzehntelang Standort von diplomatischen Vertretungen. Heute gehen im Bereich Bildung und Wissenschaft wichtige Impulse von Bad Godesberg aus. Von der IBIS bis zum Forschungszentrum CAESAR und dem Wissenschaftszentrum an der Ahrstraße reicht die Bandbreite der bedeutenden Bildungs- und Wissenschaftsdienstleister mit Sitz in Bad Godesberg.

Wir sind sehr glücklich die IBIS hier vor Ort zu haben. Sie ist ein wichtiger Bestandteil der internationalen Gemeinschaft und hat viel dazu beigetragen, Bonn – und ganz besonders Bad Godesberg – zu der internationalen und lebenswerten, weltoffenen und bunten Stadt zu machen, die sie heute ist.

Die IBIS trägt seit vielen Jahren mit ihrer Arbeit dazu bei, Bonn und Bad Godesberg lebens- und liebenswert zu machen. Dafür spreche ich allen Verantwortlichen, Lehrern, Schülern, Eltern und Förderern meinen herzlichen Dank aus!

Christoph Jansen  
Bonn-Bad Godesberg, im April 2020



Photo: Lars Bergengruen

# “Tall oaks from little acorns grow”

**T**his is the history of the British Embassy School, now IBIS in a nutshell. From its humble beginnings in a flat in Friesdorf to its present generous premises in a beautiful setting on the Heiderhof, IBIS has grown and flourished over the years. But the history of the school is kept alive by the many former pupils, parents and staff and they have their own special memories. Recent activity on social media, following the death of Peter Ward, a respected teacher and Headmaster for 20 years, mentions many fond memories of the momentous occasions that took place.

A highlight was the opening of the “new” building in 1987 when Peter organised the visit of Prince Charles and Princess Diana. I was proud to take part in this event and this was just one of many others that created the rich tapestry of the school’s history. There is much to be proud of and we all play a part in making new history.

Enjoy the memories.

Irene Bolik  
Headteacher of I.B.I.S. 2003 to 2017



Photo: FAZ

# A little bit of history of IBIS (BEPS)

The Independent Bonn International School (I.B.I.S.) was founded in 1963 as British Embassy Preparatory School (BEPS) by a handful of parents – members of the British Embassy – who wished for their children to be taught according to the British curriculum. They started out as a small group of pupils and a few teachers in a flat in Am Woltersweiher in Bonn-Friesdorf and were able to move to a villa in Am Büchel in Bonn-Plittersdorf around 1973. Originally, BEPS catered for those children whose parents served the British Embassy but soon children of other diplomats joined. The school continued to grow until it had some 90 pupils in 7 classes by 1978, when it was offered the purpose-built site in Tulpenbaumweg in Bonn-Heiderhof where it is still located today. The increased space and facilities allowed further expansion to take place over the subsequent years. An additional infant class was added and the top two classes, originally combined, were formed into two separate units. A Special Needs Department and a separate Language Department were also introduced. In 1985 BEPS became an official German non-profit organisation (e.V.).

With ever increasing pupil numbers, more space was needed and the first of several new buildings, the so-called flat building, was officially opened by Prince Charles and Lady Diana in November 1987. Two years later, in 1989, a two-storey extension was added to the main building, providing considerable and much needed expansion of the school's facilities, allowing for a kitchen and library amongst others. Over the years, numbers of pupils grew more and more, children of diplomats were joined by children whose parents did not belong to any of the embassies, with pupils coming from a wide range of countries covering all continents. To cater for an increasing demand for places, an additional class had

been added and the British Embassy Play-school joined in 1997 so that in 1998 the school had some 240 pupils in 12 classes. Pupil numbers had remained high while all the embassies were in Bonn, especially the African ones, and the yearly event was the day of the Summer Fête with all the national flag.

After the role of Bonn as a seat of government and diplomatic centre changed within the '90s, the two British and two American schools were going to amalgamate as one of the American schools was closing. However, BEPS would have been swallowed and did not agree to the terms. BEPS was doing well as a school and decided they wanted to stand alone. The British high school was failing so gave up and the other American school registered the name BIS (Bonn International School) before BEPS could do anything. Therefore, the name Independent Bonn International School was chosen as the best option and BEPS changed its name to I.B.I.S. in 1997 after the British Embassy moved to Berlin. Pupils were and are proud of their logo showing the IBIS bird.

In order to meet the needs of the international community that remained in Bonn and to continue to serve them as in the past 35 years, the school adopted an International Curriculum whilst continuing to maintain the same standards of education and pastoral care that had made it the school of choice for the international community in Bonn for more than three decades.

After 1998, pupil numbers declined sharply and Irene Bolik (then deputy head), together with her P.A. Sabine Gehlen, negotiated the Ersatzschulstatus with the authorities so that, since August 2001, I.B.I.S. has been officially recognised as a primary substitute school – staatlich anerkannte Ersatzschule der Primarstufe – according to the German system

(1st to 4th grade, which are equivalent to Years 2 to 5 at I.B.I.S.). Pupil numbers had fallen to about 125 and started to rise and continued to do so when Irene Bolik took over as headteacher in 2002. When she left the school had some 240 pupils again in 15 classes.

With increasing pupil numbers, again the need for more space arose and another two-storey extension was added to the front of the main building in 2005, incorporating the before separate fl t building via a new entrance hall, creating new office rooms at the front and a completely new Kindergarten area with their own outdoor space at the back of the building, in addition to new classrooms. In 2014/2015, the so-called "House" on the side

of the premises was taken down and a new multi-purpose hall built, allowing much more space for assemblies, pupil productions of all sorts and Hot Lunch facilities. When Irene Bolik, the longest serving headteacher of the school so far, left I.B.I.S. at the end of 2017 after a total of 36 years (9 years as a teacher, 12 years as deputy and more than 15 years as Head) the multi-purpose hall was named 'Bolik Hall' in her honour.

Today, the school caters for around 230 pupils in 14 classes, representing 40+ nationalities.

The key educational aspects as well as the values of the school remained always the same, whether it was called BEPS or I.B.I.S. The school

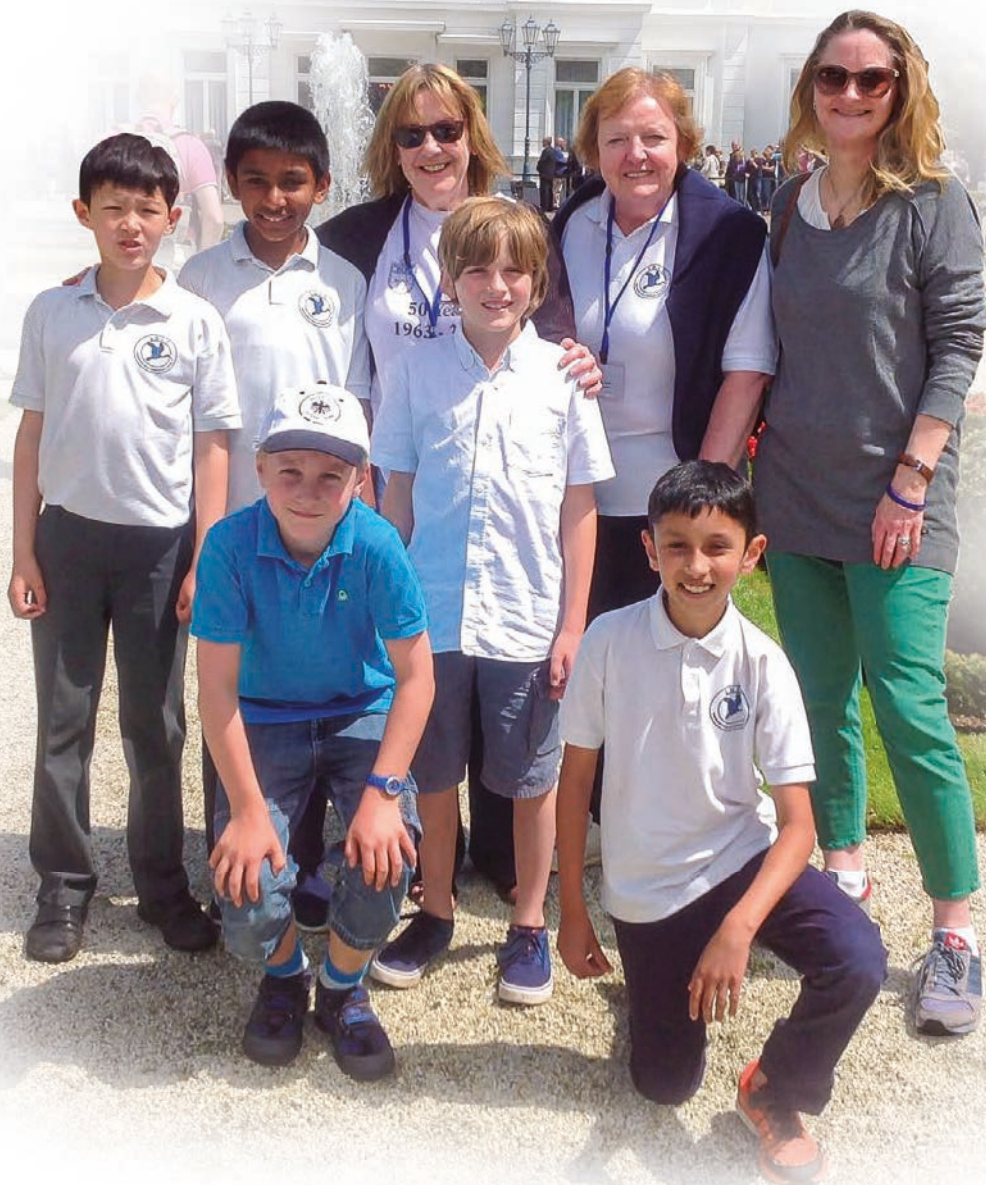


Photo: F. Ansary-Fria



Photo: Günter Klein

provides an education based on the principles and style of the International Schools' educational system, taking the best from national systems of mainly the British and German curriculum, and has always had English curriculum inspections. Originally, staff members were mainly from Britain. Over time, Australians, South Africans and Americans were welcomed. Teaching and learning assistants began to feature in classrooms in the '90s, with assistants in younger classes only at first. Their positive impact was gradually widened throughout the school until nearly every class has had their own assistant for the last ten years.

The school has always been known amongst the inhabitants of Heiderhof and Bad Godesberg as the "British School". The yearly Summer Fête was and is a welcome event for young and old to join the international community and for former pupils and staff to return and have a look. Over the years, many pupils have taken part in many local events and continue to feel at home in their school of friends.

*Many thanks go to our former headteacher Irene Bolik for providing me with input and hints where to find additional pieces of information.*

"What I found most inspiring were the many visits we had from former pupils who used to turn up on many occasions as they had many fond memories of BEPS / I.B.I.S." (Quote Irene Bolik)

#### Headteachers:

1964 – 1974	Mr Phillips
1974 – 1984	Mr Martin Leggott
1984 – 1987	Mr Lesley Middleton-Weaver (Irish)
1987 – 1998	Mr Peter Ward (English)
1998 – 2002	Mr Graham Fenner (English)
2002 – 2017	Mrs Irene Bolik (Scottish)
2018 – ongoing	Mr Philip Wharton (English)

*by Susanne Philippen*



Photo: Adobe Stock – pressmaster

# The End of an Era

## A personal view of 1999 and the move of the American Embassy from Bonn to Berlin.

It began when the wall fell in 1989, and the words from my partner “There goes the Embassy” echoed into the streets of Bonn where people were busy celebrating. After the celebrations, people went back to the daily round of working, eating and sleeping, with life carrying on much the same as it had before. People were not yet overly worried about the prospect of Berlin being the capital. After all, Bonn had been the “chosen city” since after the war and complacency had quieted the fact that the Constitution had never been altered and Berlin was still the capital in technical terms.

As the political process moved forwards, Easterners began to find the West, littering the roadsides with cast off “Trabi” husks as they ventured into a modern world that they had been denied. They wanted to fast-forward to make up lost time. They also wanted the Mercedes, up-market hi-fi and CD players, to be able to throw away their 70’s suits, bellbottoms and revitalize pale, untouched faces resembling images in old photographs. It seemed to Western Germans that these “other” Germans had been frozen in a time warp and very foreign; the two ways of thinking were very much in evidence.



When the vote to move to Berlin became concrete, many in the West were already resenting that their tax money was flying out, that their money did not go so far, and what was more, the local infrastructures began to exhibit signs of decay. Some in the East could not adapt then blamed the Western Germans for the demise of their previous way of life. However, the younger ones took to the upcoming challenges with vigor. The changing face of a united Germany began to accelerate.

Life in Bonn began a new phase. The move of the German government from Bonn to Berlin meant the move of the Embassies to Berlin, in particular the American Embassy. Moving to a new location, to a Direct Hire American was a vastly different prospect to that of a Foreign Service National. To a Direct Hire – at that time, moving to Berlin was a prospect viewed with excitement. Those making the plans would be out of Bonn long before the actual move took place. This impending move was an open forum for advancement and if it worked out or not, they would not be there to witness it anyway. To a Foreign Service National, moving or not was viewed with alarm and trepidation. How would selections be made, who would go, who would stay? Some made the decision to get out immediately before any plans were finalized and some would wait until the last to face redundancy. Meanwhile, plans were drawn up in great secrecy, position numbers disguised and projections made. As the months rolled forward, the moves or reductions in workforce took effect, a fair number of locally hired personnel suffered from the stress of long drawn out plans and the prospect of their own uncertain futures.

Meanwhile, the face of Bonn was also changing. Retail businesses began to suffer as takings dropped. Shops closed, the quality of the stores opening in their place were not the same. Housing suddenly became no problem, the papers were full of apartments and houses both local and surrounding areas. The inflated prices of the local housing market brought about by governments footing bills with taxpayers income were over. Perhaps this would even out in a few years time but prices would have to drop further to reach a realistic level in a city suddenly beset with over seven thousand unemployed brought about through no fault of their own.

It's not easy to be the last to leave, but it's also interesting to have viewed the Embassy in the process of moving. This has been in reality a slow death. From the time when the gardeners came into the grounds around Plittersdorf and at the Embassy, ripping out the flower beds, destroying the flower beds, the shrubs and trees in order to cut down on maintenance to the present where offices are emptied of people and furniture and a ghostly silence reigns. Walking around the offices and the perimeter of the Embassy one is struck by the eerie sense of times past, when the place was bustling, when a parking spot couldn't be found and the social life amazing. The gym in the parking lot, built for the staff in 1986, was always full of people and it was difficult to find space to workout. The regulars would watch as New Year rolled round and a new batch of people with New Year's resolutions would fill the machines and free-weight areas. We knew that come February the place was ours again. One would venture down one day to find a crowd of military personnel from one of the Agencies and murmur "fitness test?". They too would dis-





Photo: American Embassy

appear once their level of fitness had been reached. Now, the machines stand like forlorn sentries and there is a deathly silence. The machines even stay on the weight you set them the day before.

How can one forget the times when protesters were allowed to protest outside the gates, when there was a string of singers, instrumentalists and gaily dressed people? When the Embassy was attacked in 1991 during the Gulf War, protesters took up residence in the grounds outside the fence, candles burned in serried ranks in the road and washing was strung up between the trees. The evening I decided go to the gym was a fateful one.

Almost finished with my workout, I heard gunfire and thought the guards were shooting at something. Looking out of the gym window I saw tracer bullets flying past into the Motor pool wall. It wasn't the bullets I was afraid of that night, but the expectation of something heavier so it seemed a lifetime before the sound of police sirens was heard. The staff in the building were kept until late that evening. The irony was my brother, in the British Army, was at that time deployed in the Gulf and we had action before he had experienced any. The protesters camping outside the fence moved that night and the right to protest outside the gates became part of the past.

Who could forget the Presidential and Vice-Presidential visits? The convoys of police on their bikes driving through the Embassy gates. The sight of dignitaries, such as Henry Kissinger, getting out of their limos outside the main door. Who could forget the dramas ranging between these walls from the sublime to the ridiculous? For the locally hired, the stormy times could be weathered in the knowledge that the perpetrator would be out within a few years, some earlier, others later. There were the inevitable illicit liaisons, divorces, deaths, marriages and births. Bonn



Photo: Adobe Stock - frank peters



was the post for Direct Hires to have their babies – the medical facilities are excellent here. The babies would be brought to the office for their first photos. They would be slumped, senseless in their mother's arms until the first photo flash awakened them from their slumber. Getting it right would often take many attempts and the office would be, by then, full of those come to admire the newcomer. The last baby born at the American Embassy was on April 30, 1999 before the building became the U.S. Office Bonn.

It is impossible to convey to an outsider how it was. The movers come in and see only offices devoid of people. Reporters can view how it looks now but can never know the life dramas enacted within the walls. How could they know? People worked in offices, some we never had any contact with or knew about but they filled the office spaces to the outside edges – their energy pervaded the spaces. One by one as they moved away the building became like an empty hive with a few random cells still in operation. The first ones to go came to say goodbye, but gradually as the months went on they slipped out of sight with barely a murmur. The remaining few attempted to

hold it together but the awful sense of desolation got to them too so they stayed in their offices to preserve the remains of what was a well functioning working structure.

Up to 1996 the sense of camaraderie between local staff and Americans after hours was a celebration of parties, get-togethers and events at the American Embassy Club. It was a time when everyone was part of a large family. Now it was if a plague had carried off all the family members and the survivors were clearing up after them. Desks were left as though there would be a replacement, files and drawers full of files. Sorting through them you would come across a newspaper entitled "HICOG Builds for the Future," "Germany – 1947 – 1949, The Story in Documents". Reading these, the news came in that a long time employee who had barely retired had died. It is times like these that you realize that everyone you have known leaves a bit of themselves behind when they go.

I would not have missed the experiences for anything – it makes one realise how much of a play this all is – that nothing remains the same.

Time, man's invention, moves forward relentlessly leaving ghostly reminders and memories of how life was in Bonn before the move. It was greatly important at the time but in the end it doesn't really matter and it is all history now.

Gillian Craig  
First Printed in the  
Quadriga, U.S. Mission,  
Germany, Issue 49,  
September 3, 1999.

# The Honour to be a Bonner: Hidden Sights

## Part 1: Helenenkapelle (St.-Helena-Kapelle), Bonn, Münsterplatz

**A** highly unusual location makes the Helenenkapelle one of the most surprising historical monuments in Bonn. To be able to see it, you have to head to the first floor of the department store on Bonn's Münsterplatz (SinnLeffers). There, amidst the many attention-seeking bargains it remains hidden, even to many natives of Bonn, because hardly anyone expects a sacred building in the middle of a fashion store. But if you take the time to walk along behind the offers to the floor-to-ceiling windows, you will catch a glimpse of the small St. Helena-Kapelle, probably built around 1150. On the signs next to the windows, the interested visitor will also find some essential information about its eventful history.

Access to the small prayer room is via a narrow staircase on the side of the SinnLeffers building facing the university. It can only be accessed during guided tours, so the interior of the only preserved Romanesque house chapel of a monastery curia in the Rhineland remains a secret to most. The wonderful frescoes that can be seen there, dated between the 13th and 15th centuries, were restored in the 1970s. Pictures of them can be found e.g. under the following URL: [https://de.wikipedia.org/wiki/Helenenkapelle\\_\(Bonn\)](https://de.wikipedia.org/wiki/Helenenkapelle_(Bonn)).

*Dr. Nadja Kobler-Ringler*



Photo: Christ6



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getting better  
has stopped  
being good.”

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# A personal view of Lockdown on April 5-7, 2020

**1.** Being confined to a specific area, along with others who are also confined due to governmental guidelines on Corona virus. So far, this has not been an imposition.

**2.** The world has become quieter in cities and suburbs except during morning and evening rush hour. There is the time to sit and observe the daily patterns and routines of local birds and animals. Reduction of people on view has brought birds more fully into focus. The crows which nested in the beech last year are now busy building in the Poplar tree opposite. Periodically the pair scope out their old nest and drive off a y pigeons or magpies who attempt squatters rights in the old nest.

**3.** Starlings are on lawn patrol and a Red Admiral butterfly settled on the balcony wall. The air today is fresh and clear. Most people are at home and I wonder whether the birthrate will increase this coming year as a result of the lockdown. I sat in the park yesterday, heard a prop plane fly overhead then suddenly recalled my dad taking me to the golf course near Chellowdene. I must have

been younger than two. He sat us on the checked wool blanket with the

twisted tassels at the end (these were systematically untwisted by all of us over the early years, the blanket ending up as the dog's bedding). I cannot remember what dad talked about but both of my parents spoke to us in the range of normal – depending on moods. A prop plane was flying around whilst we were there and something in the atmosphere prompted this memory along with thoughts of my aunt driving over to see us in her dark red Baby Austin with her dog Robin. The car had pop out indicators which you could hear as an audible click.

**4.** There are still a lot of older people doing their own shopping, either by dint of there being no-one else or they are not prepared to give up their independence, nor should they. Anyone still fit and strong enough should remain as independent as they can but can keep to the rules. Use it or lose it. Exercising at home and long walks are normal activities and this is a good time to do more of them as well as eating good food.

**5.** Notice that when I sit out on my balcony early in the morning when I am not wearing my glasses that there is a man in a dark fleece and blue jeans standing for an age looking at his phone. He is there for a long time (not unusual these days). I go inside, when I come back outside and the sun has moved, this time wearing my glasses, the man is now a shrub and his legs are shadows of two tree trunks. Is this how fake news begins?

**6.** On a last note, maybe those of us who have stockpiled toilet rolls should consider including a Codicil in their Last Will and Testament bequeathing the leftovers to needy relatives or neighbors. I also heard a rumor that the going rate for 2 toilet rolls is 2 Bitcoin or 1 gold Rand.

From the Desk of Gill 7, April 2020



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# 'The Pros and Cons of being an International School Teacher'

Over the last 15 years at IBIS I have been the teacher to a lot of children. Most of my time at IBIS has been in Year 2. It is a lovely year group to teach in. The children come into my class at the end of August full of excitement, ready to learn and usually they have a mouth full of

teeth. Towards the end of the school year, they still are ready to learn but they have lost a lot of teeth over the months. One gets very skilled at making little teeth envelopes!

I love this job, I love getting to know the children in my class. I love finding out how I can encourage them to learn in their own way. In order for me to be able to help them learn I need to know what they are interested in. I need to know what type of a learner they are. What skills they are proud of and what skills they would like to improve. I try to talk to the children as often as I can; I observe their interactions with their peers. I use this information to put the puzzle together. I try my best to include their interests into our discussions. I try to use examples of their own personal achievements to help them reach for their dreams. I learn so much from the children, I see how patient, kind and understanding they can be and would love to be able to have the same traits.



Teaching is a profession where you very clearly see how time flies by. My first class at IBIS are now in their early twenties. I enjoy meeting my previous students; I love to hear how they are doing. I walk away from these encounters with a happy smile on my face. I know in reality that all children grow up and physically change but to me they will always remain the six or seven year old that was in my class. They are safely locked away in a time warp and when I have time to reminisce I can recall the memories from way back when.

There is a down side to being a teacher at an international school, for me that down side is saying goodbye. I hate it. I cannot bring myself to actually say the words "Goodbye". I choose to use the German „Auf Wiedersehen“. I prefer to think of seeing the people again at a later time. It is less final and helps me cope with the idea of the children and parents leaving our safe haven here at IBIS. Teachers spend a lot of time with their classes and the children work their way into one's heart. I am not one who likes to show my emotions publicly and to have to actually say goodbye would have me in tears.

I look forward to the challenges that face me every day in the classroom. I enjoy the little conversations we have together. I love the smiles that the children give me every day. They make up for the negative things that happen. The silly jokes; the heartfelt giggles and the thank you at the end of the day. That is what makes teaching worthwhile.

*Kerrie Teschke*



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# Streitfall Mehrsprachlichkeit

**W**er das erste Mal morgens den Schulhof der IBIS betritt, fühlt sich, als sei er mitten ins sinnbildliche Babylon geraten, so viele unterschiedliche Sprachen werden da gesprochen. Es drängt sich die Frage auf, wie dieses Sprachgewirr eigentlich zu unterrichten sei? Der Hinweis auf die übergeordnete **Schulsprache** Englisch liegt auf der Hand – aber wissen Sie eigentlich, welche Anstrengungen dahinterstecken, dass das auch alle leben können?

Betrachten wir zunächst einmal die **Ausgangslage**. Etliche Eltern von IBIS-Schülern sind von

Geburt an englischsprachig. *Muttersprachler*, nennt das der Sprachforscher. Ihr Kind wird mit höchster Wahrscheinlichkeit ebenfalls Englisch als Muttersprache erlernen. Kinder, die *simultan-bilingual* aufwachsen, also von Geburt an zwei „Muttersprachen“ erlernen, sind ihnen, wenn eine dieser Sprachen Englisch ist, für unsere Betrachtung gleichgestellt. Diese Eltern-Kind-Konstellationen sind, ob auf Zeit oder dauerhaft, in Deutschland in fremdsprachlicher Umgebung, möchten ihr Kind aber in der Muttersprache beschult wissen. Das Erlernen der *Umgebungssprache*, hier Deutsch, ist nachrangig. **Muttersprache und**



**Schulsprache sind identisch, die Umgebungssprache ist Fremdsprache.** Der schulische Erfolg mag an vielem scheitern, sicherlich aber nicht an der Beherrschung der Schulsprache.

Nun ist diese Lage aber bei weitem nicht die einzige @IBIS. Die Lehrer hier bekommen es mit einer **Vielzahl viel komplexerer Sprachereferenzen** ihrer Schüler zu tun. Das kann bis hin zu folgendem **Extrem** führen: **In einer multilingualen Familienkonstellation trifft ein simultan-bilinguales Kind**, bedingt durch Umzüge etc., **auf verschiedene Umgebungs- und Schulsprachen**. Das heißt:

Elternteil 1 hat Spanisch als Muttersprache, Elternteil 2 Portugiesisch. Jedes Elternteil spricht mit dem gemeinsamen Kind (K1) von dessen Geburt an in seiner Muttersprache. Die Familie lebt bei Geburt von K1 in Rom, zwei Jahre später zieht die Familie nach Brüssel, wiederum zwei Jahre später nach Bonn. In Brüssel und Rom besucht K1 eine Kindertagesstätte/einen Kindergarten in der jeweiligen Landessprache, in Bonn besucht es die IBIS.

Versuchen Sie aufzuzählen, wie viele Sprachen das Leben von K1 mitbestimmt haben. Es sind etliche.

Ob K1 nun „arm dran“ ist, ist eine Glaubensfrage. Über kaum ein anderes bildungspolitisches Thema wurde in den vergangenen Jahren so viel diskutiert und zu keinem so viel geforscht wie zur Frage von Sinn und Unsinn, Zeitpunkt und Rahmenbedingungen von bi- und multilingualer Erziehung. Unangreifbare Ergebnisse haben weder Einzel-, noch Interventions-, Vergleichs- oder Metastudien geliefert. Es gibt bisher nicht einmal unumstrittene Messverfahren. Was aber wohl festgehalten werden kann, ist, dass **jeder Spracherwerb stark abhängig ist von den Umständen, unter denen er sich vollzieht**. Und hier hat sich IBIS gut aufgestellt.

Da die **zu ergreifenden Sprachmaßnahmen** dazu gebündelt und in den übergeordneten Lehrplan (das *Curriculum*) der IBIS eingepasst werden müssen, ist es unmöglich, dabei auch noch die unendliche Anzahl an wissenschaftlich bezeichneten Spracherwerbslagen zu

berücksichtigen. So erfolgt stattdessen eine vereinfachte Unterscheidung nach Muttersprachlern, Zweitsprachlern und Fremdsprachlern. Diese gilt sowohl für den **Schulspracherwerb** (Englisch), als auch für den **Erwerb der Umgebungssprache** (Deutsch). **Individualisierung und Binnendifferenzierung**, also der Zuschnitt einer Maßnahme auf den einzelnen Schüler, erfolgen in einem zweiten Schritt.

Die Fachbezeichnung für die Heranführung an die Schulsprache lautet **EAL – English as an Additional Language**. *Mrs. Naderhoff*, die Koordinatorin des Programms @IBIS, stellt die EAL-Konzeption der IBIS auf den Seiten 41 dieses Magazins ausführlich vor. Ein Blick darauf lohnt sich – die Tiefe des Konzeptes ist beeindruckend.

Neben der Heranführung an die Schulsprache ist auch das Erlernen der **Umgebungssprache Deutsch** fester Bestandteil des IBIS Curriculums – auch und gerade, um allen Schülern einen erfolgreichen Übergang in die deutschsprachigen weiterführenden Schulen zu ermöglichen. Grundlegende Informationen zu seiner Vorgehensweise hat das zuständige *German Department* in Form einer Grafik auf der Schulhomepage hinterlegt – und auch sie ist von beachtlichen Anstrengungen gekennzeichnet: Abgesehen von der erwähnten notwendigen Typisierung der Schüler, wird auch hier viel Wert auf **individualisierten Spracherwerb** gelegt. Das erfordert Zeit und so wird, neben dem reinen **Sprachunterricht** (für Fremdsprachler ab *Reception* (4 J.) und für Mutter- und Zweitsprachler ab *Year 1* (5 J.)) die Umgebungssprache **zusätzlich in den Regelunterricht** eingebunden. Der ab dem *Year 2* (6 J.) mögliche fachspezifische Unterricht in deutscher Sprache bereitet Schüler konsequent auf eine folgende, umgebungssprachliche Schule vor. Die hierfür ausgewählten Fächer



Photo: Kanziel Kobler – Fotograf | Lars Bergengruen

*Sachunterricht* (ab Year 2) und *Mathematik* (ab Year 5) bieten bewusst einen weiten Querschnitt an Sprechanschlüssen und -themen.

Teil des curricularen Angebotes sind ab dem Year 6 (10 J.) außerdem **Französisch** und **Spanisch als Fremdsprache**.

Und **alle anderen Sprachen**? Ob *Lunch-Time-Activity* oder *After-School-Club* – weitere (außer-curriculare) Sprachangebote gibt es @ IBIS in Hülle und Fülle. Die Bandbreite reicht von professionellen Sprachschulangeboten bis hin zu reinen Schnupperkursen für Interessierte. Ebenso breit ist das Einstiegsniveau gefächert. Da ist für jeden etwas Passendes dabei.

Wem von so viel Sprache(-n) Bedenken kommen, für den werde, zu guter Letzt, noch mit drei **gängigen Vorurteilen zur bi- und multilingualen Erziehung** aufgeräumt:

### 1. Bi- und multilinguale Kinder sind dümmer als einsprachige.

Was immer „dümmer“ auch heißt: Tatsächlich war bis in die 1960er Jahre hinein die Ansicht verbreitet, dass es der Intelligenz von Kindern schade, wenn sie zu schnell mit zwei oder mehr Sprachen konfrontiert würden. Das konnte **nie belegt** werden. Neuere Forschungsergebnisse, wiewohl ebenfalls nicht unumstritten, deuten eher darauf hin, dass früh bilinguale Menschen sogar höhere kognitive Fähigkeiten entwickeln als monolinguale, also einsprachige. Eine gängige Hypothese lautet, dass bei Bilingualen stets zwei Sprachsysteme aktiv seien, weshalb diese Menschen gedanklich flexibel sein und je nach Situation das eine System unterdrücken und das andere aktivieren können müssten. Dies bilde womöglich die Fähigkeit stärker aus, Inputs gezielt auszuwählen oder zu unterdrücken und damit das eigene Verhalten besser zu kontrollieren.

### 2. Die Kinder sprechen später eine Mischmasch-Sprache (Das Denglisch-Phänomen)

Da braucht man keine Studien zu, um das zu widerlegen. Nur einen *Playtime*-Besuch auf dem Schulhof. Da spielen K1 und K2 auf Deutsch miteinander Detektiv. K3 kommt hinzu, möchte einbezogen werden. Da K3

kein Deutsch spricht, wechseln K1 und K2 ins Englische. Das Spiel wird in der Schulsprache fortgesetzt. Gleiches gilt für die sog. *Playdates* oder Kindergeburtstage. Intuitiv wählen die Kinder die Sprache aus, die allen gerecht wird.

Die Kinder können die beliebigen **Sprachen** also durchaus **Sprechanschlüssen zuordnen**. Jedes Elternteil, jeder Freund, der Unterricht in der Schule und das Telefonat mit den Großeltern – die Kinder wechseln die Sprachen, je nachdem, welcher Anlass zu sprechen sich ihnen bietet. Damit das gelingt, müssen allerdings Eltern, Betreuungspersonen und Schule zusammenarbeiten. Ein früher Einstieg in die Mehrsprachigkeit erweist sich dabei als vorteilhaft. Im schulischen Bereich wird von Seiten der betreuenden Pädagogen sehr darauf geachtet, dass die Schulsprache konsequent eingesetzt wird. Nur so wird der „Sprachraum Schule“ fest mit der englischen Sprache verknüpft.

Natürlich berichten bi- und multilinguale Familien immer wieder von Situationen oder gar Phasen, in denen alle gesprochenen Sprachen wild durcheinander gehen. Tatsache aber ist, dass alle Beteiligten dabei in der Lage bleiben, auf Anforderung vollständig in eine einzelne der Sprachen zu „springen“ und diese korrekt anzuwenden – bis hin zur Unterscheidung der unterschiedlichen Sprichwörter, der gängigen Metaphern und Idiome und von kulturellen Besonderheiten (etwa der Unterscheidung von „Sie“ und „Du“ im Deutschen oder Französischen).

### 3. Mehrsprachige Kinder beherrschen später keine Sprache „richtig“.

Dieses wohl bekannteste Vorurteil gegenüber Mehrsprachigen ist vermutlich das Ergebnis einer Fehlübersetzung (oder –interpretation) einer Studie des Sprachforschers *Jim Cummins*, die erstmals 1979 auf Englisch publiziert und erst 1984 ins Deutsche übersetzt wurde. *Cummins* stellte hierin die *Hypothese* (!) auf, dass frühe Bilingualität in einer „**doppelten Halbsprachlichkeit**“ ende. Seine Hypothese, also seine im Rahmen der Studie zu beweisende oder zu verwerfende Ausgangsannahme, mutierte in Deutschland voreilig zum *Befund*, also zum Forschungsergebnis. Das, obwohl

weder er selbst, noch andere Forscher je einen Beweis dafür lieferten. Das wäre einem IBIS-Schüler jedenfalls nicht passiert.

Unabhängig von der Herkunft des Vorurteils, ist schon unklar, was mit „richtiger Beherrschung“ einer Sprache überhaupt gemeint sein soll. Ist das die perfekte Verwendung von Wortschatz und Syntax? Oder nur die Beherrschung der Alltags- oder gar der Umgangssprache? Strenggenommen gibt es die *eine* Sprache nämlich gar nicht. Selbst wer ausschließlich im Umgebungs- und Schulsprachraum seiner Muttersprache groß wird, wird eigentlich nicht „einsprachig“ groß. Gruppensprache (slang), Regionalsprache (Dialekt), Fachsprache und so viele **Sprachtypen** mehr – welche davon muss ein Mensch beherrschen, damit er seine Sprache im Sinne des Vorurteils „richtig“ beherrscht?

Wer im Rheinland aufwächst, versteht nicht unbedingt einen Niederbayer, auch wenn beide hochdeutsch miteinander reden. Denn viele Worte der Umgangssprache sind trotzdem unterschiedlich. Der Rheinländer kauft *Brötchen*, der Niederbayer *Semmeln*, andere *Schrippen*. Allen schmeckt´s, aber wer spricht „richtig“? Wer als Elternteil einmal die *Whats-App*-Klassengruppe eines 16-Jährigen mitgelesen hat, der weiß auch wieder, was er alles nicht weiß. Spricht derjenige jetzt „nicht richtig“ Deutsch?

Und schließlich, liebe Muttersprachler Deutsch: Heißt es „Meiner Meinung“ oder „Meiner Meinung nach“? „Geht man studieren“ oder „studiert man“? Tu-Wort oder Verb? Indirekte Rede mit oder ohne Konjunktiv? „zuhalten“ oder „zu halten“?

Unsicher? Beherrschen Sie jetzt etwa Ihre Muttersprache nicht „richtig“? Doch, tun Sie.

Aber die Beispiele sollten klar gemacht haben: Je höher ich den **Grad der Professionalisierung**, also die Anforderungen an die Beherrschung, einer Sprache ansetze, desto eher finde ich mein Vorurteil bestätigt. Abgesehen von wenigen Hochbegabten wird vermutlich kein Mensch auch nur eine Sprache in allen ihren Schattierungen beherrschen. Die wandelt sich nämlich. Stetig.

Eines lernen mehrsprachige Kinder in jedem Fall schneller, als monolinguische: Sich immer und überall schambarrierefrei angemessen zu verständigen. Notfalls mit Händen und Füßen.

### Fazit:

Jedes Kind und jede Lernsituation sind anders. Die schier unendlichen Formen von Zwei- und Mehrsprachigkeit machen es schwer und unangemessen, generelle Aussagen zu Geschwindigkeit und Qualität des Spracherwerbs und der Sprachbeherrschung zu treffen. **Intellekt und Sprachneigtheit, Elternhaus und Lernumgebung** spielen beim Spracherwerb eine Rolle. Wie sie genau zusammenwirken, ist immer noch nicht hinreichend erforscht, denn schon die Messung von Sprache bleibt schwierig. Daraus grundsätzliche Vorbehalte gegen bi- und multilinguale Erziehung abzuleiten, dürfte aber fehlgehen. Es bleibt dabei: IBIS ist gut gerüstet, sich der Herausforderung zu stellen.

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# Multilingual Community

## For better or worse?

**W**hen you enter the schoolyard for the first time, it feels like you have entered the symbolic Babylon, as so many different languages are spoken there. The question arises: How in this tangle of languages are teachers actually able to teach? The reference to the school language – English – is obvious. But do you actually know what efforts are behind such a “common language” for all?

Many parents of IBIS students are English-speaking from birth. *Native speakers*, the linguist calls them. Their child will most likely also learn English as a native language. Children at IBIS who grow up bilingually, i.e. who are born with two “mother tongues”, are on an equal footing, at least, if one of these languages is English. These parent-child constellations are, whether temporarily or permanently, in a foreign language environment in Germany. But if these parents would like their child to be schooled in his/her mother tongue, learning the local language, i.e. German, is welcome, but not the first aim of school education. For these children the **mother tongue and school language are identical, the surrounding language is a foreign language**. Success at school may fail for many reasons, but certainly not for the mastery of the school language.

But this is by far not the only language situation. IBIS teachers work with students and families with a variety of complex language experiences. For example, in a multilingual family constellation, a multilingual\* child encounters different surrounding and school languages due to one or more relocations:

Parent 1 has Spanish as his mother tongue, parent 2 Portuguese. Each parent speaks to the common child (K1) in his or her mother tongue from birth. The family lives in Rome at the birth of K1, two years later the family moves to Brussels and two years later to Bonn. In Brussels and Rome, K1 attends a nursery

school/kindergarten in the respective national languages. In Bonn he/she attends IBIS.

Now try and enumerate how many languages K1 has been exposed to so far. There are quite a few.

Whether K1 is now to be considered a “linguistically disadvantaged” child is a question of faith. Hardly any other education policy topic has been discussed or researched as much in recent years as the question of sense and non-sense, time and framework conditions of bi- and multilingual education. No individual, intervention, comparative or meta-studies have produced unassailable results. There are not even reliable standardised measurement procedures. What can be stated, however, is that language acquisition is strongly dependent on the circumstances under which it takes place. And this is where IBIS has positioned itself well.

As the measurements to be taken must be bundled and incorporated into the general school curriculum, it is simply impossible to take into account scientifically the almost infinite number of multilingual language situations. Thus, a simplified distinction is made between native speakers, second language learners and foreign language learners. This approach is used for both school language acquisition (English) and acquisition of the surrounding language (German). Individualisation and internal differentiation, i.e. the tailoring of a measure to the individual pupil, is carried out in a second step.

To take a closer look at the IBIS programme for pupils of English as foreign language, please see the article titled, English as an Additional Language at IBIS.

**German** is another integral part of the IBIS curriculum – with the goal being to enable or facilitate the transition to German-speaking

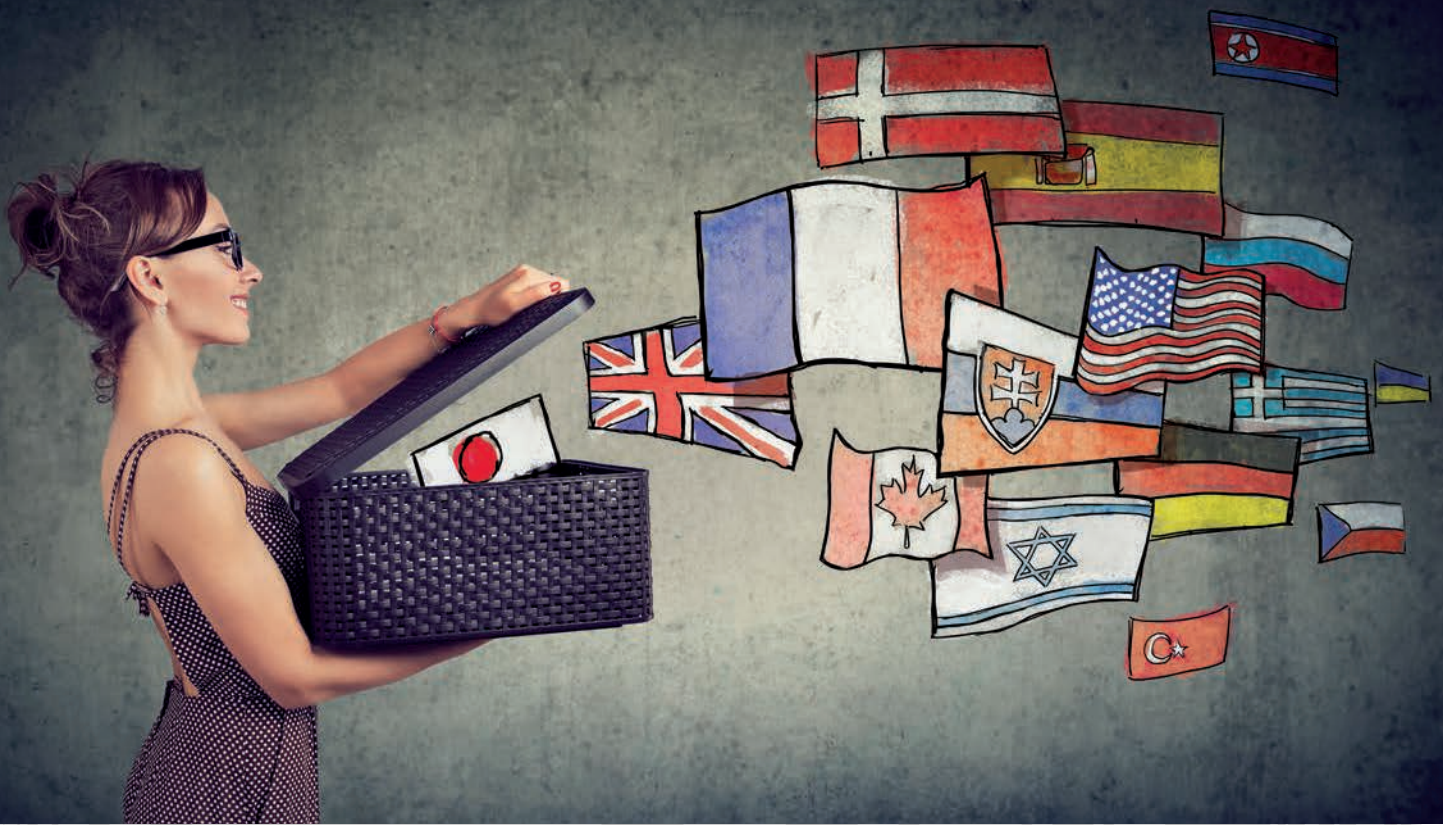


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secondary schools for all students. The *German Department* has provided basic information on its approach in the form of a diagram on the school's homepage. In addition to the above-mentioned EAL grouping of pupils, all other pupils are grouped according to their German language skills: pupils with German as their mother language and pupils with German as a foreign language. Great importance is also attached to individualised language acquisition. In addition to German language instruction, which begins for German as foreign language learners in *Reception* (age 4) and for German native language learners in *Year 1* (age 5), the surrounding language is also successively integrated into regular instruction. The subject-specific instruction in German, which is possible from *Year 2* (age 6) in Science and from *Year 5* (age 9) in Maths as well, prepares pupils for their transfer to a German school.

From Year 6 onwards, **French** or **Spanish** as foreign languages are also a compulsory part of the curriculum.

And all other languages represented in the IBIS community? Whether it is a *Lunch-Time Activity* or an *After-School Club* – IBIS offers an abundance of opportunities to be exposed to

languages in this rich, multilingual community. The spectrum ranges from professional language school providers to pure “taster courses” for those interested. The entry level is just as broad. There is something for everyone.

Now to a few common prejudices about multilingual education:

### **1. Multilingual children are dumber than monolingual children.**

Whatever “dumb” means, it is true that up until the 1960s the view was widespread in Germany that it was detrimental to the intelligence of children if they grew up too quickly with two or more languages. This could never be proven. Recent research, although not uncontroversial either, suggests that individuals who were raised multilingually from a very early age, develop even higher cognitive abilities than monolingual individuals. A common hypothesis is that the individuals who were raised multilingually from a very early age always have two active language systems, so they should be more flexible in their thinking and, depending on the situation, have to be able to suppress one system and activate the other. This may lead to a greater ability to select or suppress inputs and thus, to gain better control over their own behaviour.

## 2. The children later speak a mixed language.

You don't need scientific studies to disprove that, just a visit to the schoolyard during playtime. K1 and K2 play detective together, in German. K3 comes along and wants to be included. Since K3 doesn't speak German, K1 and K2 switch to English. The game is continued in the school language. The same applies to *playdates*. Intuitively, the children choose the language that suits everyone.

This proves that the children are able to assign languages to different communicative situations. With each parent, each friend, in the lessons at school and in the telephone conversation with the grandparents – the children change languages depending on the occasion for speaking. For this to succeed, however, parents, carers and the school must work together. An early entry in the multilingual education is, once again, considered to be an advantage. At school, the teachers take great care to ensure that the school language is used consistently in the classroom. Only in this way can the “language area school” be firmly linked with the English language.

Of course, bi- and multilingual families repeatedly report situations or even phases in which all spoken languages are used wildly confused. The fact is, however, that all those involved remain in a position to “jump” completely into one of the languages on demand and use it correctly –

right down to the differentiation of the different proverbs, common metaphors and idioms and cultural peculiarities (such as the distinction between “Sie” and “Du” in German or French).

## 3. Multilingual children do not master any language “properly.”

This probably best-known prejudice against multilingualism is likely the result of a misinterpretation of a study by the linguist *Jim Cummins* which was first published in English in 1979 and translated into German in 1984. In it, *Cummins* put forward the hypothesis (!) that early bilingualism ended in “double half-languageism”. His hypothesis, his initial assumption to be proven or rejected, was understood in Germany as a finding, as the result of research, although neither he nor other researchers ever provided any proof of this. In any case, this would not have happened to an IBIS student.

Irrespective of the origin of the prejudice, it is already unclear what is meant by “correct mastery” of a language. Is this the perfect use of vocabulary and syntax? Or just the mastery of everyday or even colloquial language? Strictly speaking, there is no such thing as *one language*. Even those who grow up exclusively in the surrounding and school language area of their mother tongue do not actually grow up



Photo: Adobe Stock – Anna

“monolingually”. Group language (slang), regional language (dialect), technical language and so many other language types – which of these must a person master in order to be able to speak his or her language “properly”?

People who grow up in the Rhineland do not necessarily understand Lower Bavarians, even if both speak non-dialect German with one another, since many words of the colloquial language are nevertheless different. The Rhinelanders buy “Brötchen”, whereas the Lower Bavarians buy “Semmeln”. Which of them speaks “properly”? Any parent who has ever read through the *Whats App* class group of a 16-year-old will realise what he or she doesn't know about language. Does that mean, that parent does not speak German “properly”?

So, the higher the degree of professionalisation of a language is set, the more likely it is to find the perceived confidence. With the exception of a few highly gifted people, no one will have a complete command of even one language. And it is changing. Constantly.

One thing that multilingual children learn faster than monolingual children: to communicate adequately, always and everywhere,

without feeling shame or a barrier. With hands and feet, if necessary.

**Conclusion:** Every child and every learning situation are different. The multiple forms of multilingualism make it difficult and inadequate to make general statements about language learning. Intellect and affinity for languages, parental involvement and the learning environment play a role in language acquisition. How exactly they interact has still not been sufficiently researched, because even measuring a language remains difficult. Thus, it would be wrong to derive fundamental reservations about multilingual education from this. The fact remains that IBIS is well equipped to meet the challenge.

\**multilingual* is [in English] commonly used for bi- and multilingual cases without distinction

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# Ohne Werte ist alles nichts ...

*„Es ist nicht schwer, Entscheidungen zu treffen, sobald du weißt, was deine Werte sind.“*

Roy E. Disney

## Theorie und Praxis

**S**ven Korndörffer, Vorsitzender der Wertekommission e.V., sagte in einem Interview: „Werteorientierung erhöht in der Regel die Wertschöpfung. Wertegemeinschaften sind daher immer auch starke Leistungsgemeinschaften.“ Schaut man sich die vielfältige Literatur an, die sich mit Werteorientierung, Unternehmenskultur und deren Bedeutung für den Unternehmenserfolg befasst, entsteht der Eindruck, dass darüber ein breiter Konsens herrscht. Doch auf der anderen Seite wird immer wieder beklagt, dass die Arbeitswelt in deutschen Unternehmen durch sogenannte „harte“ Werte wie Macht, Verantwortung und Hierarchie geprägt ist. Regelmäßig finden sich in den Wirtschaftsmagazinen Artikel über Themen wie Führen mit Angst oder

über die schlechte Streit- und Fehlerkultur in deutschen Unternehmen.

In den Leitlinien eines großen deutschen Konzerns finden sich folgende Sätze: „Unsere persönlichen Werte sind grundlegende Überzeugungen und Einstellungen zum Leben, die unser Denken und Handeln bestimmen. Unsere Werte liefern die Basis für unsere Motivation und unsere Entscheidungen.“

Das sind großartige Worte, die zeigen, dass hier ein Unternehmen verstanden hat und sich auf Basis einer gelebten Wertekultur zukunftsfähig aufstellt. Sollte man meinen. Und so geht es weiter: „Genauso ist es mit den Werten von Volkswagen, unseren Konzernwerten. Sind sie einmal fest verankert in unseren Köpfen und



Herzen, werden sie neben unseren persönlichen Werten unser Verhalten und unsere Entscheidungen prägen.“ Diese Worte waren bereits vor der Abgasaffäre in den Konzernrichtlinien von VW zu finden. Der Unterschied zwischen Theorie und Realität scheint manchmal gewaltig. Die VW-Abgasaffäre ist ein Paradebeispiel dafür, was passieren kann, wenn Menschen in leitenden Positionen die Bodenhaftung verlieren und sich nicht mehr an einmal festgelegten gemeinsamen Werten orientieren. Oder sich nicht dafür interessieren.

Im Zuge der Affäre tauchten in den Medien Berichte über ein „Klima der Angst“ bei VW auf. Laut Insidern herrschte im Management jahrelang ein geradezu militärisches Führungsprinzip. Und behauptete zu Beginn der Affäre die Konzernleitung noch, dass nur einige wenige die Schuldigen seien, kam nach und nach heraus, dass doch sehr viel mehr Menschen in dem 600000 Mitarbeiter umfassenden Konzern Bescheid gewusst hatten. Daraufhin verbreitete die neue Führungsspitze, nun werde ganz schnell ein „Kulturwandel“ stattfinden. Aufsichtsrat Stephan Weil betonte dabei die Verantwortung jedes einzelnen Beschäftigten: „Man muss von jedem Mitarbeiter erwarten, laut zu sagen: ›Ich mache nicht mit bei Gesetzesverstößen. Ich warne laut und deutlich vor Fehlentwicklungen. Ich betrachte mich als mündiges Mitglied dieser Organisation.‹“ Allerdings hatte ein VW-Techniker bereits 2011 die Geschäftsführung von VW auf illegale Praktiken hingewiesen. Wahrscheinlich war er nicht laut genug. Oder wollte ihn niemand hören?

## Wertevermittlung beginnt nicht erst in den Unternehmen

Wenn wir die Zukunft besser gestalten wollen als die Vergangenheit, dann müssen wir bei unseren Kindern beginnen. Die Initiative Schule im Aufbruch schreibt in ihrem Kompass:

*„Aufgabe von Schule ist es, die Kinder zukunftsfähig zu machen und ihnen Instrumente in die Hand zu geben, um in dieser Zukunft manövrierfähig zu sein. Kinder, die heute zur Schule gehen, haben eine Zukunft vor sich, die sich radikal von alledem unterscheiden wird, was wir kennen. Eine wesentliche Herausforderung ihrer*

*Generation wird es sein, die Lebensqualität auf unserem Planeten zu erhalten, unser Zusammenleben zu gestalten und innerhalb sich rasch verändernder Ökonomien bestehen zu können. Sie müssen flexibel, erfindungsreich und lösungskompetent sein. Sie müssen in ihre eigenen Fähigkeiten vertrauen, um sich innerhalb unberechenbarer Dynamiken orientieren zu können.“*

Diesem Anspruch werden wir nicht gerecht, indem wir versuchen, unsere Kinder mit den Methoden der Industrialisierung fit zu machen für die Herausforderungen des 21. Jahrhunderts. Wir benötigen eine neue Lernkultur, und zu der sollte auch die Vermittlung von Werten gehören, die Kinder in die Lage versetzen, so zu leben und zu handeln, wie es oben beschrieben wird.

Kinder orientieren sich an ihnen nahestehenden Menschen, seien es Eltern, Großeltern oder auch Erzieher und Erzieherinnen im Kindergarten oder in der Schule. Sie nehmen an, was ihnen von diesen Personen vorgelebt wird. Wertevermittlung – oder besser Wertebildung – geschieht im Alltag. Sobald Kinder in der Lage sind, eigene Reflexionen anzustellen, wählen sie aktiv aus, was sie gut finden und was nicht. Die Art und Weise, wie Kinder Erwachsene wahrnehmen und welche Erfahrungen sie in ihrem Umfeld machen, beeinflusst ihre Werteorientierung und damit ihre spätere Lebenseinstellung maßgeblich.

Unter diesem Aspekt betrachtet taugt unser Schulsystem nicht dazu, Kinder auf die Anforderungen des 21. Jahrhunderts vorzubereiten. Wir stellen uns immer die Frage, wie Kinder zeitgemäß unterrichtet werden können, aber nicht, ob die Strukturen in unseren Schulen noch zeitgemäß sind. Das Gleiche gilt für die Werte, die hier vertreten werden. Das Schulsystem, in dem die meisten von uns groß geworden sind und das immer noch in vielen



Schulen des Landes angewendet wird, basiert auf der industriellen Ökonomie des ausklingenden 19. Jahrhunderts. Das öffentliche Schulsystem wurde nicht nur im Interesse der Industrialisierung geschaffen, sondern auch nach ihrem Bilde. In vieler Hinsicht waren – und sind – die Schulen ein Spiegel der Fabrikkultur, der sie dienen sollten.

Gerade in den weiterführenden Schulen beruht die Ausbildung immer noch auf den Grundsätzen der Fließbandarbeit und einer effizienten Arbeitsteilung, ganz im Sinne des Taylorismus. Der eine Lehrer paukt den Schülern Mathe ein, der andere Geschichte, der nächste Sprachen. Der Tag ist gegliedert in standardisierte Zeiteinheiten, die durch ein Glockenzeichen voneinander getrennt werden – ganz ähnlich dem Signal, das früher in einer Fabrik Arbeitsbeginn und -ende und die Pausen anzeigte. Die Schüler werden in altersabhängigen Gruppen unterrichtet, als wäre ihre wichtigste Gemeinsamkeit ihr Herstellungsdatum. Zu festgelegten Zeiten werden ihnen einheitliche Tests vorgelegt, die sie miteinander

vergleichen, bevor sie in den Markt entlassen werden.

Wer dieser Normierung nicht standhält, weil er beispielsweise Legastheniker ist, fällt durchs Raster. Oder wird Millionär, wie Richard Branson, der Gründer des Virgin-Imperiums. Er kam mit dem Schulsystem nicht klar und galt nach den gängigen Maßstäben als Schulsversager. Als er sechzehn Jahre alt war, sagte sein Schulleiter über ihn: „Richard wird mit einundzwanzig entweder im Knast oder Millionär sein; das eine ist so wahrscheinlich wie das andere.“ Und nur wenige haben so viel Mut wie Bobby DeKeyser, der Gründer von Dedon, mit fünfzehn Jahren mitten im Unterricht aufzustehen und zu sagen: „Das ist nichts für mich, ich werde jetzt Fußballprofi.“ DeKeyser ging hinaus, meldete sich beim Direktor ab und wurde Fußballprofi

Viele Bildungsansätze ersticken einen der wichtigsten Werte, den junge Menschen heute benötigen, um sich in der anspruchsvollen Welt des 21. Jahrhunderts zu behaupten: die Fähigkeit zum eigenständigen und kreativen Denken. Sir Ken Robinson vertritt die Meinung, dass Kinder nicht in die Kreativität hineinwachsen, sondern aus ihr heraus. Oder anders gesagt, sie werden herausunterrichtet. Dazu kommt, dass Kinder lernen, keine Fehler machen zu dürfen. Und das sind wir wieder bei den Unternehmen, denn auch dort werden Fehler regelmäßig stigmatisiert. So setzt sich vieles,



was in den Elternhäusern, Kindergärten und Schulen begonnen hat, in den Unternehmen fort.

Aber Arbeitsplätze und Wettbewerbsfähigkeit im 21. Jahrhundert sind auf genau die Qualitäten angewiesen, die unsere Schulsysteme einstampfen. Wenn unseren Kindern die Lust am Lernen genommen wird, wenn sie aus ihrer angeborenen Kreativität „herausunterrichtet“ und wenn ihnen wichtige Werte falsch vermittelt werden, wiederholt sich das später in den Unternehmensstrukturen oder den öffentlichen Einrichtungen, und der Kreislauf setzt sich endlos fort. Diesen Kreislauf müssen wir dringend durchbrechen, wenn wir mit unseren Unternehmen zukunftsfähig bleiben wollen.

Für unsere Prägung sind auch unsere soziale Herkunft und unser Elternhaus entscheidend. Aber immer mehr Kinder verbringen spätestens ab dem dritten Lebensjahr einen großen Teil ihres Tages im Kindergarten und ab sechs Jahren in der Schule. Die Werthaltungen der Erzieher und Erzieherinnen haben einen enormen Einfluss und sind ähnlich prägend wie die des Elternhauses. Wenn diese Werteorientierungen voneinander abweichen, wird es für Kinder sehr schwer, sich zu positionieren. Ich weiß, wie sehr meine Kinder an ihren Erzieherinnen und Lehrerinnen gehangen haben und zum Teil immer noch hängen. Selbst zu Praktikanten und Aushilfslehrern können Kinder in kurzer Zeit ein enges Verhältnis aufbauen und deren Denk- und Sichtweisen übernehmen. So wenig, wie Erziehung ausschließlich im Elternhaus geschieht, so wenig gilt das auch für die Wertebildung.

### Wie Werte entstehen

Bereits Aristoteles erkannte: Werte können nur entstehen, wenn (vor allem junge) Menschen in einem Umfeld leben, in dem die Werte auch geschätzt und gepflegt werden. Eine Wertebindung lässt sich in den seltensten Fällen absichtsvoll erzeugen. Sie kann nicht Gegenstand von Intentionen sein, weder von Eltern noch von Erziehern oder anderen Personen. Menschen fühlen sich nicht an Werte gebunden, weil ihnen erzählt wird, sie sollen sich bitte schön daran halten. Das ist nichts anderes als eine Moralpredigt, ein besonders ineffektives Verfah-

ren der Werteerziehung und für die Erziehung unbrauchbar. Jeder, der Kinder hat, kann das bestätigen. Wenn Eltern oder auch Erzieher Kinder zu bestimmten Werten erziehen wollen, dann gelingt das mit Sicherheit nicht, indem sie die Kinder nur anweisen, wie sie sich zu verhalten haben.

Werte werden langfristig wirksam, wenn sie glaubwürdig vorgelebt werden. Wir übernehmen Werte, wenn sie uns in irgendeiner Weise „packen“. Professor Hans Joas hat dafür den etwas altmodischen, aber sehr treffenden Begriff des „Ergriffensein“ gewählt. Wir wählen unsere Werte nicht aus einem Katalog aus, sondern treffen Wahlentscheidungen auf der Grundlage der vorgelebten und übernommenen Werte. Wissenschaftler gehen davon aus, dass nicht allein der Erziehungsstil und die Einflussnahme durch Autoritäten, sondern das gesamte Umfeld der Kinder und Jugendlichen und die Art, wie sie die Welt sehen und interpretieren, für die Entwicklung der Werteorientierung entscheidend sind.

Eine herausragende Funktion haben das Lernen durch Nachahmung und die Identifikation mit Vorbildern. Wertevermittlung hat eine starke personale Dimension. Wenn ich einen Wert weitervermitteln möchte, dann darf ich nicht nur darüber reden, sondern muss für diese Überzeugung einstehen und sie offen leben. Wenn die Kinder in einer Schule Höflichkeit und Respekt als wichtige Werte lernen sollen, aber gleichzeitig von Lehrern angeschrien und ständig gemaßregelt werden, dann steht die Art der Wertevermittlung – und damit die unmittelbare Erfahrung der Kinder – in einem starken Widerspruch zum Handeln der Vorbilder. Selbst der Zustand von Gebäuden kann Werte vermitteln oder die Wertevermittlung sabotieren. Sollen Kinder in der Schule Sauberkeit und Ordnung lernen und werden beispielsweise dafür bestraft, dass sie ihre Sachen nicht in Ordnung halten, während gleichzeitig die Schultoiletten ständig verschmutzt und nicht benutzbar sind, dann ist diese Botschaft womöglich stärker als die Botschaft der verbalen Äußerungen. Wertevermittlung nimmt immer auf die eigenen Erfahrungen Bezug.

*Jürgen Schöntauf*



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## A Conversation with a Psychologist

**A**s a psychologist people often approach me with their questions about things they have read or that relate to their lives. Emotional intelligence is one of these things. People are curious and interested, but searching the internet can be challenging. There is so much information available, books to buy, questionnaires to complete, and navigating it can be overwhelming. The fact that emotional intelligence training is a multi-million dollar industry gives some hint as to how much information is out there. I joked with my New Zealand friend recently when I read an article from New Zealand titled; Improving my emotional intelligence in the garden. It was actually an interesting read.

With so much information available, where do I start? One of the aspects of my job as an Educational and Developmental Psychologist is working with children and young people who seek help from me because of high levels of worry that they experience. I typically ask the young person; Is worry a good or bad emotion? Ok, so I admit that this is a loaded question, but inevitably the young person will



Photo: Lars Bengtsson

respond that worry is a bad emotion. Then I explain that if they crossed a road today, worry kept them safe. Worry kept them from crossing the road in front of a car. I remind them how a young child shouldn't cross the road on their own. Someone older needs to hold their hand because a young child does not have enough worry to keep them safe. I explain that the small amount of worry that they had, when they crossed the road, was just enough to get them to look for cars. The busier the road, the more worry they have, the more they look for cars before crossing. Interestingly, at this point in our discussion I see many young

people breathe a sigh of relief. It is the realization that worry is a normal part of life. For these young people the amount of worry they feel, however, is often higher than is required for the situation. To manage their emotions, I help these young people understand their worry-thoughts and anxiety and to view their emotions differently. Normalisation is an important first step.

So what is emotional intelligence? For me emotional intelligence is our ability to identify our own feelings and emotions, to regulate or manage them appropriately for the situation, to help those around us manage their emotions and show empathy towards others.

Emotional intelligence looks at the inherent value of normal, natural emotions as a way to connect with the world and with each other. It values emotions as enabling us to have meaningful lives with all its frustrations,

disappointments, heart break. Let's oversimplify things for a moment and look at sadness. We might feel sad when something has come to an end because we found joy or happiness in the thing that ended. So to avoid sadness do we avoid happiness?

My German husband and I have two daughters. Both girls are very close to their Australian grandparents. When we left Australia to move to Germany last year, there were so many tears at the airport as they said goodbye. The girls were crying uncontrollably. We let them cry. We let them feel sadness/despair at leaving their beloved grandparents behind. We comforted them but we didn't say stop crying. We didn't say to them "it will be ok". We didn't say to them "you'll see them again." We held them and let them be in the emotion. Too soon it was time to go. My mother and father knew this and as hard as it was for them, they said one last goodbye and turned and walked away. The girls eventually calmed themselves enough to get through immigration and to our gate. It was at this point that we talked to them about how they were feeling. We talked to them about how sadness and happiness often go together. We talked about a reason that they were so sad





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# Academic News

was because of all the happiness they have had with their grandparents. We then focused, in a mindful way, on the task at hand; getting on the plane. After almost a year in Germany the girls continue to miss their grandparents but they are also enjoying new experiences, challenges, opportunities, joy.

For some people growing their emotional intelligence can face roadblocks, put there by well meaning friends or social media expectations. When emotions are seen as good or bad, there may be pressure to avoid or suppress emotions. Adults can also unknowingly shame children for what are normal emotions. These children can grow into young people who have not learnt how to live with, tolerate and manage normal emotional responses, skills they need to deal with the world.

When we view emotions as good or bad we view them as something that needs to be fixed. By acting quickly to fix an emotion, especially in people we care about, we stop them from seeing emotions as inherently valuable. How often have we seen a child crying and our immediate reaction is to say; don't cry. Do we see crying as weakness? Are we trying to fix an uncomfortable feeling in ourselves and others? Likewise we see a frustrated child trying to complete a difficult task. The temptation is to take the frustration away by doing

the task for them. Instead we can let the child experience the frustration. Be with the child and help them navigate their emotions in a caring way without fixing it. The child will learn that frustration is a natural emotion and an important one. It develops perseverance and the child learns to tolerate uncomfortable feelings. The frustration will pass. If a child is shamed for being frustrated, they may avoid situations that lead to this feeling, which may become a barrier to learning. If we can help children and young people to not be afraid of their emotions, and help them to navigate them instead, they learn that uncomfortable feelings, that tough emotions bring, are a normal part of life. If children can learn this when they are younger it can help them better navigate the more turbulent years of adolescence.

What about our own emotions? When we recognize our own fears and worries and acknowledge them, we are more equipped to navigate through them. The term emotional literacy is being able to put a name to an emotion. Not as easy as it sounds. Is the anger I am feeling actually frustration or annoyance? Am I feeling excited-stressed, nervous-stressed or overwhelmed-stressed?

Yale University's Center for Emotional Intelligence suggests describing emotions along two axes and developed the Mood Meter as a

tool for this. One axis is the level of pleasantness that the emotion gives to the person and the other is how much energy that person feels with the emotion. Emotions such as anger or worry might be low on the pleasantness scale but high on the energy scale. Sadness is an emotion that would be low on both the energy and pleasantness scale. Feeling calm, relaxed could be plotted high for pleasantness but low for energy. Excited, confident are high on both pleasantness and energy. This is an interesting way to describe emotions and one that I find helpful.

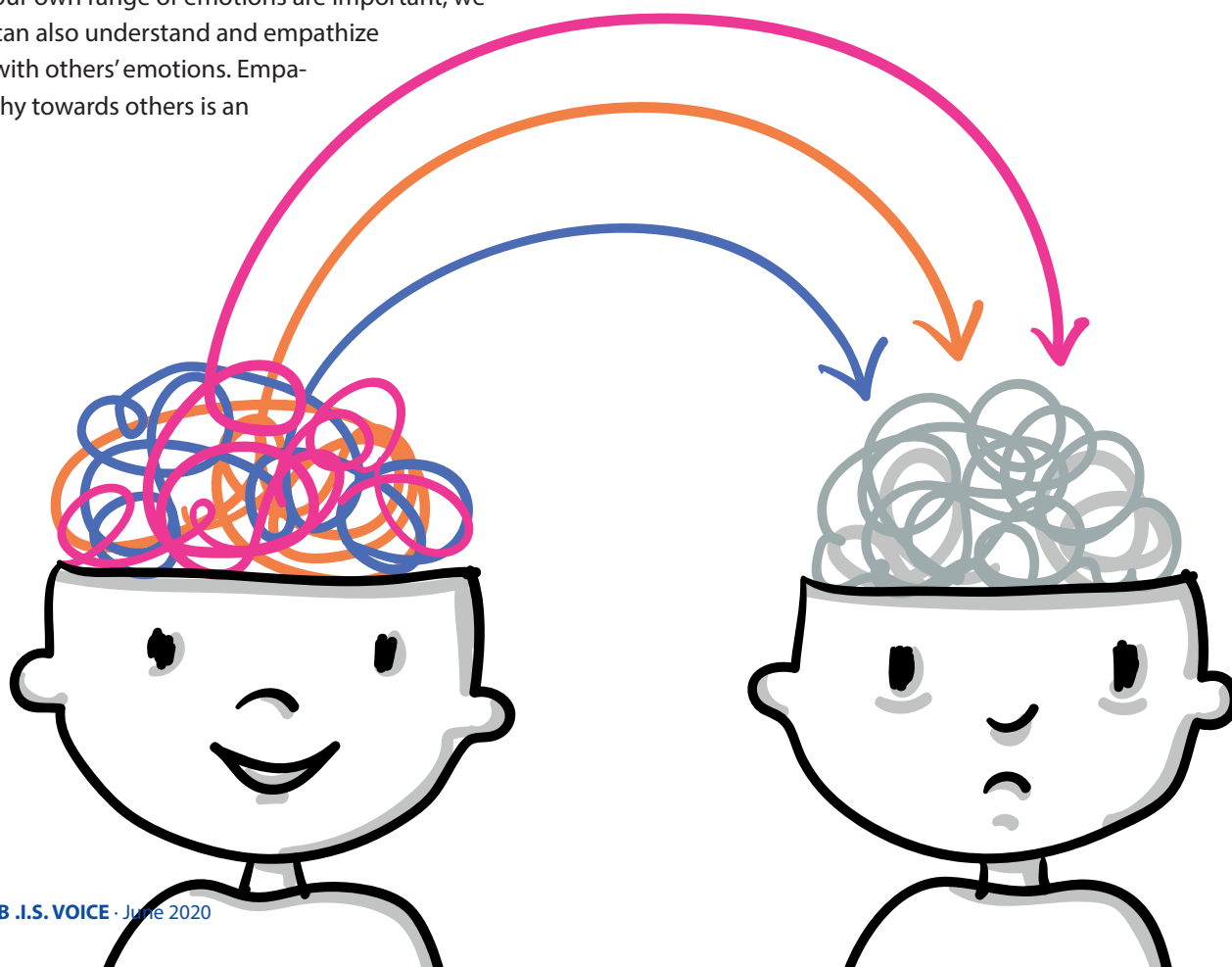
A concern I have is when I hear people say to each other, in the face of difficulty; Just be positive! But what does this actually mean? Sometimes we feel society's expectation to always be thankful and happy. Then, if we can't, we see ourselves as either, not a strong enough person, or somehow flawed in our ability to cope with life. I have seen posts on social media saying things such as; Always surround yourself with positive people! But this is a false positivity. It is a denial of natural, normal emotions and creates pressure to always feel a certain way, and creates feelings of guilt or failure if you can't.

When we understand and acknowledge that our own range of emotions are important, we can also understand and empathize with others' emotions. Empathy towards others is an

important aspect of emotional intelligence. But empathy is more than just putting ourselves in other people's shoes. Sales people are very good at this. Empathy is being able to sense another person's emotions, to imagine what that person is feeling. Educators are beginning to understand the importance of teaching empathy to children and some countries, such as Denmark, imbed it into their school curriculum. Empathic children have not only been found to succeed academically and have high levels of wellbeing but these children grow up to become empathic adults who treat others with respect and understanding.

So where to next? What is it I actually say to people whose curiosity about emotional intelligence brings them to a conversation with me? Every conversation I have looks a little different, taking a different path as that person's family, interests and story shapes our conversation. I encourage them to sit with their feelings a moment longer. To try not to judge emotions in themselves or others as good or bad. Somehow we always seem to end up at the same point; treat yourself and others with kindness as you allow yourself to feel.

*Megan Schmitz*



# Wellbeing Lead – Trust



**W**hen I joined the IBIS community 18 months ago, as the Wellbeing Lead, I could not have envisioned the journey it has taken me on. Staff, students and parents have truly embraced this new role, providing an inval-

uable team approach for those students requiring additional support in relation to their wellbeing.

A fundamental element of my role is the relationships I build and maintain. I pride myself on developing and nurturing a relationship with the children I support, and a vital step for the relationship to be productive is trust. When you look up the work 'trust' in the Cambridge Dictionary you will find the meaning

“to believe that someone is good and honest and will not harm you, or that something is safe and reliable.”

This meaning also refers to safety and reliability. As part of the Wellbeing Programme at IBIS, I offer confidential one-to-one sessions with students. These sessions provide an opportunity for the child to explore any concerns they may have relating to their wellbeing. Creating a safe space, where the child feels comfortable to express and explore their emotions, is vital. Feeling listened to, knowing I am there to help and guide them to develop their own positive coping strategies, are all elements built on trust.

I would not be able to provide the interventions I do at IBIS without the support of the parents/carers. When I talk about the importance of trust, this extends beyond the child. We are frequently encouraging our children to ask for help, to talk about their feelings and find solutions to problems. However, when it comes to us as adults doing the same, we can find it cha-

llenging, our pride can get in our way. Building transparent and trusting relationships with parents/carers is a crucial part of my role as Wellbeing Lead. In order to provide the best possible support for a child I need to be able to work in partnership with those closest to them. After all, parents/carers are the experts on their own children.

Over the past 18 months I have supported numerous children, with the support of their parents/carers and teachers, to improve their wellbeing and ensure their time at IBIS is as positive as it can be. Seeing the changes in a child's emotional resilience and/or behaviour, enriching their learning experience, is extremely rewarding. Without trust that is not possible.

*Sarah Tann*





# EAL – English as an Additional Language at IBIS



As language acquisition starts at a very early age, all children who join IBIS already have at least one active language. Many are also multilingual, already communicating with different family members in diverse languages. This diversity of languages and cultures is valued and essential to build upon in order to teach a new language.

This is where the *EAL* programme at IBIS begins.

Optimal conditions for successful acquisition of *English as an Additional Language* are offered by the possibility to learn playfully and intuitively long before the German compulsory school attendance age. The early entry age of three or four years to the Early Years programme at IBIS enables children to learn language through planned, purposeful play and through a mix of adult-led and child-initiated activity in a rich language environment, thereby giving children the opportunity to speak and listen in a range of situations. The Early Years teachers have also developed a programme based on the Foundation Stage curriculum, giving children of all cultural and language backgrounds the chance to develop their language and communication skills through age-appropriate topics. Supplementary *EAL* support is provided in very small groups as well.

Beginning in Key Stage One (ages 5 to 7), children who have little experience with *English as an Additional Language* are given support in small groups in the *EAL* room by trained teachers and additionally or alternatively during literacy time or other language-based subject lessons within the classroom. This *EAL* support in small groups is given parallel to the German lessons, allowing for maximum individualisation. Through games, rhymes, action songs, stories and role-playing activities of familiar situations, young pupils gain the confidence to take risks in speaking English in the small group and in their classrooms.

Pupils who join IBIS in Key Stage Two or Three (ages 8 to 13) are also actively supported in their later entry into *English as an Additional Language*. The *EAL* pupils are assessed to identify their stage of language acquisition. Their performance requirements are individualized accordingly and their translanguageing skills are built upon. *EAL* specialist teachers communicate with subject teachers to support, advise and cooperatively plan for the language needs of *EAL* pupils to be met. Frontloading of relevant vocabulary and demonstrating mastery of new concepts in alternative ways are only two methods in which their learning is individualized. Class teachers and classmates motivate these pupils to actively participate in lessons from the very beginning. The effectiveness of this system is demonstrated by a contribution from a Year Five Japanese student at IBIS who was asked to describe a situation when he had felt brave: "I felt brave when I spoke English in my Maths lesson in Year Four." This was a pivotal experience for this pupil, shortly after joining IBIS, after receiving correspondingly positive feedback from his classmates and teacher.

Small group withdrawal from the mainstream classroom is beneficial for pupils to develop the social and functional language necessary for full participation in all aspects of school life. It is not unusual for children to feel overwhelmed by a new culture, language and environment when they first arrive.

Hence, small group instruction by an *EAL* specialist in our well-equipped *EAL* room takes on the attributes of a small "haven", a place to take first risks in speaking English, a stepping stone to full integration in language activities in the mainstream classroom.

Connie Naderhoff



Photo: Lars Bergsgaarden

# Adapting Online Learning to Year 2

**W**orking as an online teacher is nothing new to me. I have accumulated many hours of teaching students where I gave instruction from a number of locations, for example, my home office in Bonn, from a beachfront in Cape Town or from our holiday home in Crete. With a strong internet connection, the platforms I have been trained in and have utilised for instruction were user-friendly, problem-free and state-of-the-art. The chalkboard, classwork books, textbooks, tests, and homework pages were all electronic and in real-time. Audio clips and video clips were incorporated into the learning material for the teaching sessions and for the corresponding homework activities. The syllabus and all materials were developed by a team of experts including educationalists and IT specialists to ensure optimal online learning. Online sessions were 45, 60 or 90 minutes and participants could choose to be taught one-to-one or in groups of up to five individuals. For the students to be present and concentrate on a computer screen for up to 90 minutes posed no problem, as many worked in corporate environments where three-hour conference calls were customary. All these factors added up to an optimal online learning environment, for these individuals as students. Teaching online to Year 2s brings a whole different set of factors to contend with.

Our Year 2s are not adults like those mentioned, neither are they secondary school children nor even senior primary children. Rather, they are junior primary students aged six or seven years. They are not able to sit stationary for up to three hours staring into a computer screen. They are accustomed to a lesson of a maximum of 45 minutes, when it's *face-to-face*, that alternates between sitting on a mat, doing practical work at their desks, and lastly returning to the mat for the last minutes of the lesson.

The custom-designed, online platform used by the professionals goes through a process of intense discussions between the developers and the client, over many months. The entire process requires much experience, expertise and time. At IBIS we did not have the luxury of

months to tailor a platform for the optimal usage by our teachers and students. The government gave the directive that all schools close due to a nationwide lockdown and by then we had to be ready.

As already mentioned, the material used by the professional online schools was developed by experts. IBIS counted on its expert staff to reconstruct and revamp the lessons for online teaching and within 48 hours of receiving this notification, we were ready. We had managed to compress and convert a 45 Minute lesson into 15 minutes. We weighed heavily the fact that the students were not to concentrate for longer than 15 minutes – consistent with the classroom situation. However, after the 15 minutes were up, I remained online to give individual assistance to any children who required more clarity, while the rest of the class did their homework offline. With the correcting of homework, I sometimes included videos, voice clips, photos with the notes I sent back to the children for extra clarity. A visual component was developed in the online lesson, often converting other teaching programmes used for the various subjects into slides. I used an additional important criterion in designing the online lessons which, in comparison with professional online schools, was not a necessary feature. As a parent, with two young children who both need adult support to do their homework, my husband and I have the responsibility of assisting our children with their schoolwork. As we cannot be next to our child during each online lesson, we needed to know what was taught by the teacher, the method that was used to teach the particular concept and the allocated homework. With this in mind, I designed a lesson and presented it in such a way that the parent would simply need to look at the document to know what was taught in the session, how it was taught and what consolidating work was given as homework.

Once all the online tools were available for use, it was basically up to sheer ingenuity, creativity and the love for teaching that transformed the plain canvas of an online platform into a work-

ing success. All stops were pulled out and no sacrifice was too much to ensure that the parents experienced as minimal stress as possible, as they transitioned to working at home and ensuring their children completed the daily class work allocated, especially since all class work literally became home work. For me, Sundays became even less sacredly regarded as that day of rest and the day to be spent with the family as the normal two-day weekend was compressed into one day. After each week of online teaching, administration, correcting homework and the like, Sundays now became the day to spend converting lessons planned for the classroom, to online lessons for the upcoming week. Sundays now became the days when homework – sent after school hours – on Friday evenings, Saturdays and Sundays were to be corrected, and replies sent to parents' emails. It became the day to upload material to the Cloud for parents and students for the week ahead. It became the day teachers emailed their lesson plans to each other and consulted on the material to be used. It became the day the parents were emailed the actual lessons to be used in the Zoom sessions so that they would not need to search for these on the Cloud.

No matter how independently a child can work, adult supervision with doing the homework was vital. Teacher and parent, working hand-in-glove for the benefit of the child, was a key ingredient in making home learning and online teaching a success. Due to our current situation, there is so much that all parents all over the world have to juggle – working from home and the office; daily schedules of children and that of parents; Zoom sessions and conference calls; homework and project managing; cooking and grocery shopping; and all while trying to keep the family safe, happy and healthy. As a teacher, a constant goal was to keep the home learning work easy and reduced, so as to not increase the already stressful home situations of the families. And just when you thought that the parents are only *just* managing to assist the children with their schoolwork, you are astounded by the level of work you receive for a project. The quality is of such a high standard, that it speaks volumes of the exceptional team effort, by both parent and child, that went into the project and the lengths parents go to for the benefit of their children, and happily so.

This was the case more than once! Such acts are so encouraging, inspiring and heart-warming to witness.

Being resourceful and creative was not limited to school work. To ensure the well-being of the children, I designed events to keep them in high spirits. The first was a Poetry Pyjama Party where everyone, including the teacher, attended the first session of the day, English, in pyjamas. We showed off our favourite pyjamas and cuddle toy then read and recited our favourite poems. For World Book Day, we dressed up as our favourite book characters. There was no going out to buy the costume. No, siree! All the costumes were homemade from items we had on hand at home. Birthdays – what is primary school without celebrating them, but how were we to do this online and during Lockdown? The teacher had a plan! Classmates each made a card for the birthday child. The children then photographed and sent their cards to me via email. I then printed all the cards in colour and posted them via the proverbial 'snail-mail' to the birthday child to be opened on their birthday as a surprise. On the day of the birthday we celebrated in the Zoom session with singing and clapping, cake cutting and video clips of presents being opened. End-of-term parties continued with official dance party invitations sent out to the children. Much research was done to determine the best way to play music over Zoom. YouTube self-help videos were studied and advice was shared and communicated amongst the teachers and countless test-runs were conducted before the day using all electronics available. The children sent their favourite dance song to me and during the Zoom session these songs were played by the DJ (a.k.a. the teacher) as dedications to the students. We all dressed smartly for the party and disco lights flickered on the screen to the pleasant surprise of the children. The scene was set, a festive atmosphere was created and the children danced as though no-one was watching. Then, to the delight of everyone, the parents joined in the festivities, letting their hair down and celebrating the end of a term and the communal victory of the school's small society over the Corona virus and the first weeks of Lockdown.

*Dr. Leisl J. Neskakis*

# Why reading matters

In an age where there is no shortage of entertainment options and multimedia information, why does reading matter? Why should you bother to create a reading culture in your family, spend money on books, carve out time for reading yourself, or strive to be a reading role model for your child? And, why should you encourage your child to use all the reading resources that the school provides? Keep reading, and let us try to convince you!

## My childhood experience – Jen Mguni

Growing up in Zimbabwe, I was surrounded by stories. My maternal grandmother always carried a book with her and she loved to tell me what she was reading, as well as stories about her childhood. My mother was a primary school teacher, and she loved books too. She read to me often and I grew up talking about

beloved book characters with her. Somewhere in my primary years, I stumbled upon the animal stories of Dick King-Smith, and I have memories of relaxing with these books on Saturday afternoons, while my Mum read her own library books next to me. Just like thousands of other children, I also got hooked on Nancy Drew and the Hardy Boys, as well as all the hilarious and ridiculous tales by Roald Dahl.

When I was in high school, my Mum introduced me to Jane Austen's *Pride and Prejudice*, which I've read multiple times since then. The copy I own is the one that my mother used in her English Literature class at school, and contains her neatly written thoughts and notes in the margins. This was the book that taught me how stories can build bridges between people. My grandmother, my mother and I were





Photo: Agita Babiceva

from three different generations, and yet we all enjoyed this same story and connected over it, laughing at Mrs Bennet's attempts to climb the social ladder and being drawn to the loyal bond shared by the eldest sisters, Jane and Lizzy.

I've experienced this way that books build bridges in situations outside my family circle as well. When you've read the same book as someone, you instantly have shared vocabulary and shared literary moments to connect over. You might not even have the same opinion about the book, but you can still talk about the characters, the plot, and the writing style. Books have been the bridges over which I've connected with family, friends, strangers, colleagues, pupils and pupils' parents, and I strongly believe that the more books we read, the better we're able to understand each other.

These are my experiences with books growing up, but beyond that, Agita and I have chosen 4 reasons for the importance of reading, that we would like to share with you here. After that, we'll summarise the ways in which reading is encouraged at IBIS, and to end, Agita will share her experiences of building a reading culture in her own family.

## 1. Reading is power in an age of too much information

The quote "information is power" is so old that no one completely agrees about who originally said it. What's not disputed, is that it came from an era where there was certainly much less access to information. Today, we have so much access to information that it is like constant background noise. Some of it is valuable, much of it is not. The power today is not information itself, so much as it is the ability to read it analytically and with discernment. It is with this in mind that at IBIS, we are not only concerned with teaching children to read, but also with teaching children to understand, analyse and evaluate what they read.

## 2. Reading is fitness training or the brain

If you can read, you can learn. Through reading, we are able to encounter new ideas and acquire new knowledge and skills. Reading also expands our language skills by exposing us to a wide range of vocabulary and a variety of examples of sentence structure. In this way, developing our reading fluency improves our writing and speaking skills in the language too. As we read, we are also confronted by new ways of thinking. Our minds are challenged to understand how life has shaped other people, and this broadens our own hori-

zons and vision. Reading helps us find freedom and creativity, as the doors to fresh perspectives and possibilities are unlocked.

Another way that reading trains our brains is by exercising our ability to concentrate, pay attention and remember things. These are key skills that will help our children in whatever classroom or home learning situation they find themselves in. Furthermore, reading trains our brains by encouraging us to use our imaginations. The iconic genius, Einstein, believed that using the imagination is extremely valuable. He famously said, *“imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution.”* Books give us words, and we use our imaginations to build pictures of the stories in our minds. Through reading, every character description, setting detail and plot device, unfolds in slightly unique ways for each reader in the way that they use their imagination.

### 3. Reading is a refuge

Reading is also valuable because it provides us with a place of escape. Modern living is an assault on our senses, and reading is a quiet discipline that can be a refuge from this noise. William Somerset Maugham, one of the highest paid authors of the 1930s said that *“to acquire a habit of reading is to create for yourself a refuge from almost all the miseries of life”*. As parents and as educators, we want to shield children from the difficulties, but the reality is that many of these are out of our control. How wonderful then, that we can give our children the gift of reading, which will be a source of enjoyment and comfort to them, even in the challenging moments of their lives.

### 4. Reading is a vehicle

With a book, you can travel to a different country or even be transported into an alternative reality, the future, or the past. Mason Cooley, an American literary academic, very cleverly said that *“reading gives us someplace to go when we have to stay where we are”*. By helping our children gain confidence in reading a variety of books, we give them a lifetime ticket to travel anywhere they want to. Books enable us to go on all sorts of exciting adventures and voyages without ever leaving our house.

## How reading is encouraged at IBIS

At IBIS, we believe in the power of reading and we’re committed to helping children discover a love of reading for themselves. In Early Years and in Key Stage 1, there is a big emphasis on teaching children to read and then helping them to read more fluently. This is currently being supported by the *Read Write Inc.* phonics. Reading comprehension skills are already introduced at this stage and are then developed throughout the higher grades of the school. Children in the higher grades are also able to further develop these skills on their own, using the Accelerated Reader online book quizzes.

In Key Stage 2 and 3, children also learn higher-level reading skills including the skills of identifying themes, predicting outcomes, summarising plots, analysing texts, making comparisons between texts and evaluating what they read. Each class in the school has a classroom library, there are guided reading collections for emerging readers and accomplished readers alike, and of course the school library is well stocked and frequently updated with new books. Each class has a weekly library time and in addition to this, the library is also open to families every Monday after school, where parents can borrow a further four books on their family account.

### My experience as a parent, encouraging my children to read – Agita Babiceva

I have two sons, AB and BB, who are now 15 and 12 years old respectively. When they were young, my husband and I read extensively to them. The very first book we started with was a toy: a soft cloth book. A little thing, but my son learned that it had pages, which by turning he could discover a new picture, texture and colour. Next followed *touch and feel* books and the most loved *lift the flap* and *“Wimmel”* books. We read them each about a thousand times! You might have a whole library at home, but there will still be books which children are going to ask you to reread to them again and again. Often, I asked their thoughts and personal opinion, but mostly they wanted to hear my story. I still ask myself today if it was really about the story. Maybe all they wanted was my time, 1:1 attention, my voice and the necessity of feeling loved. Whichever

the case, sharing books together was an enjoyable experience for all of us.

We had books everywhere in the house and they even came with us on holiday and to appointments. We read all kind of books: fiction and non-fiction, poetry and car magazines. We tried to be creative to get the children more involved. My husband was good at making up stories. He would tuck AB in his blanket, ask what story he wanted to hear about and then set about telling it immediately. Storytelling was not my strongest side, but I put all my undiscovered actress potential into reading in roles with different voices and with great expression. Frequently I challenged my boys in a “wording” game by reading poetry. With every rereading, I left some words out (starting with one, of course) waiting for them to remember it and before long they knew the whole poem by heart.

Gradually of course, the passing of the reading baton begins, and the kids start to read by themselves. I remember once, Ms. Ferrow told us in a parent-teacher meeting, that my older son by his age should be able to read fluently. We took it very seriously and started to read every afternoon. Although the teacher said 20 minutes a day was enough, we went over it as my son got excited and didn't want

to stop in the middle of the story. My younger one was reluctant to switch from picture books to chapter one, so I encouraged him by reading Roald Dahl books together: I read the left page and he read the right one, or often we shared the roles.

The boys grew and became good readers, and our duty of reading to them before bedtime slowly slipped away. In the beginning they continued reading while I had fallen asleep, or they shyly asked: “Mom, may I read it myself? It goes faster.” Now, I miss these shared reading times terribly. However, I'm sure both my boys will be life-long readers, and making reading with our children a priority in the early parenting years is one of our proudest accomplishments.

All I could wish to you as a parent is make a space in your busy day and read books together with your little ones. Enjoy this wonderful journey and as Michael Rosen says: “The stories don't end at The End when it's says The End”.

*By Jen Mguni and Agita Babiceva*



Photo: Agita Babiceva

# A Brief History of Computing at B.E.P.S. / I.B.I.S.



Photo: Lars Bergengren

**W**hen I first came to school in 1992 the school was called the British Embassy Preparatory School (BEPS). The first computers I encountered here were the *BBC B micros*, which had 1 byte of memory! These were the first computers that were introduced into British schools in the UK. Most UK schools had one computer per

*school*. BEPS was very fortunate we almost had one per *class*, at least in the older age groups.

Soon after this, in the early '90's, the school upgraded to the *Amstrad CTM 628*. This stored programs on cassette tapes (anyone remember these?). To load a program it took around

20 minutes, so this meant the teacher had to start to load the computers quite a bit in advance of the lesson. This method of loading a program was not very reliable as the cassette player often broke down part way through loading a program, so there was not enough time to reload it once the class had arrived. We had eight of these machines in a very small room (3m x 4m) that was located in the corridor just past where room 24 (Ms. Dünwald's room) is today. Due to class sizes at the time there were often 3/4 children allocated to each computer where they were expected to each take turns. Space was very tight in this room especially with a class of the older children!

In the mid '90's the school turned the cellar in the old Hausmeister's house (it was located where the Bolik Hall is today) into a computer room. We also took delivery of some very modern and fast *Archimedes A3000* computers, later *A5000's*. These boasted 1 Mb of RAM and 512 kb of ROM. By the early 2000's we had



Photo: F. Ansary-Fria





Photo: F. Ansary-Fria

around 18 of these machines packed into our cellar computer lab, enough for one child per machine.

The next phase of computing at school, around 2005, saw the arrival of PCs, running a Microsoft Operating System. We had now moved our computer room to the room which is currently occupied by Year 6. Here we had 18 networked PCs operating the latest software and connected to the internet.

Soon after this interactive whiteboards became available on the market and over the next few years IBIS invested heavily in these because they have transformed the way we teach. Now, every class has an interactive whiteboard in their room.

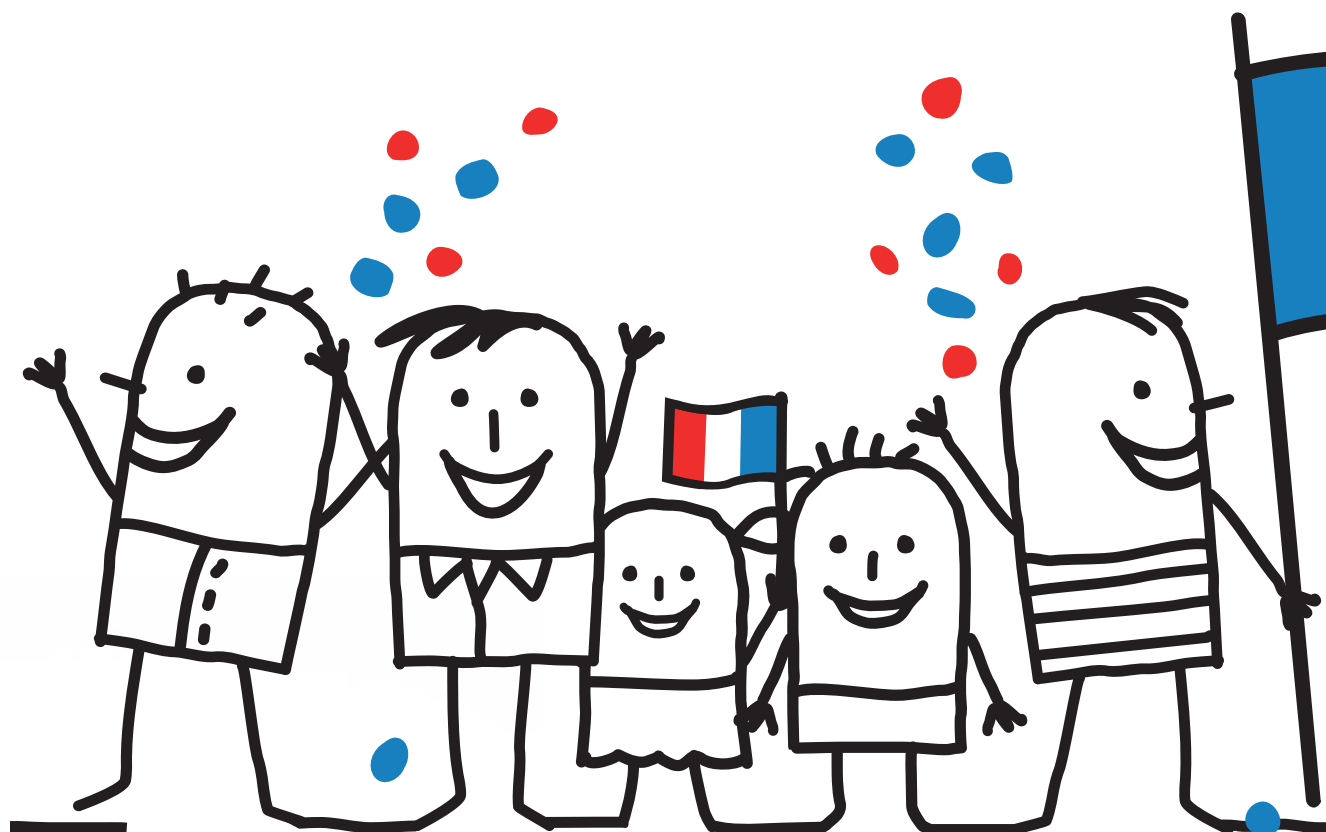
In 2012 it was decided that we would also invest in the relatively new *Apple iPad*. Initially we bought about 10 of these which were to be shared when needed by the classes. These proved to be a great success and more iPads were purchased and now all classes have at least class iPads in their rooms. The school was also fortunate to have a very generous donation by a parent, of a number of *iPad Pro* devices when these came onto the market. We have added to this donation and we now have a mobile trolley with over 20 of these machines available for classes to use.

After 2010 the school needed more classroom space so the computer room next to the school library had to go. The old PC computers from the room were shared out amongst the classes and a new set of *laptop computers* were bought to replace them. These are our current computers and we have around 30 stored in two trolleys which are available for classes to use on a timetabled system. WiFi has been available in IBIS for a number of years now and the laptops use this. We also have a full-time I.T. technician to run all of our technical systems.

*Paul Mayell (I.T. Coordinator)*



Photo: F. Ansary-Fria



## 7 Reasons for learning French

### 1. A world language

**M**ore than 220 million people speak French. The OIF, an international organization of French-speaking countries, comprises 88 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

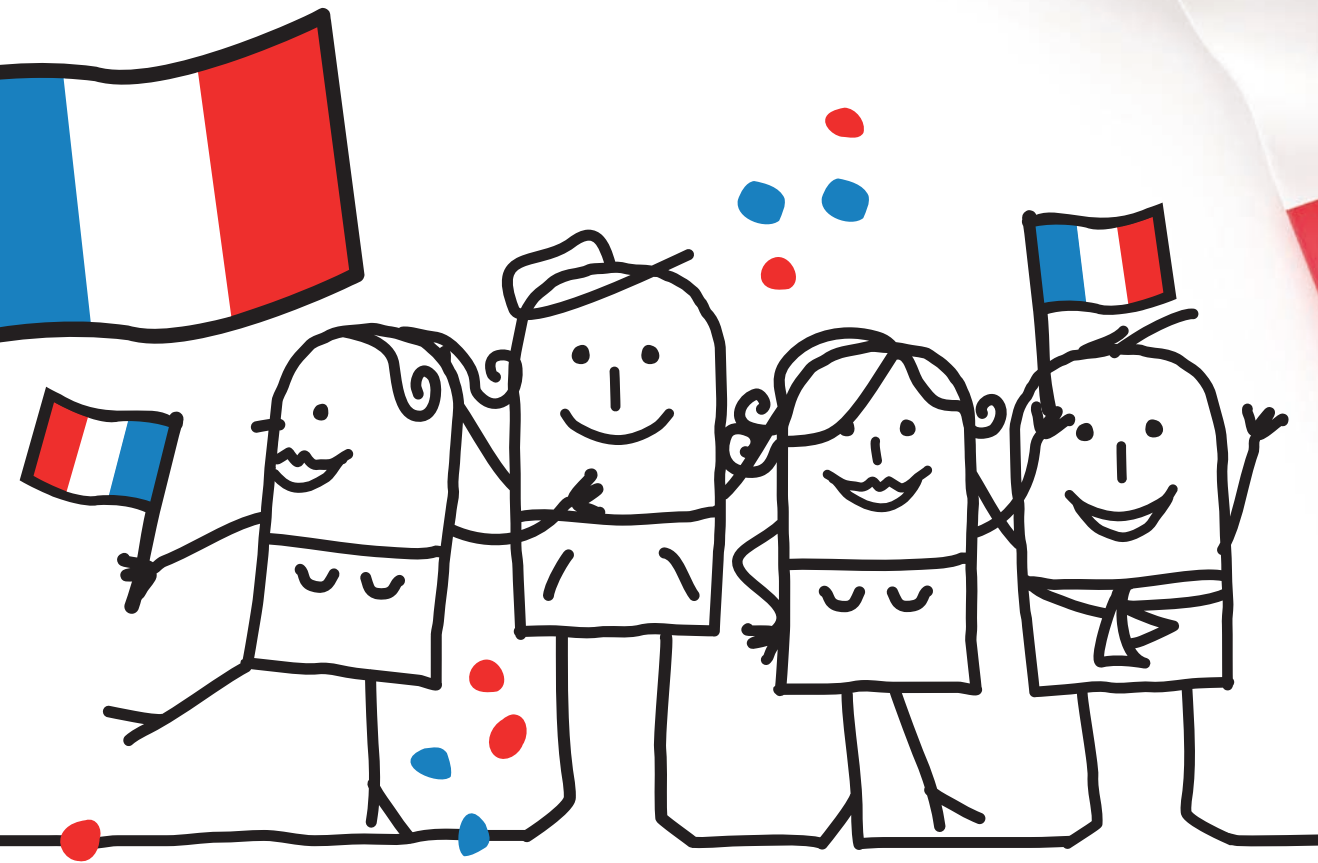
Furthermore, French is the only language, alongside English that is taught in every country in the world. France operates the biggest international network of cultural institutes, which run French-language courses for close to one a million learners. In the French Institute of Bonn, the IBIS French learners visit the médiathèque. They also have the great opportunity to take the DELF (diplôme d'études en langue française). DELF is the first level in the DELF / DALF series of certificates awarded by the French Ministry of

Education for proficiency in French as a Foreign Language.

As a result of population growth, the OIF (Organisation internationale de la Francophonie) estimates that the number of French speakers will rise to over 700 million by 2050, 80% of whom will be in Africa.

### 2. The language of culture

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great pieces of literature in French, as well as films and songs in this melodic language. At IBIS we watch parts of French films and listen to French songs during our lessons. It is the language of Victor Hugo, Molière, Léopold Sédar Senghor, Edith Piaf, Jean-Paul Sartre, Zinédine Zidane, Stromae, Zaz, Louane, Vanessa Paradis and Kylian Mbappé.



### 3. A language for travel

France is the world's top tourist destination and attracts more than 87 million visitors each year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France – from the Côte d'Azur to the snow-capped peaks of the Alps and the coastline of Brittany – and offers insights into the French culture, mentality and way of life. French also comes in handy when traveling to Africa, Switzerland, Canada, Monaco, the Seychelles and many others beautiful places. This year we did a project in which we explored many different countries in which French is an official language.

### 4. The other language of international relations

French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee and the International Red Cross. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg. These three cities are close to Bonn and you can easily visit them.

### 5. A language that is fun to learn

In spite of its reputation, French is not difficult to learn. It does not take long to reach a level where you can communicate in French. At IBIS, we speak only French in French classes. We focus on communication and on speaking in particular since we believe a language is made to be spoken.

### 6. A language for learning other languages

French is a good base for learning other languages, especially Roman languages (Spanish, Italian, Portuguese and Romanian) as well as English since a large amount of the current English vocabulary is derived from French. If your child already speaks a Roman language, it will make it easier to learn French.

### 7. The language of love

First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love.

*Marie-Laure Bégué*

# 7 bonnes raisons parmi tant d'autres d'apprendre le français à IBIS et dans le monde entier

## 1. Une langue présente sur les 5 continents

Plus de 220 millions de personnes parlent français. L'Organisation Internationale de la Francophonie (OIF) comprend 88 états-membres et gouvernements. Le français est la 2<sup>ème</sup> langue étrangère la plus largement apprise après l'anglais et la 6<sup>ème</sup> langue la plus parlée dans le monde.

Le français est également la seule langue avec l'anglais qui est enseignée dans chaque pays du monde. Le français a à son service le plus grand réseau international d'instituts culturels qui dispensent des cours de français à près d'1 million d'apprenants. D'ailleurs, les élèves d'IBIS qui apprennent le français ont la possibilité de visiter la médiathèque de l'Institut Français de Bonn. Ils peuvent aussi s'ils le souhaitent y passer le Diplôme d'Etudes en Langue Française (DELFF). Cet examen correspond au premier niveau de la série de certificats délivrés par le ministère de l'éducation nationale française pour attester d'un niveau en français langue étrangère.

En conséquence de l'augmentation de la population l'OIF estime que le nombre de francophones dépassera 700 millions d'ici 2050 dont 80% en Afrique.

## 2. Une langue avec une culture riche

Le français est la langue internationale de la cuisine, de la mode, du théâtre, des arts visuels, de la danse et de l'architecture. La connaissance du français donne accès à de grandes œuvres littéraires en version originale ainsi qu'à des films et des chansons francophones. En cours de français nous accordons une place importante à la composante cultu-

relle. Nous regardons des extraits de films et nous écoutons des chansons. N'oublions pas que le français est aussi la langue de Victor Hugo, Molière, Léopold Sendar Senghor, Edith Piaf, Jean-Paul Sartre, Zinédine Zidane, Stromae, Zaz, Louane, Vanessa Paradis, Kylian Mbappé...

## 3. Une langue pour voyager

La France est la première destination touristique dans le monde et attire plus de 87 millions de visiteurs par an. Même si vous ne connaissez que quelques mots de français ceux-ci feront toute la différence lorsque vous visiterez Paris et bien sûr toutes les régions de France (de la Côte d'Azur aux sommets enneigés des Alpes en passant par la côte bretonne). De plus, la connaissance de la langue vous donnera un accès privilégié à la culture, à la mentalité et au mode de vie français. Ne négligeons pas l'utilité du français quand on voyage en Afrique, en Suisse, au Canada, à

Monaco, aux Seychelles et dans beaucoup d'autres endroits magnifique . Cette année en cours de français nous avons fait un projet pour sensibiliser les élèves au monde francophone et pour leur faire prendre conscience que le que le français n'est pas parlé qu'en France.

#### 4. La langue des relations internationales

Le français est aussi bien une langue de travail qu'une langue officielle au sein des tions Unies, de l'Union Européenne, de l'UNESCO, de l'OTAN, du Comité International Olympique, de la Croix Rouge Internationale. Le français est la langue des 3 villes où sont domiciliés les sièges des institutions européennes : Strasbourg, Bruxelles et Luxembourg. Ces 3 villes sont situées près de Bonn et vous pouvez les visiter facilement si vous le souhaitez.

#### 5. Une langue amusante à apprendre

Contrairement à sa réputation, la langue française n'est pas si difficile . On peut rapidement atteindre un niveau où on est capable de communiquer. En classe, à IBIS, nous parlons exclusivement français et nous axons notre enseignement sur la communica-

tion, en particulier sur l'oral, car nous pensons qu'une langue est faite pour être parlée.

#### 6. Une langue pour apprendre d'autres langues

Le français constitue une bonne base pour apprendre d'autres langues, aussi bien les langues romanes que l'anglais. En effet, une grande partie du vocabulaire courant anglais est dérivé du français.

#### 7. La langue de l'amour

Apprendre le français est avant tout le plaisir d'apprendre une belle langue riche et mélodieuse, souvent appelée la langue de l'amour.

*Marie-Laure Bégué*



# Years 7 and 8 at IBIS

**W**e follow the UK curriculum, so Years 7 and 8 are considered to be part of 'Key Stage 3', serving lower secondary students between the ages of 11-14. In the USA this would be middle school. IBIS follows the Cambridge Curriculum learning objectives.

## Combined but Separate

At IBIS we have a shared 'home' classroom for Years 7 and 8, but it is important to know that core subjects such as English, maths, science, German as foreign language and German as mother tongue are separate for each year group. Music, physical education, art and design, Genius Hour, computing, French and Spanish are combined.

## Small Class Size and Access to Instructors

Classes are very small and the student teacher ratio is currently 1:7. Smaller class sizes are directly linked to faster progress and higher academic achievement. In the school year 2019-2020, we had nine Year 7 students and five Year 8 students from USA, Korea, Eritrea, Germany, India, Qatar, Syria, and Armenia. We are truly international. English is the language of instruction, and we also have a strong English as an Additional Language Program to help students progress quickly.

Key Stage 3 is housed in the largest classroom available at IBIS, and this gives them room to work on advanced projects for social studies, art and design, and Genius Hour. Many of the Key Stage 3 teachers work directly in the Year 7/8 classroom in a small office at the back of the room, so students often have direct access to their teachers at any point throughout the day.

Key Stage 3 teachers are all secondary trained and certified, and all are specialized in their subject area.

## Growing Children Means Expanded Responsibility

Key Stage 3 is different from the primary grades in several areas. Years 7 and 8 have more autonomy and, with parental permission, they are allowed the privilege of leaving

school grounds during lunch. Many of them choose to play in the parks and grassy areas surrounding the school, or go to the grocery store down the street for a snack or lunch. Key Stage 3 students often help out with lower school class productions – taking on technical responsibilities with lighting and sound.

Key Stage 3 students are expected to have a more mature attitude towards self-discipline; in the process learning to be secure in their emotions, respectful, responsible and reliable. They are going through changes in body and mind, and IBIS embraces these changes so that we can help them feel safe and secure in a small community that cares about their well-being as they encounter these natural life changes. There is a strong focus on emotional intelligence, and students have the opportunity to check in with how they feel almost daily, thus guiding them to refine positive relationships with peers and teachers. Our wonderful pastoral care at IBIS has provided staff with tools to help not only students, but teachers as well, to focus on balanced emotions and a balanced sense of work and play.

## At IBIS Students Will Rise to Academic Expectations

Academically, students in Key Stage 3 may have challenges that can be addressed directly and promptly. Differentiation, a term used by educators, to address the various levels of student ability is omnipresent in each small class. Each student, after diagnostic testing and conferencing with their instructor is aware of what they need to work on in order to improve in subject areas. Criteria for academic success is transparent for each child. This does not need to be shared with other children, but often children feel so safe, that they will choose to share their challenges with others and work together to succeed. Research shows that when students are explicitly trained to help each other and work as a team or in pairs or groups, individual success is greater. Students are aware of the fact that they are in preparation for even more rigorous academics when they leave IBIS, and it is our job to prepare them for this challenge.

»Prevention is much better than healing –  
it saves the labour of being sick.«

Thomas Adams, 1618



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## Learning Responsibility

IBIS cooperatively teaches and expects our Key Stage 3 students to take full responsibility for notetaking, recording of class assignments in a homework diary, and keeping track of their personal materials. For some, especially in year 7, this is a process that they eventually, with explicit guidance, learn throughout their first 'secondary' year. By Year 8, students are much more independent and responsible, and they serve as mentors for the rest of the stu-

dent body. Key Stage 3 instructors work together so that test schedules are balanced, and there will never be an overload of tests in a short period of time.

Please join us at any time for a sample of what your child can expect in Key Stage 3, and take notice of what extraordinary learning opportunities IBIS can offer.

*Michele Stanelun, Year 7/8 Class Teacher*

**Dr. med. Andris**  
**Dr. med. Knüpfer**

Fachärzte für Urologie

Medikamentöse Tumorthherapie  
Palliativmedizin



**Dr. med. Marina Andris**

Fachärztin für Neurologie

Klinische Neurophysiologie  
Therapie mit Botulinumtoxin  
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Photo: F. Ansary-Fria

# I.B.I.S. Ballroom Dancing

**'B**allroom dancing' as a term hails from the Latin word 'ballare' which means 'to dance'. Thus a ballroom is a room in which to dance!

Centuries ago, ballroom dancing was primarily for the privileged and well off, while the 'commoners' had to make do with 'folk dancing' however as in many things these boundaries have since disappeared leaving ballroom dance accessible and popular for everyone.

In 1650, Jean-Baptiste Lully introduced the Minuet to Paris – a dance that would dominate ballroom until the end of the 18th century. The waltz came about in England in the early 1800's despite initial opposition to the 'closed' dance hold. A hold between a lady and gentleman that was considered very risqué at the time. When this hold was finally accepted as a part of the dance, ballroom dancing took off and has never looked back since!



Photo: F. Ansary-Fria





Photo: F. Ansary-Fria

If there is one exercise that can keep you mentally and physically fit it's ballroom dancing. Movement, self esteem and wellness are just three things that ballroom dance gives children and adults alike.

- 1) Ballroom dancing is a good cardiovascular and muscular exercise.
- 2) Ballroom dancing makes your mind work. (for instance: focus, rules and steps to follow)

3) Ballroom dancing enhances good posture and body alignment.

Add to the above human contact, friendships and good manners ballroom dancing is a wonderful sport and hobby for young people.

We start at IBIS in year 2 to give the pupils an early step into the wonderful world of ballroom dancing.

*Patricia Mackenzie*



Photo: F. Ansary-Fria



Photo: IBIS Parents

**H**i my name is Karolina Valterova and I attended IBIS from Year 2 to Year 6.

When I first came to Germany I didn't speak any English or German and the idea of going to school with neither of these skills was a little scary for me. However once I walked into the IBIS environment my worries disappeared.

IBIS welcomed me with open arms.

Being in an English speaking environment and with the help of the wonderful E.A.L. teacher, Mrs. Sengul and my amazing Year 2 teacher, Ms. Ferrow, I quickly learned English and school became one of my favorite places.

Now that I am studying at university, I understand how an international education has changed my life. As an international student I see the world in a way that many other students don't. IBIS taught me to be open minded, inclusive of everyone and to treat everyone equally and fairly. My classmates at IBIS came from all over the world and throughout the learning process we learned about other cultures. We appreciated, accepted and celebrated the diversity in our school.

As cliché as it may sound, I believe that I would not be the individual that I am today and be able to look at things with such an open mind, without the values that IBIS taught me.

IBIS holds a special place in my heart and I will always look back at my time at IBIS with great affection.

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## I.B.I.S. YEAR 8

(written during the period of home learning)



Photo: IBIS Parents

**H**ello! My name is Daniella Munn, and I am an American from Austin, Texas who lives in Bonn. I go to the Independent Bonn International School (IBIS). I have been attending IBIS since Year 1 and now I am in Year 8. I'm so lucky and grateful that I get to go to such a wonderful school and I really miss it.

Having teachers and students of many different nationalities and cultures is an added benefit when it comes to learning acceptance and tolerance. I really miss it.

The teachers are incredibly friendly and are always there for you. The students at IBIS are also very welcoming. Everyone is respectful and kind to one another. IBIS is a small and cozy school. The IBIS community is wonderful, and I feel very safe there. I really miss it!

As you know, there is this virus pandemic going on right now, (COVID-19), therefore, all schools, including IBIS, had to close down. This

does not mean that we will not be learning. Due to this pandemic, we have been doing 'Online Learning.' Online learning is simply attending school from home. I personally do not like Online Learning at all. I feel that it is very confusing and not healthy for us children to be in front of the computer screen for such a long time. I think it would be better to have teachers give a list of assigned work to be completed within a certain period of time, and if help is needed, they are available via email or live chat, to help. That is just my opinion. Nevertheless, I know that the teachers are doing the best that they can, and it's much appreciated!

I really hope that we will be able to go back to school with our teachers and friends soon. This is, sadly, also my last year at IBIS, and this was not, at all, the way I wanted to spend it. Hopefully, COVID-19 will soon go away, (if people stay inside and follow the rules), so that I can enjoy my last year at IBIS, WHICH I MISS A LOT!

LOVED by,  
Daniella Marie Munn

# Homelearning at I.B.I.S.



Photo: F. Ansary-Fria

**W**e are Philine and Victoria and we are students at I.B.I.S. We are in years three and four. In the last few weeks we have been learning from home. We have Zoom lessons every day and we get work from our teachers.

We have asked some people in I.B.I.S. for their opinion of Homelearning.

The first person we spoke to at I.B.I.S. Benjamin from year eight: "I believe that I.B.I.S. is handling the problem quite well. In the face of the crisis however I do prefer the day to day routine in school, seeing as problems such as poor time management, technical difficulties and overall lack of patience would no longer be an issue."

After that we asked our IT specialist Mr Jakob : It is a tense situation that we are in right now, however I think the situation is under control in I.B.I.S. I am proud that the home learning system is working so well. Corona is a situation that will come up again in a different form and now we know how to handle it.

Our Headteacher, Mr Wharton, said this about the homelearning situation: I find it scary but I think it is really amazing how sensible people are being to protect other people. I have been very impressed with the children of

I.B.I.S. who have been working so hard and I am grateful to all the I.B.I.S. staff who have been working so incredibly hard, however I really miss normal school life. I think I.B.I.S. is doing really really well.

Miss Magda, our music teacher also had her opinion to this situation: "Teaching on-line music lessons was very challenging. We didn't have any instruments at home and then we made our own instruments out of every day items. It was hard to fit a music lesson in 15 minutes. It was very tricky to upload worksheets and quizzes. I don't like zoom because the singing and playing instruments was always three seconds delayed. I.B.I.S. is doing really great in this period to allow children to see each other in real time. We had two days of training for home learning and after these two days everyone could do it. I think music is one of the spirits in life.

Our own opinion is this: Homelearning is going well but as the children learned how to communicate on zoom some of children used technical tricks to not participate in lessons. But we also learned how to use technical devices. We find it a bit tricky to not see our friends like before Corona. At I.B.I.S. we have the chance to see some of the class in person. We are happy that we can see our friends and teachers again.

*By Philine and Victoria*



Photo: F. Ansary-Fria

# Wellbeing Champions

“What being a Wellbeing Champion means to me...”

Wellbeing is becoming more and more visible at IBIS, embedding the support we provide to both staff and students. In 2020, we introduced the initiative of Wellbeing Champions, a diverse group of students from Key Stage 2 and 3, to become the student voice for wellbeing. These students bring fresh ideas and a new energy. With their passion for wellbeing, they have been assisting me in ensuring, as a

community, we continue to develop wellbeing and bring the students ideas to life at IBIS.

– Miss Tann. Wellbeing Lead

The Wellbeing Champions of IBIS were asked to complete the following statement; “what being a Wellbeing Champion means to me...”

## Just look at their responses:

Wellbeing is mental health. But wellbeing is so much more. To me, wellbeing is happiness, peace and love. Happiness on your face in the form of a smile. Peace in your mind. And love in your heart. In my eyes, a Wellbeing Champion is a person who cares about the wellbeing of the student body. Are they happy? Are they sad? Do they have problems? I am proud to help others with maybe THE most important aspect of their lives, mental wellbeing. That is a Wellbeing Champion!

– Benjamin Year 8

What a Wellbeing Champion means to me is a lot of kindness and I like helping other children. I think that IBIS can be a better place if all the Wellbeing Champions work hard and take notice of children that need help. Listening to both sides of the story can be a very good idea when 2 or more kids are having a fight. If I saw someone new and he or she had no friends, I would play with them. I would go to that person and help them to find a friend.

– Marthe Year 5

What a Wellbeing Champion means to me is, helping people who are lonely and hurt. When someone is lonely or hurt, I ask them if everything is alright or if they want to play with me or if I should find them a friend for them. I also have to watch out for bullies and if they are bullying I tell them to stop.

– Rithvik Year 5

Since I am a Wellbeing Champion I think it is important to help others, because everyone is welcome to feel happy and good. I think it is also important to care about others, so everyone can have friends. I am really happy that I can be a Wellbeing Champion.

– Odilia Year 5

What a Wellbeing Champion means to me is to be kind and responsible, to help others and to bring people together. – Sophia Year 5

I've really enjoyed and been interested in wellbeing, so a group devoted to making a difference to wellbeing at IBIS is really great! I hope to make a difference to the student's wellbeing at IBIS.

– Annika Year 6

Being a Wellbeing Champion means that I feel part of something. I mean, wellbeing has always been a part of my life, helping and caring for people and yeah, coming up with ideas for the school. – Luke Year 4

What a Wellbeing Champion means to me is that you help people who are sad about something or angry. I feel proud to be a Wellbeing Champion. – Roa Year 6

Being a Wellbeing Champion means a lot to me. I've always felt that I should speak out if I feel something is not fair or kind, and being a Wellbeing Champion has given me the perfect opportunity to do this, especially when I am dealing with other kids who feel the same way and with Miss Tann. – Elin Year 5

People are feeling good and smile to each other. Everyone treats everyone nicely. That makes me happy, supporting them as Wellbeing Champions.  
– Immanuel Year 3

To help children to be happy and we as Wellbeing Champions also encourage people to help others and play with others. – Philine Year 4

What a Wellbeing Champion means to me is helping and supporting other children so that the environment at school is a happy one. – Leya Year 3

Being a Wellbeing Champion means I get to help other kids if they have an issue. If they don't want to talk to adults then they can talk to kids that they feel most comfortable with. They may feel less pressured talking with a kid their own age than with an adult. – Ruby Year 7

What a Wellbeing Champion means to me is that I can learn much about that and I can help everyone when someone is sad and is crying so I can help to be nice to everyone.  
– Arianna Year 4



Photo: Adobe Stock – hakase420

# Charles Gasse AND MY FATHER CRIED

Photo: Ugochukwu Chimbo Ejieme



**M**y name is Charles Gasse, born in a small town called Mt. Darwin in Southern Rhodesia now Zimbabwe: I am the second born of five children. My father is German and my mother is Zimbabwean/German. This union brought a lot of problems and difficulties as marriage between white and black was forbidden in the country at that time. We eventually had to migrate to neighboring Zambia which had just attained its independence. I was only three years old but I still remember the fear and uncertainty that we felt during this period, and the relief after we were safely settled (as foreigners in a country) almost a stone throw away from the place of my birth.

I grew up and went to school in Zambia attending several schools in different parts of the country. This was because my father was a civil engineer and was often posted to where the company he worked for had contracts. Sometimes he had to be on site for a

year or more and at these times we all went with him thus us school going children had to change schools. During this period of my life I came into contact with children and people from different countries, tribes and cultures this included teachers, I was taught by teachers from England, Scotland, Ireland, Russia, India, USA, Zambians and German nuns. Surprisingly most of the expatriate teachers were found in remote schools and they naturally told stories about their home countries and some of their cultures.

After I finished my secondary school education (Form 5) my father sent me to Germany.

There without knowing a word of German I started an agricultural course with the aim of going back to Zambia and helping the country to grow in the agriculture sector. I specialised in animal husbandry – specifically bee and dairy cattle which had been one of my aims after learning a bit about cattle during agricultural science in secondary school. After I completed the agriculture apprenticeship course I went back to Zambia and almost immediately acquired a position as manager on a farm, the first of altogether five. We had a work force of up to 350 people at peak season and 200 the rest of the year. I was also responsible for the hiring of personnel. Not wanting to stagnate in one place and to enhance my experience I applied to other farms in different provinces with different types of farming, piggeries, poultry, game, crops and forestry. During this period, I started a family of my own. I married and we have three children. Our children eventually



Photo: Adobe Stock - FCCG.

Victoria Falls, Zambia

finished their primary education and secondary school meant they would have to go to boarding school, which we were not happy about. We decided to come to Germany, my father's country. Little did I know that I would become involved in teaching, which thankfully I eventually did.

I became a TA at an international school in Bonn and worked there for eight years before moving on to IBIS, also an international school, where I currently am. In both schools I have been involved and am still working with children who have special needs and I find the work very interesting, challenging and satisfying, IBIS offered to let me do a SEN course having noted my interest in the subject and are being very supportive with my studies.

For the future I am hoping to go back to Zambia and open an orphanage with a school attached using the experience I am gathering here. I hope to help, as many as I can, the children who don't have someone who understands some of their learning problems and who can, to some extent, help them.

My interests and hobbies are collecting and playing unconventional musical instruments. I play the didgeridoo, read a lot and tell stories, my own and from other authors. I have also published an e-book of short stories about real experiences in Zambia and Zimbabwe on Kindle and am currently writing my second with the third in the making.



Photo: Lars Bergengruen

Charles Gasse

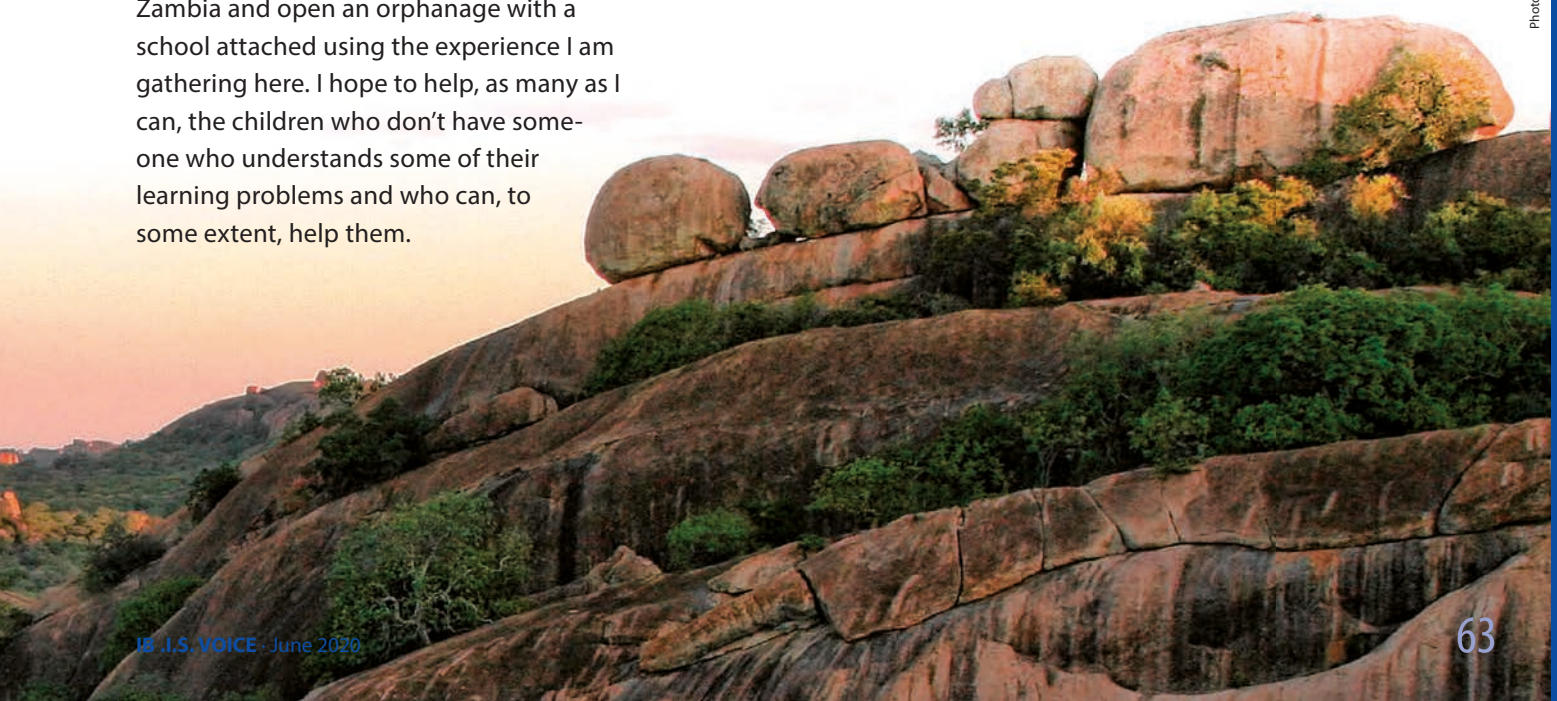


Photo: Adobe Stock - vladislav33222



Photo: F. Ansary-Fria

# Alumni Breakfast 2020

**A**n I.B.I.S. student is part of the I.B.I.S. community for life!

This year we wanted to show our alumni just how much they mean to us by throwing our first reunion. Former students and former and current staff members met in January for breakfast in the Bolik Hall, a chance to catch up and share stories about what we have been up to since leaving I.B.I.S.

Can you tell how much fun we had from the photos?

We look forward to seeing you there next time!



Photo: Gina Flores



Photo: Gina Flores



Photo: F. Ansary-Fria



Photo: Gina Flores





Photo: Edgar Welling

# 48 Sprachen – ein Lachen

**M**it typisch britischem Understatement – ohne aufwändige Kostüme oder eigenen Mottowagen, dafür aber mit viel Mut zur Begegnung und einer guten Portion Lebensfreude – hat sich die Independent Bonn International School (I.B.I.S.) zum mittlerweile vierten Mal am traditionellen Schweinheimer Karnevalszug beteiligt. Unter dem Motto „Respect all – Respektiere jeden“ zeigte die kleine Truppe aus Schülern, Lehrern, Eltern und Team einmal mehr, dass Internationalität und Ortsverbundenheit für diese Schule keinen Widerspruch darstellen. Schnell gelernt war da auch das traditionelle „Schweinem wutz-wutz“ – nur ein Beispiel dafür, wie gut sich 40 Nationen, etliche Kulturen und 48 Sprachen mit herzlichem Lachen verbinden lassen.

Our 4th Schweinheim Karnevalszug took place in February, marking the start of Karneval season at our school. Students, their families & staff all marched under our motto: Respect everyone!

*Dr. Nadja Kobler-Ringler*



Photo: Edgar Welling



Photo: Adobe Stock – Rido

# Digitale Bildungskatastrophe in Deutschland

## Entwicklungshilfe aus allen Teilen der Gesellschaft gefragt!

**D**ie digitale Revolution schreitet mit rasantem Tempo voran, die Mühlen der deutschen Bürokratie mahlen so langsam wie eh und je. Während einige Entwicklungsländer die Digitalisierung als historische Chance nutzen, degeneriert unsere führende Industrienation zum digitalen Entwicklungs-

land. Wie abgehängt das deutsche Bildungssystem im internationalen Vergleich wirklich ist, fördert die Corona-Krise jetzt erschreckend zu Tage. Die Bildungsaktivistin und Start-up-Unternehmerin Simone Stein-Lücke appelliert an alle Teile der Gesellschaft, die digitale Bildung nicht der Verwaltung allein zu überlassen.

Der Digital Pakt ist ein Tropfen auf den heißen Stein und kommt kaum voran. Fünf Milliarden Euro stehen seit dem Frühsommer 2019 zum Abruf bereit, davon wurden bisher noch nicht einmal ein Prozent bewilligt und ausgezahlt. Die hohen bürokratischen Hürden können von vielen Schulen kaum überwunden werden. Und: Die Lehrkräfte benötigen nicht nur digitale Infrastruktur, sondern vor allem alltags-taugliche pädagogische Konzepte. Deshalb sind Macher und Visionäre als Entwicklungshelfer gefragt! Bildungspartnerschaften zwischen schulischen und außerschulischen Akteuren demonstrieren schon jetzt ein-



Photo: BG3000

drucksvoll, wie schnell und nachhaltig digitale Bildung durch Kollaboration vorangebracht werden kann.

### **Digitale Bildung für Chancengleichheit und individuelles Lernen**

Die Potenziale sind enorm: Digitale Lehrkonzepte machen es möglich, jedes Kind dort abzuholen, wo es steht. In Zukunft können Schülerinnen und Schüler selbstbestimmt in ihrem eigenen Tempo lernen, forschen und gestalten. Zunächst gilt es natürlich, den jungen Menschen die Chancen und Risiken der digitalen Welt zu veranschaulichen. Hier reicht das thematische Spektrum von einem sensiblen Umgang mit persönlichen Daten über die kreative Verwirklichung eigener Ideen und Projekte bis hin zu einer gesunden und bewussten Lebensweise in der digitalen Welt. Erst, wenn ein solches Knowhow als solide Basis verankert ist, können Schulen von einer zeitgemäßen IT-Infrastruktur nachhaltig profitieren.

### **Möchten Sie uns unterstützen? Bringen Sie das digitale Engagement mit uns weiter voran!**

Es ist uns ein besonders Anliegen, digitale Bildungsprojekte bundesweit umsetzen zu können und wir freuen uns über die rege Motivation von Schulen, die mit uns in Kontakt treten, um eines unserer SMART CAMPS auch an der eigenen Bildungseinrichtung durchzuführen. Die Nachfrage gibt uns Recht: Hier herrscht nach wie vor ein enormer Bedarf an Schulen jeglicher Schulform. Wenn auch Sie die digitale Bildung langfristig weiter mit uns voranbringen und als Kooperationspartner fördern möchten, freuen wir uns über eine Kontaktaufnahme unter [info@bg3000.de](mailto:info@bg3000.de).

Am Beispiel ihrer bundesweiten SMART CAMPS für Schulen und Betriebe präsentiert das Social Impact Start-up BG3000, wie digitale Bildung auch kurzfristig gelingen kann. Mehr als 25.000 Teilnehmer hat das Leuchtturm-Projekt inzwischen bundesweit in über 200 mehrtägigen CAMPS sowie in über 500.000 Unterrichtsstunden für die digitale Welt von morgen trainiert und inspiriert – in Kooperation mit Wirtschaft, Wissenschaft und Politik. Die Workshops der interaktiven Bildungsreihe führen erfahrene Referenten aus der Jugendarbeit, Experten aus der Wirtschaft sowie Profis aus der Medienpraxis durch. Ein besonderer inhaltlicher Fokus während der Projekte liegt auf dem praktischen Ausprobieren von Techniken und Tools. Das erste englischsprachige SMART CAMP ist an der „Independent Bonn International School e.V.“ (I.B.I.S.) im September 2017 pilotiert worden.



Photo: BG3000



Photo: Adobe Stock - David Fuentes

# Internationaler Transfer von Fachkräften

**D**er internationale Transfer von Fachkräften ist heutzutage keine Seltenheit mehr. In Deutschland zwingt der Fachkräftemangel die Politik sogar dazu, die internationale Arbeitsmigration durch neue Gesetze anzukurbeln. Zu diesem Zweck ist im März 2020 das neue Fachkräfteeinwanderungsgesetz in Kraft getreten, das die Möglichkeiten eines Zuzugs nach

Deutschland zu Arbeitszwecken deutlich erweitert und erleichtert.



Während die großen, international tätigen Unternehmen in Deutschland ihren Expatriates bereits seit langem Relocation-Unterstützung bieten, nehmen inzwischen auch innovative Mittelständler diese

Dienstleistung in Anspruch, da gerade sie verstärkt auf internationale Mitarbeiter angewiesen sind, oft jedoch nicht über das entsprechende Know-how oder die Kapazitäten in ihren Personalabteilungen verfügen.

Deutschland ist ein attraktives Gastland für Menschen aus der ganzen Welt. Hier finden Expats alles, was sie für ein gutes und gesundes Leben brauchen. Neben modernen Arbeitsbedingungen und gerechten Arbeitsgesetzen verfügt Deutschland über ein hervorragendes Bildungs- und Gesundheitssystem, hohe Sicherheitsstandards und zahlreiche finanzielle Zusatzleistungen für Familien. Nicht zuletzt hat die deutsche Kul-

tur eine lange und großartige Tradition, die Neuankömmlingen eine Menge zu bieten hat.

Ein internationaler Umzug ist jedoch für die Arbeitnehmer und ihre Familien immer eine große Herausforderung. Die passende Relocation-Unterstützung ist dabei ausschlaggebend für den Erfolg: ein Relocation-Berater kann Ängste nehmen und Hürden aus dem Weg räumen. Wenn ein reibungsloser Transfer ohne ungewollte Überraschungen garantiert ist, wird die gesamte Erfahrung für Firma und Mitarbeiter rundum positiv und fruchtbar.

Bei der Wahl einer Relocation-Agentur sollten Firmen wie auch Privatpersonen darauf achten, dass genug Individualität und Flexibilität geboten wird. Schließlich handelt es sich um eine sehr private Dienstleistung, die sich genauestens an der Situation und den Voraussetzungen der betroffenen Personen orientieren und maßgeschneiderte Lösungen im Einzelfall anbieten sollte.

## Zu den wichtigsten Relocation-Dienstleistungen zählen:

- Übernahme von Fachkräfteeinwanderungsverfahren für Arbeitgeber
- Beratung in Visumsangelegenheiten vor Einreise für Arbeitnehmer
- Terminkoordination und Begleitung bei sämtlichen Behördengängen zur korrekten Registrierung vor Ort: Stadthaus, Ausländerbehörde, Finanzamt, Familienkasse, u.a.
- Flexible Wohnungssuche mit Unterstützung bei Mietvertrag und Übergabeprotokoll
- Schul- bzw. Kindergarten-/ Betreuungssuche und Unterstützung bei der Anmeldung
- Beratung zu Versicherungen: zwingend erforderliche Versicherungen in Deutschland vs. freiwillige Versicherungen



Photo: Adobe Stock - snyGGG

- Anmeldung bei Versorgungsunternehmen (Strom, Gas, Internet, Telefon, GEZ, u.a.) und anderen im Einzelfall benötigten Dienstleistern
- Umschreibung von internationalen Führerscheinen, Autokauf und Registrierung
- Partner Karriere Coaching: Beratung zu beruflichen Möglichkeiten für mitreisende Partner im Gastland
- Departure-Service: komplettes Umzugsmanagement bei Rückzug ins Heimatland

Der Relocation-Dienstleister muss stets das beste Interesse des Transferees im Auge haben und diesem so viel Aufwand wie möglich abnehmen. Gleichzeitig muss größtmögliche Transparenz geboten sein und es müssen alle Fristen eingehalten werden. Firma und Mitarbeiter sollten in der Lage sein, sich ihrer eigentlichen, wichtigen Arbeit zu widmen, und nicht durch bürokratische Vorgaben abgelenkt werden. So gelingt es, Fachkräften einen sorgenfreien und erfolgreichen Start in den neuen Job zu garantieren. Firmen profitieren von der gesteigerten Leistungsfähigkeit ihrer zufriedenen und motivierten Mitarbeiter und vermeiden zusätzlichen Arbeitsaufwand.

Mitarbeiter sind die wertvollste Ressource jeder Firma. Ohne internationale Arbeitsmigration lässt sich die deutsche Wirtschaft in der Zukunft nicht aufrechterhalten. Es lohnt sich also in jedem Fall, eine gute Relocation-Agentur zu beauftragen.

*Inge Brendler*



**HereLocation**

**Relocation Service**

Welcome to Bonn

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# International transfer

**T**he international transfer of high skilled workers has become a common practice nowadays. In Germany, the shortage of skilled workers is forcing politicians to boost international labor migration through new laws. For this purpose, a new immigration law for skilled workers came into force in March 2020, which significantly expands and facilitates the possibilities of moving to Germany for work purposes.

While large, internationally operating companies in Germany have long been offering relocation support to their expatriates, today more and more innovative medium-sized companies are also taking advantage of this service. This is because they are increasingly dependent on international employees, but often do not have the appropriate know-how or capacity in their HR departments.

Germany is an attractive host country for people from all over the world. Here, Expats find everything they need for a good and healthy life. In addition to modern working conditions and fair labor laws, Germany has an excellent education and health system, high safety standards and numerous additional financial benefits for families. Last but not least, German culture has a long and great tradition that has a lot to offer to newcomers.

However, moving internationally is always a major challenge for employees and their families. The right relocation support is crucial for success: a relocation consultant can take away fears and clear obstacles. If a smooth transfer without any unwanted surprises is guaranteed, the entire experience will be positive and fruitful for both the company and the employee.

When choosing a relocation agency, companies, as well as private individuals, should make sure that enough individuality and flexibility is offered. After all, it is a very private service that should be based precisely on the situation of the people concerned and should offer tailor-made solutions for every individual case.

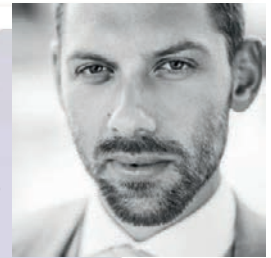
## **The most important relocation services include:**

- Management of immigration procedures for employers
- Advice on visa matters before entry for employees
- Appointment coordination and support for all administrative procedures for correct registration on site: city hall, immigration office, tax office, family office, etc.
- Flexible apartment search with support for the lease agreement and the handover protocol
- Search for school or kindergarten/childcare and support with registration
- Advice on insurance: mandatory insurances in Germany vs. voluntary insurances
- Registration with utility providers (electricity, gas, internet, telephone, GEZ, etc.) and other service providers required in individual cases
- Exchange of international driving licenses, car purchase, and registration
- Partner career coaching: Advice on professional opportunities for accompanying partners in the host country
- Departure service: complete relocation management when moving back to your home country

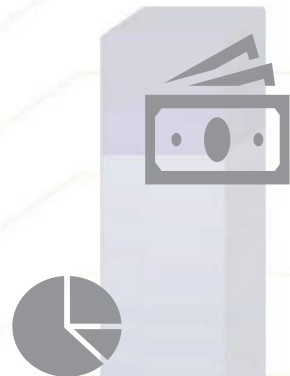
The relocation service provider must always have the best interests of the transferee in mind and relieve them of as much work as possible. At the same time, the greatest possible transparency must be provided and all deadlines must be met. The company and its employees should be able to work their actual, important jobs and not be distracted by bureaucratic requirements and unnecessary appointments. In this way, it is possible to guarantee international specialists a worry-free and successful start to their new job. Companies benefit from the increased performance of their satisfied and motivated employees and avoid additional work.

Companies benefit from the increased performance of their satisfied and motivated employees and avoid additional work.

*Seinen besten Schulfreund kann man sich aussuchen  
 You can choose your best friend in school  
 - genau wie seinen Finanzberater.  
 - just like your financial advisor.*



Als unabhängiger Finanz- und Versicherungsmakler ist **Lars Schumacher** Mitglied im **I.B.I.S. Welcome Team**.



Seit 2018 helfen wir der **I.B.I.S.** das Thema **betriebliche Altersvorsorge** zu organisieren. Auch in anderen Fragen rund um das Thema **Absicherung, Geldanlage** oder **Immobilienfinanzierung** stehen wir zur Verfügung.



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# Mö.beleben verhilft alten Möbeln zu neuem Glanz

**M**it ihrem Label Mö.beleben leistet Hannah Mackenzie ihren Beitrag gegen die Wegwerfkultur und für ein nachhaltiges Konsumverhalten. Mit viel Liebe verwandelt sie in ihrem Bonner Atelier ausgediente Holzmöbel in wunderschöne Unikate.

Hannah Mackenzie hat ein Herz für Vintage-Holzmöbel. „Viele der alten Stücke sind von einer sehr hohen Qualität und damit wesentlich robuster und gebraucht immer noch langlebiger als neue, preiswerte Möbel aus der Massenproduktion. Auf der anderen Seite ist das Design natürlich nicht mehr zeitgemäß. Viele Erbstücke wirken heute altbacken, zu rustikal oder einfach langweilig“, erzählt sie uns. Ihre Idee: Ausrangierten Möbeln mit frischen Farben neues Leben einzuhauchen.

## Der Markt für Upcycling wächst

Mit Kreidefarbe experimentierte sie zunächst an ihren eigenen Möbeln und entdeckte dabei ihre Leidenschaft für das Bemalen und Lackieren. Das erste Stück, welches sie versuchsweise auf Facebook anbot, sei bereits nach zwei Stunden verkauft gewesen. 2018 machte sie ihr Hobby zum Beruf und gründete das Label Mö.beleben. Bisher gibt es nur wenige Anbieter, die sich auf die Umgestaltung von Möbeln spezialisiert haben, aber die Nachfrage steigt. Nach eigenen Angaben verzeichnet Mö.beleben seit seiner Gründung bereits über 700 Aufträge, darunter auch von diversen Boutiquen und Hotels. Gerade Letztere legen zunehmend Wert auf ein nachhaltiges und individuelles Interior, in dem sich Kund\*innen wie zu Hause fühlen sollen.

Neben ihrem Atelier in Bonn bietet Mackenzie ihre Produkte mittlerweile auch online zum Verkauf. Hier

dokumentiert sie mit Vorher-Nachher-Bildern die erstaunlichen Ergebnisse ihrer Redesigns. Neben Schränken und Kommoden finden sich auch Stühle, Ess- und Beistelltische im Sortiment.

## Individualität statt Masse

Neben der längeren Lebensdauer punkten Vintage-Möbel auch mit einer besseren Ökobilanz und einem schonenden Raumklima. „Die meisten alten Holzmöbel enthalten keine Giftstoffe wie z. B. Formaldehyd, welches oft in billigem Mobiliar aus Spanplatten enthalten ist. Zudem ist die Entsorgung von Möbeln aus Echtholz wesentlich unproblematischer“, erklärt uns Mackenzie. Auch bei den von ihr verwendeten Farben auf Kreidebasis achte sie auf schadstofffreie und umweltschonende Produkte. Die mit Hand aufgetragenen Kreidefarben sorgen für einen pudrig-matten Effekt, der insbesondere für den Shabby-Chic charakteristisch ist. Manche Stücke zieren zusätzlich feine Blumenmuster. Lack und Wachs versiegeln die Oberfläche und schützen diese vor Schmutz oder Kratzern. Komplett restaurieren will Mackenzie die ausrangierten Stücke aber nicht, schließlich würden kleinere Kratzer und Macken den Charme der Möbel ausmachen und Einblicke in vergangene Epochen geben. Neben umweltbewussten Menschen spricht Mö.beleben so auch Kund\*innen an, die auf der Suche nach etwas Besonderem, Exklusivem sind und keine Lust auf Massenware haben. Neben dem regulären Verkauf bietet Mö.beleben auch die individuelle Umgestaltung von Kundenmöbeln an, assistiert bei der Suche nach speziellen Stücken und verleiht Möbel für Projekte und Veranstaltungen. Das Angebot kommt gut an. Im Februar 2020 gewann Mö.beleben sogar den begehrten „Best of Houzz“-Award für Kundenzufriedenheit.

Leslie Post

<https://www.moebel-und-garten.de/wohndecken/Moe.beleben-verhilft-alten-Moebeln-zu-neuem-Glanz-163>





# Mö.beleben revives old wooden furniture, helping it to shine with new splendour

**W**ith her label Mö.beleben (derived from the German 'möbel' and 'beleben') Hannah Mackenzie is doing her bit in the fight against throw away culture and for sustainable consumption. With much attention to detail, she transforms old wooden furniture into gorgeous and unique pieces in her studio in Bonn.

Hannah Mackenzie has a love for old vintage and antique furniture. "Many pieces of old furniture are of a far higher quality and thus far more robust and long-living than modern, cheap furniture of mass productions. On the other hand, the design is obviously not fashionable. The pieces can look antiquated, too rustic and boring" she tells us. Her mission: Giving discarded old furniture a new look with fresh colours.

## The market for upcycled wares is growing

With chalk paints she first experimented on her own furniture, thereby discovering her affinity for painting furniture. The first piece she put up for sale just for fun was sold after 2 hours after which she was hooked. In 2018 she made her hobby her profession and started Mö.beleben. So far there are not many providers specializing in painting furniture even though the demand for individual furniture is growing. Since its foundation Mö.beleben has worked on around 700 projects including furniture for boutiques and hotels. Especially the latter two value sustainable and individual interiors where their guests feel at home. Further to her studio she has expanded sales to online platforms where especially the documented before/after pics show the astounding make overs.

## Individuality vs Mass Production

Apart from the longer life expectancy old Vintage furniture also scores with a better ecolog-

ical balance and room climate. "Wood furniture doesn't contain any toxic substances such as Formaldehyde which is often in cheap chip wood furniture. The waste disposal of wood furniture is also much easier and environmentally friendlier" she tells us. The chalk paints she uses, which are also toxin-free and eco-friendly, for a powdery matt look are typical for the Shabby Chic Style. Some pieces are decorated with flowers or other patterns. The pieces are finished with wax and varnish to protect against dirt or scratches. Next to the eco-friendly orientated customers Mö.beleben also appeals to customers looking for something special and individual not something mass produced. Apart from selling her own pieces Mö.beleben also works on customer commission furniture or will outsource a piece for the customer and offers furniture rental for events. In February 2020 she even won the sought after „Best of Houzz“-Award for customer satisfaction.

*Hannah Mackenzie*



Photo: Hannah Mackenzie

# „Mein Tag ist viel zu kurz für alles, was ich erreichen möchte.“

**W**er den Bunten Kreis Rheinland kennt, kennt Inka Orth. Sie ist die Vorsitzende und seit Gründung des Vereins dabei – mit viel Herzblut und persönlichem Engagement. Seit 13 Jahren unterstützt der Bunte Kreis Rheinland schwerkranke und zu früh geborene Kinder und ihre Familien.

## **Ihr Kind ist zu früh auf die Welt gekommen – wie war das vor 20 Jahren?**

Max kam neun Wochen zu früh, mit nur 1100 Gramm auf die Welt. Ich hatte bis dahin keinerlei Berührungspunkte mit Frühgeborenen. „Mutterschaftsgeld für Selbstständige“ gab es noch nicht, deshalb ging ich nach der Geburt sofort wieder arbeiten. Ich hatte ein Einzelhandelsgeschäft. Max konnte ich nur abends in der Klinik besuchen. Als er entlassen wurde, fragten mich die Schwestern, wie ich den Alltag schaffen werde. Ich wollte ihn mit ins Geschäft nehmen. Aber das eskalierte schon nach wenigen Tagen. Max brauchte ein ruhiges, gewohntes Umfeld. Wir mussten jemanden suchen, der in der Zeit, in der wir arbeiten waren, auf Max aufpasste. Doch die Koordination wurde einfach zu viel. Nach anderthalb Jahren habe ich die Reißleine gezogen und meine Selbständigkeit aufgegeben. Ich habe meine Lebensaufgabe darin gefunden, den Bunten Kreis Rheinland zu gründen und aufzubauen.

## **Wann und wie haben Sie den Verein Bunter Kreis Rheinland gegründet?**

Den Bunten Kreis Rheinland gibt es ziemlich genau seit dem

22. Januar 2003. Nach der Geburt von Max verbrachten wir viel Zeit in der Unikinderklinik in Bonn und lernten dort Prof. Bartmann kennen. Einige Jahre später berichtete er uns von einer neuen Studie hinsichtlich sozialmedizinischer Nachsorge und wollte die Ergebnisse der Studie gern in einem Verein umsetzen. Da wollte ich dabei sein.

## **Worum ging es in der Studie?**

Um den „Drehtüreffekt“: Die Kinder werden in der Klinik professionell versorgt, die Eltern fühlen sich in der Betreuung sicher – doch kaum entlassen, stehen die Familien wieder in der Klinik, weil in der häuslichen Situation auch kleine Probleme zu einer Bedrohung des Kindes oder zu einer Überforderung der Eltern werden. Mit der Studie wollte man den Krankenkassen zeigen, dass sozialmedizinische Nachsorge eine Pflichtleistung werden muss.

## **Wie haben Sie den Verein aufgebaut?**

Wir haben wirklich bei null angefangen. Wir hatten nichts. Kein Büro, kein Telefon, keinen einzigen Flyer. Wir haben erst einmal Spenden eingeworben, um überhaupt Öffentlichkeitsarbeit machen zu können. Bis wir irgendwann die erste Mitarbeiterin einstellen konnten, um die Nachsorge umzusetzen, sind viele Jahre ins Land gegangen.

Mittlerweile ist die sozialmedizinische Nachsorge eine Pflichtleistung, für die die Krankenkassen bezahlen müssen. Eine Leistung, die den Familien zusteht.

## **Wie finanziert sich der Bunte Kreis?**

Bis heute ist die Rückvergütung der Krankenkassen nicht kostendeckend. Eine Kinderkrankenschwester muss ja auch mit dem Auto zu der Familie fahren, die sie betreut. Sie muss telefonieren können und einen Laptop haben, um die ganzen Dokumentationen zu machen. Es gibt viele Dinge, die nicht abgegolten werden. Unsere ganzen Projekte, wie zum Beispiel die Geschwister-Projekte oder das



Photo: Bunter Kreis Rheinland

Tatendrang-Projekt, laufen rein spendenbasiert. Natürlich wird bei uns im Verein auch viel über Ehrenamt geleistet, aber eine professionelle Kinderkrankenschwester, einen Sozialpädagogen oder eine Psychologin kann man nicht ersetzen.

### **Gibt es ein Lieblings-Projekt von Ihnen?**

Ganz klar: Das Geschwisterkinder-Projekt, weil es einfach so toll ist, den Kindern eine ganz besondere Zeit zu schenken. Geschwisterkinder von kranken oder beeinträchtigten Kindern kommen oft zu kurz, weil die ganze Energie und Kraft der Eltern sich auf das kranke Kind richtet.

Dass wir diesen Kindern eine tolle Zeit schenken können, mit Tagesausflügen oder erien-freizeiten, macht mich und mein Team besonders glücklich.

### **Was motiviert sie?**

Ich weiß, dass ich etwas zurückgeben kann. Eigentlich geht es uns allen so gut. Ich ziehe wirklich den Hut vor Eltern mit einem schwerkranken oder beeinträchtigten Kind. Wir können am Wochenende frei entscheiden, wo wir hingehen, wen wir einladen, welchen Kurztrip wir machen und das können Familien mit einem beeinträchtigten Kind nicht. Wir selbst sind froh, dass unser Max seit vielen Jahren einen tollen Weg geht. Da empfinde nicht nur ich große Dankbarkeit. Auch mein Mann und meine ganze Familie engagieren sich schon seit vielen Jahren mit mir.

### **Was muss alles organisiert sein, damit der Verein arbeiten kann?**

Ehrlich gesagt stört mich schon das Wort „Verein“. Wir sind wie ein mittelständisches Unternehmen. Wir beschäftigen mittlerweile über 40 Kinderkrankenschwestern und betreuen an die 600 Familien. Immer wieder kommt die Frage auf: Was ist bei uns wichtiger: Die Nachsorge oder das Fundraising? Ganz klar: Das eine geht nicht ohne das andere. Wenn ich kein Geld zur Verfügung habe, kann ich auch keine Familien unterstützen – dafür brauche ich eine gute Öffentlichkeitsarbeit und ein funktionierendes Fundraising-Konzept.

### **Auf welche Projekte freuen Sie sich im nächsten Jahr besonders?**

Besonders freue ich mich auf unsere Kampagne: „Kranke Kinder haben Rechte“. Es ist sehr

wichtig, den Fokus der Öffentlichkeit gerade auf diese Familien zu lenken. Sie müssen sich viele Dinge erkämpfen, obwohl sie ihre Kraft eigentlich für andere Dinge benötigen. Sie brauchen uns als Sprachrohr, wenn es um Angebote und Anträge hinsichtlich Therapien, Heil- und Hilfsmittel geht. Wir kämpfen jeden Tag dafür, dass die Eltern das bekommen, was ihnen auch zusteht.

### **Wenn Sie einen Wunsch frei hätten:**

#### **Was würden Sie sich für Ihren Verein und Ihre Arbeit wünschen?**

Ich würde mir wünschen, dass wir irgendwann unser „Buntes Haus“ realisieren können. Ein inklusives Haus, in dem alles unter einem Dach ist. Mit einer offenen Tür für betroffene und nicht betroffene Familien. Mit einem riesengroßen Familien-Café, in das die Familien gehen können, wenn sie einfach nur mal jemanden zum Reden brauchen. Mit Therapiemöglichkeiten, Betreuungsangeboten für Geschwisterkinder und vielem mehr. Wir sagen immer so leichthin: „Kinder mit einer Beeinträchtigung gehören in unsere Mitte“ – aber wir müssen auch etwas dafür tun! Dafür braucht es Unterstützer! Ich glaube ganz fest daran, dass eines Tages jemand kommt, der diese Vision mit uns umsetzen will.



### **Der Bunte Kreis Rheinland**

ist eine Kinderhilfs-Organisation, die sich um Familien mit chronisch und schwer kranken oder zu früh geborenen Kindern kümmert. Derzeit werden rund 600 Familien von Leverkusen bis Koblenz von rund 62 Mitarbeitern, darunter Kinderkrankenschwestern, Sozialpädagogen und Psychologen betreut und begleitet. Der Bunte Kreis Rheinland ist gemeinnützig und finanziert sich zu einem großen Teil aus Spenden. Sie möchten uns unterstützen? Kontaktieren Sie uns unter [info@bunterkreis.de](mailto:info@bunterkreis.de) oder [www.bunterkreis.de](http://www.bunterkreis.de).

# The day is never long enough for all the things I want to get done...

**P**eople who are familiar with the “Bunter Kreis Rheinland” will know Inka Orth. She is not only head of the association, but also a member since it has been founded – she gives her all to it. For 13 years, the Bunte Kreis Rheinland has supported very ill children and those who have been delivered prematurely.

## **Your child was delivered too early – how did you experience that twenty years ago?**

Max came nine weeks too early and only weighed 1100 grams. I had never been in touch with premature births before. Back then, there was not such a thing as maternity leave for freelancers. Which meant I had to go working straight after giving birth. I had a retail store and was only able to visit Max in the evenings. When he was released from hospital, the nurses asked me how I would be able to handle daily life. I was going to take him with me to the shops. But things already got out of hand after a few days. Max needed calm and familiar surroundings. We needed to find someone who could take care of him while we went to work. But again, the whole coordination was just too much. After one and a half years, I had to pull the reins and I gave up my shop. I then found my life’s mission in founding and building up the Bunter Kreis Rheinland.

## **When and how did you found the Bunter Kreis Rheinland?**

The Bunter Kreis Rheinland began on the 22nd of January 2003. After giving birth to Max, we spent a lot of time in the University Clinic in Bonn and got to know Prof. Bartmann. A few years later, he told us about a new study about socio-medical aftercare and wanted to put the results of the study with us into practice. And I wanted to be part of it.

## **What was the study all about?**

About the revolving door effect. Children are being professionally taken care of, parents feel safe in the care of the hospital – but once the families are released, they are soon back there,

because within the domestic situation, even small problems can turn into a threat for the children, or to excessive demands for the parents. The study wanted to demonstrate health insurance companies, that socio-medical aftercare is crucial and should become obligatory service.

## **How did you build up the association?**

We really started from scratch with absolutely nothing. No office, no phone, not even a flier. We started with collecting donations in order to be able to public relations. It took us years, until we were able to employ the first person who could actually implement the aftercare. Today, socio-medical aftercare is an obligatory service, that health insurance companies have to pay. A service, that families are entitled to.

## **How is the Bunter Kreis financed?**

Until this day, the refunds of health insurance companies do not cover all of the costs. A nurse has to take a car and drive to the family that she cares for. She needs a phone and a laptop, to document things. There are a lot of things, that are not compensated. All of our projects, for instance our sibling-projects or the thirst-for-action-project, only work due to donations. Obviously, we work with a lot of volunteers, but a professional nurse, a social education worker or a psychologist cannot be replaced.

## **Do you have a favorite project?**

Clearly the siblings-project, because it is just so great, to give children a special time. Siblings of ill or affected children often miss out, because all of the parents’ energy and power are focused on the sick child. It really makes me and my team happy, when we can enable those children to have a great time, with daily trips or a spare time.

## **What drives you?**

I know I can give something back. We all live such a happy life really. I have great respect for

parents with a disabled or affected child. We can decide freely how to spend the weekend, where we want to go, which short trip we want to go on, who we would like to invite – all of this is not possible for parents with an affected child.

We are happy about Max's development within the past years. I am deeply grateful for that. My husband and my whole family are very involved too.

**What needs to be organized and done, so that the association can work properly?**

To be frank, the word „association“ bothers me. We are in fact a medium-sized company. We employ more than 40 child nurses today and take care of 600 families. Time and again the question comes up: What is more important – aftercare or fundraising? And the truth is: One doesn't work without the other. Without money, I can't support families – which is why I need public relations and a reliable concept for fundraising.

**Which projects are you especially looking forward to next year?**

I am really looking forward to our campaign “Sick children have rights”. It is absolutely crucial to steer public focus to these families. They have to fight for a lot of things, although they really need their capacities for other things. So we need to be their voice, when it comes to offerings and requests for therapies and cures. We fight everyday for those parents, so they get what they are entitled to.

**If you could make a wish: What would you desire for your work and your association?**

I would like to realize our “Colored house” some day. An inclusive house, with everything under one roof. With a big family-café, where families can meet if they just need someone to talk to. With therapies, childcare for siblings and a lot more. We often say: “Children with

impairments should be in our midst” – but we need to do something for that! That's what we need supporters for! I truly believe, that one day, someone will help us to put that vision into practice!



**The Bunter Kreis Rheinland**

is a children's charity that takes care of families with premature births, chronically and seriously ill children. Currently more than 600 families from Leverkusen to Koblenz are being taken care of by 62 employees, amongst them child nurses, social education workers and psychologists. The Bunter Kreis Rheinland is a non-profit organization and is mainly financed through donations. Would you like to support us? Just contact us via [info@bunterkreis.de](mailto:info@bunterkreis.de) or [www.bunterkreis.de](http://www.bunterkreis.de).

# Beta Humanitarian Help e.V.: gemeinsam Veränderung schaffen



**W**ir verändern Leben, wir leben Veränderung – das ist das Ziel der Beta Humanitarian Help, der Non-Profit Organisation für plastische & rekonstruktive Chirurgie in der dritten Welt. Gegründet wurde der Verein 2013 von Dr. med. Daniel Sattler neben seiner Arbeit als leitender Facharzt der Beta Aesthetic, der Abteilung für plastische und ästhetische Chirurgie in der Beta Klinik Bonn. Gemeinsam mit einem Team freiwilliger Ärzte und Helfer reist er in die ärmsten Länder der Welt, um Menschen zu helfen, denen selbst die Mittel dazu fehlen.

## Ziele der Beta Humanitarian Help

Das übergeordnete Ziel der Beta Humanitarian Help ist es, Menschen die dringende medizinische Versorgung zu gewährleisten, die ihnen verwehrt bleibt, weil ihnen die Mittel dazu fehlen oder weil sie in Regionen leben, in denen diese mangelhaft oder gar nicht gegeben ist. Das Team, bestehend aus plastischen und rekonstruktiven Chirurgen, Anästhesisten, Krankenschwestern und anderen freiwilligen Helfern, führt vor Ort lebensverändernde Operationen durch. Darunter fallen insbesondere rekonstruktive Operationen der Haut nach Verbrennungen oder Säureangriffen, Tumorbehandlungen sowie Eingriffe der Gesichts- und Handchirurgie. Die Maßnahmen und Eingriffe der Beta Humanitarian Help

geben den Menschen in den ärmsten Ländern der Welt eine zweite Chance.

## Die bisherigen Reise und Erfolge des Vereins

Der Verein um Dr. med. Daniel Sattler blickt inzwischen bereits auf sechs erfolgreiche Einsätze und unzählige lebensverändernde Operationen zurück. Gestartet wurde das Projekt im Anschluss an die erste Reise 2013 nach Peru. In sieben Tagen hatte Dr. med. Daniel Sattler zusammen mit seinen Kollegen Michel Saiveau und Kai Kaye über 120 Patienten untersucht und insgesamt 60 Operationen durchgeführt. Der Schwerpunkt des Einsatzes lag auf sekundären Verbrennungsfolgen, Ohrrekonstruktionen, Rhinoplastiken sowie Tumorchirurgie des Gesichts. Zwei Jahre später stand die nächste Reise an. Im Frühjahr 2015 hatte das Erdbeben in Nepal zahlreiche Verletzte gefordert. Im Oktober leistete die Beta Humanitarian Help in den Operationssälen im Sushma Koirala Memorial Hospital innerhalb von zwei Wochen alles in ihrer Macht stehende, um in erster Linie Verbrennungen, Lähmungen und Verbrennungskontrakturen zu behandeln. Das Team sorgte für die richtige Nachsorge und übergab die Patienten an nepalesische Kollegen, sodass die Versorgung auch nach der Abreise sichergestellt werden konnte. In den weiteren Reisen 2017 in Antsiranana, Madagaskar sowie 2018 in Togo und Uganda wurden im Zuge kräftezehrender Einsätze weitere lebensrettende und -verändernde Eingriffe vorgenommen.

Die letzte Reise des Teams im Oktober 2019 ging nach Burundi. Durch eine optimale Vorbereitung, Planung und Organisation wurde der Einsatz in Bujumbura zu einem vollen Erfolg, bei dem die unterschiedlichsten Eingriffe ermöglicht wurden. Diese konnten bereits vor der Anreise im Online-Chat mit den Partnern vor Ort besprochen werden, sodass die Ärzte bereits wussten, welche Patienten sie



Photo: Recdot Media



Photo: Recdot Media

in „Centre Médical Hippocrat“ erwarteten. Es handelte sich um die Behandlung angeborener Fehlbildungen, Hauttransplantationen und die Entfernung schwerwiegender Tumoren. Am Ende der zehn Tage blickt die Beta Humanitarian Help stolz und dankbar auf völlig neue Dimensionen an Behandlungen sowie zahlreiche gerettete Patienten zurück.

### **So geht es weiter: Pläne der Beta Humanitarian Help**

Nach der letzten Reise im Oktober 2019 hält der Verein weiterhin an seinen Zielen fest. In Anbetracht der aktuellen Corona-Krise lässt sich zwar momentan noch nicht eindeutig festlegen, wann die nächste Reise angetreten wird, geplant ist diese jedoch noch für dieses Jahr. Auch 2020 soll erneut ein Einsatz in Burundi durchgeführt werden, der an die Erfolge des Vorjahres anknüpfen wird. In dem Binnenstaat Burundi ist die medizinische Infrastruktur mangelhaft, Krankenhäuser sind schlecht ausgestattet und die hygienischen Standards sind besorgniserregend. Das Team der Beta Humanitarian Help plant daher, erneut vor Ort die bestmögliche Hilfe leisten und weiteren Menschen lebensverändernde Operationen ermöglichen zu können.

Die für Mai 2020 angedachte 2. ProBaskets Charity Gala zu Gunsten der Beta Humanitarian Help konnte zwar leider bedingt durch Covid-19 nicht wie geplant stattfinden, jedoch ist: aufgeschoben ist nicht aufgehoben. Die Spendengala im GOP Varieté Theater Bonn wird nun am 21. Mai 2021 in Zusammenarbeit mit den ProBaskets nachgeholt. Bei diesem unvergesslichen Abend können die Gäste neben span-

nenden Live-Acts und einem vorzüglichen Gänge-Menü im Zuge der Spendenmöglichkeiten den Verein unterstützen und ihren Teil zur Veränderung beitragen. Das übergeordnete Ziel des Abends liegt darin, zu ermöglichen, dass das Projekt der Beta Humanitarian Help fortgeführt und somit zahlreichen weiteren Menschen geholfen werden kann.

### **Helfen Sie mit und werden auch Sie Teil der Veränderung**

Als Non-Profit Organisation sind wir auf die tatkräftige Unterstützung von außen angewiesen. Unsere Reisen finanzieren wir auf Spendenbasis und sind dankbar für die Hilfe derer, die unsere Werte und Ziele teilen.

Wenn auch Sie ein Teil der Veränderung sein und die Beta Humanitarian Help unterstützen wollen, freuen wir uns sehr über Ihre Spende an:

**Beta Humanitarian Help e.V.**  
**IBAN: DE 502990047009145**  
**BIC: COEX XX**

Aber nicht nur mit Geld kann man helfen, sondern auch indem man über uns spricht, über unsere Arbeit berichtet, unsere Ziele und Überzeugungen im Bekanntenkreis oder über die Sozialen Netzwerke teilt und damit Aufmerksamkeit für den Verein schafft. Die Beta Humanitarian Help ist für alle Beteiligten ein wahres Herzensprojekt und lebt davon, zu wachsen. Wir sind dankbar, helfen zu können und ebenso dankbar dafür, dass so viele Freiwillige dies mit ihrer Mithilfe erst möglich machen.

# UNICEF – helping children worldwide since 1946



**M**ost of you, dear readers, have probably already heard about UNICEF and know that it is an international organisation which is mainly involved in helping children in emergency situations. These, of course, are the most important facts, but for everyone interested in learning more details about UNICEF's history and work, this article will provide you with them.

First, UNICEF is short for United Nations International Children's Emergency Fund or just United Nations Children's Fund. It was founded in 1946 to meet the emergency needs of children in Europe after the Second World War. Soon, it was feeding 5 million children in 12 countries, and it has only gone on to expand ever since.

In 1950, its task was broadened to address the long-term needs of children everywhere. This meant the begin of a fight against starvation, malnutrition, disease and ignorance all around the world. In 1965, UNICEF received the Nobel Peace Prize for its hard and dedicated work concerning these matters.

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. This Convention is the basis for all of UNICEF's work. Every child has rights – no matter where they are from, what their sex or gender is, what religion they practice, whatever they think or say – and UNICEF's job is to make sure that these are respected everywhere. Every child should be kept safe, whether there is natural disaster, war or poverty. Today, UNICEF is working for this in over 190 countries and territories.

One of these Rights of the Child that UNICEF is promoting tirelessly is the right to a valuable education. Education is a very important tool to help children get out of poverty and improve their lives. Thus, UNICEF is building schools where they are lacking and supplying them with education materials. It makes sure that even in emergency situations, children can keep going to school by setting up school tents and providing the students with backpacks, exercise books, pencils and other learning supplies. By attending regular lessons, they can uphold some normality and structure in their otherwise unsettled lives.

To describe an exemplary UNICEF education project, we take you to the Ivory Coast – a West African country which has to deal with a lot of plastic pollution, lacking classrooms and many households living in poverty. To tackle these three matters at once, UNICEF partnered with a Colombian start-up called Conceptos Plásticos. Together, they have established a women-led recycling market concerning the plastic waste, which when left unattended is contributing to a rise in a lot of preventable diseases such as malaria, diarrhea or







Photo: UNICEF/UN2026665/Dejongh

pneumonia, especially in children. The employed women, many of whom are single mothers, get a secure income to help them out of poverty. They bring the collected plastic to a local factory, which transforms it into building materials. In the end, the newly created bricks are used to build schools, all the while being water-, fire- and windproof, cheaper and more sustainable than conventional bricks. This project has already seen a lot of success in Colombia and is doing so in the Ivory Coast as well.

If you are interested in knowing more about UNICEF or participating at events organized by us, the local UNICEF volunteer group in Bonn, or if you would like to know more about how schools can get involved in fundraising for UNICEF projects, you can contact our school team members:



Photo: UNICEF/UN215471/Frank Dejong

**Erika Schön** under  
[info@bonn.unicef.de](mailto:info@bonn.unicef.de) or 0228/384138  
 or  
**Elena Riolino** under  
[info@hochschulgruppe-bonn.unicef.de](mailto:info@hochschulgruppe-bonn.unicef.de).

We are looking forward to hearing from you!

*Elena Riolino*  
 Member of the local UNICEF students' group and school team

**For more information about UNICEF in general, see**  
[www.unicef.org/what-we-do](http://www.unicef.org/what-we-do)

**For more information about UNICEF Germany, see**  
[www.unicef.de/informieren/ueber-uns](http://www.unicef.de/informieren/ueber-uns)

**For more information about the Ivory Coast project or Conceptos Plásticos, see**  
[www.unicef.org/cotedivoire/future-every-child-beating-plastic-pollution](http://www.unicef.org/cotedivoire/future-every-child-beating-plastic-pollution)  
[conceptosplasticos.com/conceptos-social.html](http://conceptosplasticos.com/conceptos-social.html)

**For more information about the local UNICEF volunteer group in Bonn, see**  
[www.unicef.de/mitmachen/ehrenamtlich-aktiv/-/arbeitsgruppe-bonn](http://www.unicef.de/mitmachen/ehrenamtlich-aktiv/-/arbeitsgruppe-bonn)  
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**Facebook:** Ehrenamtliche UNICEF-Gruppe Bonn  
**Instagram:** [unicef\\_hsg\\_bn](https://www.instagram.com/unicef_hsg_bn)

Werde Aktiv

Werde Mitglied

# So hilfst Du, uns zu helfen

Wie genau Du mithelfen kannst, erfährst Du auf  
[www.DRK-Asbach.de/helfen](http://www.DRK-Asbach.de/helfen)

Jugend-  
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Mitgliedsbeiträge und Spenden reichen oft nicht aus, um den finanziellen Bedarf zu decken. Fördergelder und Sponsoren sind für uns daher oft die einzige Möglichkeit, größere Aufwendungen, wie beispielsweise die Anschaffung von Fahrzeugen, Material und Renovierung von Vereinsstätte, zu bewältigen.



**Deutsches  
Rotes  
Kreuz**

Ortsverein Asbach e.V.

**EHREN  
AMT**  
FÜR DICH. FÜR UNS. FÜR ALLE.

# Was bietet ein DRK Ortsverein

Beispiel



Ortsverein Asbach e.V.

## Grundsätze

Menschlichkeit



Unparteilichkeit



Neutralität



Unabhängigkeit



Freiwilligkeit



Einheit



Universalität

Asbach, am nördlichen Ende des Westerwaldes ist geprägt von ihrem DRK-Ortsverein und zählt ca. 1200 Mitglieder.

Der Verein ist dem Kreisverband Neuwied angeschlossen. In ihrem Wirken jedoch weitestgehend unabhängig.

Die Gliederung ist grundlegend aufgebaut auf eine Bereitschaft.

Geleitet wird sie von dem Bereitschaftsleiter Olaf Goldbach und seinem Stellvertreter Jens Jakob.

Die Schwerpunkte bilden Sanitätsdienste, SEG-Einsätze, Blutspenden und der Katastrophenschutz.

Eine zusätzliche Maßnahme ist eine im Aufbau befindliche Rettungshundestaffel für Mantrailing – Personensuche abgängiger Personen. Geleitet durch Dany Viering.

Ein Haupt-Augenmerk legt der OV auf die Jugendarbeit im JRK.

Hier werden Kinder und Jugendliche an die Arbeit im DRK und Erster Hilfe heran geführt. Geleitet durch Lisa Bialek und Niklas Dahlhausen.

Der Verein ist ein Gemeinnützig eingetragener Verein und deshalb berechtigt Spendenquittungen auszustellen. Geführt wird der Verein durch einen geschäftsführenden Vorstand und einer eingehenden Satzung.

# Regenbogen-Gedicht shape poem


## Corona-team work

task: Mrs Regitz

inspiration: Miss Tann

idea & text: Christopher & family, graphic design

volunteer friend: Dr. Arno Bücken



Last night, when I was lying in bed, one of those bad dreams jumped into my head.  
At daytime, I keep forgetting and ignore, enjoy hometeaching, drum lessons and more.  
But at bedtime, after the light of the day, all these overheard radio news do replay.  
All these charts and figures sound so frightening at night, but still I know that I'm able to fight.  
I do imagine that virus to be a DARTH Vader, a Voldemort, something to see.  
Because then, I can raise my fantasy sword, destroy it with just one simple word:  
"STOP!" I can shout, and when it is gone, I'll go back to sleep and see the rainbow stuck to my window at dawn.

KALENDER  
 RÜCKENDRAHTHEFTUNG  
 GESCHÄFTSPAPIERE  
 FLYER OFFSETDRUCK  
 DISSERTATIONEN  
 KLEBEBINDUNG  
 CMYK PLAKATE

VISITENKARTEN  
 NOTIZBLÖCKE  
 WIRE-O  
 FALZEN  
 ANZEIGEN  
 DIGITALDRUCK  
 LFP GRAFIK  
 SATZ LAYOUT

**DRUCKEREI EBERWEIN OHG**  
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RGB



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Photo: Lars Bergengruen

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## Dear readers,

Coronavirus has paralysed most of our normal social interactions, but we have experienced unprecedented solidarity from our community. Students, parents, staff, suppliers and partners alike have made this period not only bearable but something we can be proud of. We owe a huge debt of gratitude to everyone who has contributed to our school during the last few months, in any shape or form: your support, trust and friendship means everything.

Of course, we would like for life to return to normal as soon as possible – but regardless of when that happens, our responsibility, to support our students and community, remains the same. We'll get through this complex period with our community, caring and trusting, and we'll get through it stronger than ever.

Here is looking forward to being able to express our gratitude to you all in person, but until then, let's keep on showing what our school is capable of when we work tougher.

Thank you,

I.B.I.S. Team



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# Publication Credits



**Independent Bonn International School –  
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**I.B.I.S. VOICE is published by**  
Independent Bonn International School e.V.  
Tulpenbaumweg 42, 53177 Bonn  
Telephone: +49 (0) 228 323166  
Email: [ibis@ibis-school.com](mailto:ibis@ibis-school.com)  
[www.ibis-school.com](http://www.ibis-school.com)  
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Presseamt Bundesstadt Bonn / Fotograf:  
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E-Mail: [tipp4@tipp4.de](mailto:tipp4@tipp4.de)  
[www.tipp4.de](http://www.tipp4.de)

**Printed by:**

Druckerei Eberwein oHG  
Auf dem Kummgraben 10,  
53343 Wachtberg  
Telephone: (0228) 9503470  
E-Mail: [info@druckerei-eberwein.de](mailto:info@druckerei-eberwein.de)  
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