

ORGANISING A NAMIBIAN-GERMAN EXCHANGE FOR EDUCATORS

Challenges & Opportunities

Vernon Malumani
Patricia Ndjavera
Gijsbertha van Rooyen
Barbara Scharfbillig



Impressum

© Authors 2018

Suni e.V. & Light for the Children Foundation

1st edition / Wittlich & Gobabis, 30.12.2018

Layout and Design: Barbara Scharfbillig

Cover photo: Karolin Dörrheide & Stephanus Narib, Epako 2018

Publisher: Suni e.V. / Triererstraße 63, 54298 Igel / www.suni-ev.de / kontakt@suni-ev.de

& Light for the Children Foundation / P.O.Box 484 / Gobabis / www.lightforthechildren.com

ORGANISING A NAMIBIAN-GERMAN EXCHANGE FOR EDUCATORS

Challenges & Opportunities

Vernon Malumani
Patricia Ndjavera
Gijsbertha van Rooyen
Barbara Scharfbillig

Edited by
Barbara Scharfbillig

LftC	Light for the Children Foundation
NPO	Non-profit organization
SDG	Sustainable Development Goal

Contents

Preface & Thank You	6	Preparation in Germany for a trip to Namibia	20	Partner projects during the Namibian-German exchange	33
Introduction	7	Insurance and health, Visa for Namibia, Contact with Namibian languages & Learning about Namibia, Culture Shock, Photos & Social Media, Being a good guest, Namibian winter		Making Magic, Sunshine Social Skills, How to be polite, NamGem Hygiene, One World - Songs & Games, Educational poster, CorAngels Music, additional projects	
Planning a Namibian-German exchange of educators	9	Mutual history	23	Monitoring, reflection and evaluation	40
Aims, Schedule, Planning, Gantt-chart, Risks, Milestones, SDG, School holidays, Gender, Environmental Protection, Group leaders, Participants, Communication, Finances, Funding		Stereotypes and power relations	25	Three-path reflection, What should be done differently? What should be continued?	
Preparation for the exchange		In case of emergency	26	Outcome and impact	43
Preparation in Namibia for a trip to Germany	16	Study Tours		Unplanned outcome	
Visa for the Schengen countries, Insurance and health, Learning German & Learning about Germany, Culture Shock, Money, Photos & Social Media, German train and bus system, Being a good guest		Visiting Germany with a group from Namibia	28	Conclusion	45
		Schedule, Challenges & Opportunities			
		Visiting Namibia with a group from Germany	30		
		Schedule, Challenges & Opportunities			

PREFACE

This is the first time the Light for the Children Foundation and Suni e.V. have organized a two-year exchange programme. Also, we strived to work with each other on an equal footing, and endeavoured to include all perspectives. However, this document is not free of personal experience and bias.

Thank you!

Thanks to Angela Brandt, Angela Jensen, Angelika Eichas, Anne Knaak, Annelies Genis, Alissa Jahn, Antje Waldschmidt, Ben Gaingob, Barbara Scharfbillig, Christina Dahlke, Claudia Wagner, Corinna Ernst, Corinna Seer, Collin Upora, Denise Becker, Denise Weber, Elsemi Olwage, Estelle Swanepoel, Fiona Mokhatu, Fonk Genis, Gerhard Hamutenya, Gijsbertha van Rooyen, Helene Steigerthal, Heimath Hennie Gariseb, Henk Olwage, Iris Piehl, Jac-Louis van Rooyen, Jan Rooi, Jonas Lukas, Julia Christmann, Julia Tombers, Kamai Tjienda, Karolin Dörrheide, Kathrin Leiendecker-Proß, Kathrin Schmitz, Lena Zachris, Lisa Niemann, Martin Kurzweil, Marelize August, Marina Ederer, Mario Spang, Michael Magera, Michael Schneider,

Nadine Dolfen, Nossob Combined School, Phoebe Thomas, Rebekka Heita, Renita Beukes, Sarah Fleßner, Selma Gaingos, Stefanie Knapp, Stephanus Narib, Susanne Kreis, Timo Eichas, Ute Harres, Verena Scharfbillig and Vernon Malumani.

We would like to thank all schools and educational institutions in Germany and Namibia for their support. We also thank all members from Light for the Children Foundation and Suni e.V. for their advice and patience and all German and Namibian sponsors for their donations.

INTRODUCTION

From February 2017 to January 2019, the Namibian non-profit organization Light for the Children Foundation and the German non-profit organization Suni e.V. conducted an exchange programme between Namibian and German educators, with fifteen workshops in Namibia and Germany, a study tour in Germany and a study tour in Namibia.

The aim of the programme was to implement the Sustainable Development Goal (SDG) No. 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and the SDG No. 17 “Strengthen the means of implementation and revitalize the global partnership for sustainable development”.

Fourteen Namibian and German educators and two coordinators worked together for two years and implemented educational projects related to SDG 4. They got an inside look into each other’s school systems and country. They prepared themselves, reflected on their experiences and work and they developed own projects for the future.

Not everything went smoothly. We made mistakes and improved our work. We learned from each other and about each other. In the end, we strengthened our partnership and changed our perspective.



In the yellow box the authors share their personal experience with you.

In the blue box you find literature, websites and films used for the programme.

The partner organization



The Light for the Children Foundation is a registered non-profit organization in Namibia. The Foundation started off organically, inside a very poor community in Gobabis in 1999. Its main contributors are community members dedicated to care-giving, teaching and leading. It aims to comprehensively serve orphans and vulnerable children while developing a vision for their future. Light for the Children Foundation's main centre is located in the city of Gobabis in Namibia. Every day, more than 300 children come for education, attention, health care and food. They are being helped at every phase of their growth, from quite small to young adults. In collaboration with its partner project, Steps For Children, training is also offered to adults.

The purpose of the Foundation is to ensure that every child, no matter how unfavorable their circumstances, may have a clear vision for the future and a firm foundation in life. The LftC trains its staff regularly and runs a volunteer programme for young people from Germany. It has fifteen employees in Gobabis.

www.lightforthechildren.com

Suni e.V. and Light for the Children Foundation have been in partnership since 2016.



Suni e.V. is a German non-profit organization that supports vulnerable children and young adults in the Omaheke region in Namibia and fosters intercultural exchange between Germans and Namibians. Suni e.V. sustainably improves educational opportunities and living standards at educational institutions through intercultural exchanges, transfer of knowledge and financial support. It runs a volunteer programme in Namibia and has organised study tours to Germany for Namibian teachers. Suni e.V. is registered in Germany and has signed the Initiative Transparent Civil Society in Germany. It is a member of the German-Namibian Society and the Development Network of the German state Rhineland-Palatinate. Suni e.V. is a volunteer-based NPO

and had no employees prior to the exchange programme with Light for the Children Foundation.

www.suni-ev.de

Both NPOs put forward somebody to coordinate the project - who were partly paid in both countries but also worked as volunteers - and a financial administrator, who received payment in Namibia and worked as a volunteer in Germany.

PLANNING A NAMIBIAN-GERMAN EXCHANGE OF EDUCATORS

This project started with a wish from Namibia. Since 2014, employees of the Namibian non-profit organization Light for the Children Foundation and the Nossob Combined School had expressed wish to visit Germany. Every year, German volunteers have visited the Namibian institutions, but there was no programme in place that gave Namibian volunteers the same opportunity. In May 2016, the German NPO Suni e.V. became aware of the funding programme *weltwärts Exchange projects – Global partnerships for the Agenda 2030* and applied in partnership with the Light for the Children Foundation in August 2016. Both NPOs formed a coordination team for the programme. Participants and group leaders were chosen primarily by the German partner.

Both partner NPOs coordinated the study tour according to the project plan. In February 2017, the German-Namibian educator exchange officially started with an initial preparation meeting for the Namibian group in Gobabis, Namibia. The programme ended in December 2018 with a final meeting, again in Gobabis, Namibia.

Aims

The aim of the programme was to exchange educators and give them an inside look into each other's educational systems. The educators would improve intercultural competencies, inform students about each other's country and educational system, and implement partner projects to fulfil SDG 4.



We asked others who had organised an exchange before to give us advice and guidance for our exchange and share their experience and knowledge with us.

Entwicklungspolitisches Bildungs- und Informationszentrum EPIZ e.V. (2011): Partners' Perspectives Tipps und Erfahrungen aus dem Schulprogramm Windhoek – Berlin

Brot für die Welt (2016): Handreichung: Miteinander Lernen. Entwicklungspolitische Begegnungsprogramme gestalten

Sonja Richter und Susanne Krogull (2016): Globales Lernen in Süd-Nord Begegnungen

Ludovic Fresse & Ines Grau (2015): Geschichte und Erinnerung in internationalen Jugendbegegnungen, OFAJ/DFJW

Steffen Hauff a. o. (2012): Das hat Methode! Praxishandbuch für den deutsch-polnischen Jugendaustausch, Deutsch-Polnisches Jugendwerk

2016

2017

2018

2019



1. Preparation Workshop (one day)
2. Preparation Workshop (one day)
3. Preparation Workshop and excursion to the German embassy in Windhoek
4. Preparation Workshop (one day)

Follow-Up Workshop (weekend)

Preparation Workshop (weekend)

Preparation Meeting (one day)

Study Tour in Namibia

The time in Namibia included a two week visit to a Namibian educational institution, a one week tour through Namibia, a presentation at a Namibian school about Germany and the implementation of the partner projects.

2017

2018

2019

Meetings
between
the two
organization

Preparation Workshop (weekend)

Study Tour in Germany

The time in Germany included three workshops, a two week visit at a German educational institution, a one week tour through Germany, a presentation at a German school about Namibia and the development of a partner project.

Follow-Up Workshop (weekend)

Preparation Workshop (weekend)

Follow-Up Workshop (weekend)



2016

2017

2018

2019

Gantt chart

To plan the exchange programme a detailed Gantt chart was used to identify milestones, timeframes and parallel operations.

Risks

The greatest risk identified in the planning, was the Namibian educators' visa applications being rejected.

Milestones

The two study tours to Germany and Namibia were the main milestones of the programme. The third milestone was the implementation of partner projects between each a German and a Namibian educator.

SDG

The exchange programme was designed to contribute directly to SDG 4 "Quality Education" and SDG 17 "Partnerships for the Goals".

School holidays

It was important to consider the Namibian schools holidays and the school holidays of three federal states in Germany.

Gender

Gender equality was a topic discussed and implemented during the programme. In Germany, all participants, organizers and group leaders were women, due to the fact that no men applied for any position.

Environmental protection

Do we pay a pollution fee to reduce our CO2 emissions when flying to Namibia and Germany? Are we printing on reusable paper? Do we buy food locally? The NPOs tried to consider preservation of the environment whenever possible.

Group leaders

Each group in Namibia and Germany had two group leaders. Both group leaders were volunteer coordinators for Suni e.V. and had experience working with German volunteers in Namibia. They fulfilled the role of group speakers and took over some administrative tasks. They were part of the group and are therefore included when talking about *participants*.

Participants

The exchange programme was designed for fourteen educators. Participants responded to an advertisement of the exchange programme online and on notice-boards. Potential participants had to apply for the programme. In Namibia, seven educators with different mother tongues, and different backgrounds, all from the Omaheke Region, formed the group of participants. In Germany all seven participants were German-speaking female educators, with mainly academic backgrounds. The economic status of the participants varied greatly. The participants included students in the field of education, carers of disabled children, early childhood educators, vocational teachers, and primary and secondary school teachers. There were four group leaders in total in the fourteen-person team.

Communication

Communication with each other is crucial when implementing an exchange programme over a long period of time. Some Namibian participants did not have permanent access to a mobile phone. For one participant a mobile phone was provided. At the beginning of the project the NPOs made sure that all participants had access to a mobile phone and were connected to each other over at least one online platform or app (Facebook, WhatsApp, Telegram, Instagram). Some partners did not keep in touch with each other. Thirteen participants and the organisers were part of a mutual WhatsApp group. This connection was permanent over a two-year period.

The coordinators from Germany and Namibia mainly used Skype, email

and Dropbox to share documents and information. Data protection laws were considered carefully. Initially, communication between coordinators was weekly, but this changed after a few months. Skype meetings then took place only on demand. Five personal meetings took place over the course of the programme. Since there was no budget for meetings between the coordinators, they took place whenever a member of one NGO was already in the other country anyway.

Mutual communication was done in English.

During the study tour in Germany, getting SIM cards for the guests from Namibia was difficult, due to restric-



Photo: Barbara Scharfbillig 2017, Bonn / Mobile phones from the fourteen (!) participants

tions in Germany. It took several days before everybody had a SIM card. It was much easier for the Germans in Namibia: They bought a valid SIM card on arrival in Gobabis.

Non-verbal communication, such as hand gestures was not considered during the planning process, but was included later.

Finances

The programme's budget included accommodation, catering, travel costs, fees and royalties, material and equipment, rent, visa fees, insurance, administration costs, literature, project costs and salaries. The financial itinerary was put in place by the German NPO. Both NPOs should have included a small allowance for the Namibians during their time in Germany and a budget for team-building activities in both countries.

In Namibia getting receipts from informal taxi drivers proved challenging.

Managing finances was a challenge, because the organisers received over one thousand receipts over the course of the two-year period. With a shared online document and regular on-

line meetings, the administration was made possible. Participants managed small amounts on their own. To ensure the Namibian NPO had sufficient funds for the programme, the German NPO transferred the necessary amount – if possible – in advance, but there were deficits.

TOPIC	ITEMS
Accommodation	Accommodation in Germany and Namibia for the preparation workshops, follow-up workshops, as well as for the exchange
Catering	Food and drinks in Germany and in Namibia
Travel costs	Travel costs for the workshops, flights to Germany and Namibia, travel costs to the airport and for the Namibians to the German embassy in Windhoek (for visa interviews)
Fees and royalties	Fees and royalties for lectures, language coaches and entry fees
Material & equipment	Material for the workshops, equipment for the two organizations and group leaders to stay in contact, a projector and a laptop for the Namibian organization
Rent	Rent for rooms to hold workshops, rent for an office
Visa	Visa fees for the Namibians, all other costs related to visa documentation and the interview at the German embassy in Windhoek
Insurance	Health and travel insurance, insurances of the organisations
Administration	Copies, paper, ink, telephone charges, office material, a new printer for the Namibian NPO, a USB stick, stamps and envelopes, memory cards and other items related to administration
Literature	Literature and dictionaries for German and Namibian participants
Projects	All costs related to the stakeholders' and participants' partner projects: printing costs, playground material, special food, visits to special places, books, material about the SDGs
Salaries	Salary for an accountant and two coordinators, allowances for the group leaders

Funding

The exchange programme was 75% funded by *Engagement Global – Service for Development Initiatives* with the funding line *weltwärts Exchange projects – Global partnerships for the Agenda 2030*. The aim of Engagement Global is to support and strengthen the developmental commitment of civil society. It is funded by the German Federal Ministry for Economic Cooperation and Development.
www.weltwaerts.de/en/

Additional funding came from the Development Network of Rhineland-Palatinate (Entwicklungspolitisches Landesnetzwerk Rheinland-Pfalz e.V.) and German foundations. In Namibia the NPO received discounts for activities and for transport by different Namibian companies.

The fundraising process started nine months prior to the beginning of the two-year exchange programme. The process continued until the beginning of the second year.

There were no participation fees.

PREPARATION FOR THE EXCHANGE

To prepare all participants for their trips and projects, workshops, webinars and meetings were held. In Namibia, these workshops and meetings took place in Gobabis, as it was easily accessible for all participants. In Germany, the workshops took place in North Rhine-Westphalia and in Rhineland-Palatinate. On top of the workshops, each participant also prepared individually.



The following literature helped us plan the preparation and follow-up workshops as well as activities during the two exchange tours.

Ludovic Fresse & Ines Grau (2015): Geschichte und Erinnerung in internationalen Jugendbegegnungen, OFAJm/DFJW

Adrianna Babjiew a.o. (2014): Eurogames, Games and exercises for international youth exchange. Aktion West-Ost e.V. www.eurogames.aktion-west-ost.de

Klub Klise (2014): Methods Collection, International youth exchange - let's learn from each other

Terry Heick (2017): 15 Reflection Strategies To Help Students Retain What You Just Taught Them

Preparation in Namibia for a trip to Germany

The preparation in Namibia included four one-day workshops, one excursion to Windhoek and a two-day workshop. The first workshop only covered the issue of visa application and introduction of the partner NPO. The second and third workshops included general information about Germany (history, geography, train system), the German education system, culture shock, stereotypes, health restrictions, money and several language lessons.

The trip to Windhoek took place for visa interviews at the German embassy in Namibia. In addition to the workshops, the Namibian participants stayed in touch, supported each other with the visa applications and formed groups on social networks.

The Namibian participants received a travel guide for Germany and a German-Namibian dictionary. Additional literature could be borrowed from the Light for the Children Foundation.



Photo: Gijsbertha van Rooyen 2017, Gobabis / preparation workshop



***Get the free travel guide:
Facts about Germany
www.tatsachen-ueber-deutschland.de/en***

***A good site to learn more
about Germany is
www.deutschland.de/en***

***There is extensive material
available for refugees
coming to Germany. Some
of it can be used, but not
everything is relevant.
www.refugeeguide.de***

Visa for the Schengen countries

The visa requirements for the Namibians could be found on the German embassy's website in Namibia: windhuk.diplo.de

Initial pieces of information about the visa application process had already been given to the seven Namibian participants in the first workshop, seven months prior to departure. The visa application process changed during the course of the programme. The documents to be submitted included the application form, confirmation of employment, bank statements, invitation letters, flight ticket, health insurance, schedule of the study tour and other personal documents and confirmation letters. The Namibian participants had to visit the German embassy in Windhoek for a personal interview. After the interview, the German NPO had to submit additional documents. The visas were granted two weeks prior to departure. The visa application process was overseen by the Namibian travel company EXPERT TRAVEL CC, P.O.Box 32033 Windhoek, Tel:+264(0)61 254702/03, Email: iris@expertnam.com

Insurance and health

All Namibian participants received a health insurance in the Schengen countries of the European Union. The insurance provider was *Hollard Insurance Company* in Namibia. They also had a group insurance with the German NPO.

Learning German & Learning about Germany

The official language of Germany is German. Therefore, one of the aims of the Namibian group's preparation was to learn basic phrases in German. German volunteers working at child care institutions in Namibia were recruited by the Namibian NPO as language teachers. They also taught different aspects of Germany, such as the political system, history and geography. The participants received a travel guide for Germany and a small dictionary. Learning German was only partially successful, due to the educators juggling full-time jobs and other commitments.

Non-verbal communication was part of the preparation and played a role in one of the partner projects.



Free Apps for learning German: Anki, Memrise, WordPic, Babbel, Deutsch-Akademie, MindSnackss' Learn German and Busuu.

Deutsche Welle (DW) has a good platform with free learning material to learn German.

*Helen Davies und John Shackell
(2015): German Dictionary for
Beginners*

Other topics worth knowing

Culture Shock

During preparation, the Namibian participants were given a presentation about culture shock and reverse culture shock to prepare them for their trip to Germany and their return home.

Money

The “money topic” was often discussed. Participants were informed that, besides food and accommodation, additional money was needed for the trip to Germany.

Photos & Social Media

Social media is used differently in Germany and Namibia. It was important to inform the Namibian participants about German legal restrictions on posting photos of other people on your own social media account.

Being a good guest

The behaviour and expectations of a guest staying with a host differ in Namibia and Germany. Therefore, the German hosts and Namibian guests had a list of topics they had to talk about with their guest/host before the study tour started. These included food, the host’s family and living conditions, money, expectations, personal hygiene and sleeping arrangements.

German train and bus system

Taking a German train was considered being a challenge. This is why preparation included information on the German train system.

*How To Communicate The World
A SOCIAL MEDIA GUIDE FOR VOLUNTEERS AND TRAVELERS
from RadiAid & Barbie Saviour
www.radiaid.com/social-media-guide/*

Preparation in Germany for a trip to Namibia

The preparation in Germany before the Namibian group's visit was held in a three-day workshop. After the study tour in Germany, two more workshops were held – one for the reflection on and follow up of the Namibian visit and one workshop dedicated exclusively to preparing for the trip to Namibia. The German group had more time (more than a year) to prepare for their visit to Namibia. The workshop covered general topics on Namibia (history, geography, climate, languages), health, culture shock and other topics. The Germans received a travel guide for Namibia and additional literature about Namibia.

Insurance and health in Namibia

The German participants each had their own health insurance, travel insurance, accident insurance and indemnity insurance. Group travel insurance was taken out with *jhdversicherungen.de*. In one of the workshops, a German nurse who had lived in Namibia was brought in to answer any questions.

Travel vaccinations were covered by the participants themselves.

Visa for Namibia

The German participants only had to fill out the visa form at the Namibian border checkpoint at Hosea Kutako International Airport on arrival in Namibia. They had to fill in the address and phone number of their first accommodation.



The Namibian Tourism Board in Frankfurt offers free information for tourists

www.namibia-tourism.com

Henning Melber (2014): Understanding Namibia

John Mendelsohn (2010): Atlas of Namibia: A Portrait of the Land and its People

Marion Wallace (2004): History of Namibia: From the Beginning to 1990

Namibia Statistics Agency (2011a): Namibia 2011 Population & Housing Census Main Report

Namibia Statistics Agency (2011b): Namibia 2011 Census Atlas

Peter Pack and Livia Pack (2016): Stefan Loose Reiseführer Namibia

Contact with Namibian languages & Learning about Namibia

The Namibian Constitution names thirteen national languages. Six of them are spoken in Omaheke Region: Afrikaans, English, Ju/hoansi, Khoekhoegowab, Otjiherero and Setswana. To make sure the German participants were as prepared as possible, they had several classes on Namibian languages. Lectures were held in Khoekhoegowab, Otjiherero and Afrikaans. All German participants spoke English (the official language of Namibia) at the beginning of the project. It became clear that the German participants could not learn much of the other Namibian languages due to their full-time jobs and the large variety of languages spoken by their Namibian counterparts. They were thus only given an introduction to the languages, and as much contact with them as possible. They were asked to learn basic phrases in their partner's language.

Namibian English and Oxford English are not the same. For this reason, the German group had a webinar with a lecturer from the University of Bayreuth on Namibian English.

Non-verbal communication was part of the preparation and it played a role in one of the partner projects.

Language teachers were found via the Humboldt University Berlin and German-Namibian NPOs. Namibians who lived in Germany were invited to the preparation workshop as experts.



A good method for getting an inside look at Khoekhoegowab and other Namibian languages is through the lessons from Easy Language

www.easy-languages.org

There are currently Apps available for learning Oshiwambo, Afrikaans and Setswana – other Namibian languages will follow.

Nduvaa Erna Nguaike (2010): The New Otjiherero Dictionary: English - Herero Otjiherero – Otjiingirisa

Petrus Angula Mbenzi (2015): Otjiherero Common Expressions and Phrases

Beauty Bogwasi und Hannelore Vögele (2017): Reise Know-How Sprachführer Setswana - Wort für Wort

Esther Ndengu und Gabriel Ndengu (2017): Reise Know-How Sprachführer Oshiwambo - Wort für Wort

Thomas Suelmann (2015): Reise Know-How Sprachführer Afrikaans - Wort für Wort

Other Topics worth knowing

Culture Shock

German participants were informed about culture shock and reverse culture shock in two workshops with reverse culture shock being discussed in a follow-up meeting.

Photos & Social Media

“Language and images can either divide and make stereotypical descriptions – or unify, clarify and create nuanced descriptions of the complex world we live in. For visitors it can be difficult to present other people and the surroundings accurately in a brief social media post.” The German group therefore discussed RadiAid’s Social Media Guide for volunteers and travellers.

*How To Communicate The World
A SOCIAL MEDIA GUIDE FOR VOLUNTEERS AND TRAVELERS
from RadiAid & Barbie Saviour
www.radiaid.com/social-media-guide/*

Being a good guest

The behaviour and expectations of a guest staying with a host differ in Namibia and Germany. Therefore, the German hosts and Namibians guests had a list of topics they had to talk about with their guest/host before the study tour started. These included food, host’s family and living conditions, money, expectations, personal hygiene and sleeping arrangements.

Namibian winter

It is cold at night during the winter in Namibia and heating was not provided in hosts’ accommodation. German participants were therefore especially warned about the climate, and advised to pack with the weather in mind.



You may initially compare life in Namibia to life as you know it in Germany. However, as you get to know its local culture better, you will come to understand Namibia on its own terms. So, be curious about people’s stories, history, politics, social issues, and talk to us about it.

Please also share a lot about your own culture and way of life!

Kaisa Järvinen a.o.(2016): Intercultural Communication Skills, Culture Shock and Reverse Culture Shock

Olwage Henk (2016): Gobabis Volunteer Assignment

MUTUAL HISTORY

The Namibian genocide under German colonial rule

The Herero and Nama genocides were part of a campaign of racial extermination and collective punishment by the German Empire in German South West Africa (today Namibia) against the Ovaherero, Mbanderu, Nama, Damara, San and other groups. The Herero genocide is considered the first genocide of the 20th century. It took place between 1904 and 1908. Since 2015, the Namibian and German government have been negotiating how to overcome this dark past and how to forge a mutual path in the future. The skulls of Namibian prisoners from the 1904-08 war, taken to Germany for scientific research aiming to “prove” white European superiority over Africans, have recently been returned to Namibia.

In both groups, the German-Namibian history formed part of their preparation. The German participants had to read a book on one aspect of German-Namibian history. This was optional for the Namibian group. The participants from both countries were asked to watch and discuss films about the German-Namibian history. All participants visited the Waterberg in Namibia, the starting place of the Herero genocide. There, the group commemorated their shared past. They were accompanied by an Otjiherero-speaking guide.



**We recommend the novel
Mama Namibia
by Mari Serebrov (2013)**

Rheinhard Kössler (2015): Namibia and Germany: Negotiating the Past

Lauri Kubuitsile (2016): The Scattering

Uwe Timm (2005): Morenga,

Gerhard Seyfried (2004): Herero

Bastian Ludwig (2015): Kolonialismus und Imperialismus - Die Deutschen und die Herero

▶ *redfish (2018): Germans In Namibia: Apartheid Continued (Part 1 & 2)*

▶ *GlobalBlackHistory (10.5.2016): Herero and Nama Genocide in Namibia*

▶ *BBC Namibia (BBC Namibia): Genocide and The Second Reich documentary commemorating 100 years since the Herero and Nama genocide*



Photo: Karolin Dörrheide 2018, Waterberg / view from the Waterberg



Other parts of Namibian-German history are of interest. For example, the personal stories of over 400 men and women in Namibia today, who for years were child refugees in the German Democratic Republic (Eastern Germany) during Namibia's struggle for independence.

Lucia Engombe and Peter Hilliges (2014): Child No. 95

Ndatyapelao Nangula Costa (2017): Account by a GDR child of Namibia

▶ *Omulaule heißt schwarz (2003) Beatrice Möller, Nicola Hens and Susanne Radelhof*

▶ *Wenn uns zwei Berge trennen (2010) Marion Nagel & Martin Reinbold*

STEREOTYPES AND POWER RELATIONS

Stereotypes are not simply overcome by contact. It is important to analyse the way stereotypes work, the difference between racism, stereotypes and discrimination and why power relations play an important role in people's behaviour. Both countries share a history of systematic racism and genocide. This history was discussed in the preparation meetings. The Namibian group discussed stereotypes towards different language groups within Namibia. The German group covered exoticization and generally received more information in a formal context than the Namibian group. During the Namibians' visit, the whole group conducted a workshop on power relations in German-Namibian partnerships with the German NPO *glokal e.V.* (in hindsight,

the workshop should have taken place later on in the tour). Most participants and stakeholders spent a lot of time on personal reflection, thinking about their own status, stereotypes and privilege. Personal conversations led to a shift in perspective.



**Watch the TED Talk
“*The danger of a single story*” by Chimamanda
Ngozi Adichie**

Owen Ginzburg (2004): The Hungry Man

Owen Ginzburg (2005): There you go!

Gilberte Raymond Driesen (2016): Help expresses a balance of power. Interview with former teacher Gilberte Raymond Driesen about colonial behaviour in school partnership

*glokal e.V. (2016):
Mit kolonialen Grüßen...*

glokal e.V. (2016): Das Märchen von der Augenhöhe

*Berliner Entwicklungspolitischer Rat-
schlag (2013): Developmental Turn*

IN CASE OF EMERGENCY

Namibia and Germany are both stable and peaceful countries with access to health facilities. Nevertheless, the two NPOs had to consider the unlikely event of an emergency.

In case of emergency, the Light for the Children Foundation and Suni e.V. had an emergency plan. This included a definition of an emergency (sudden natural disaster, injury, accident, impending death, becoming a victim of a crime and other life-threatening situations) and the definition of a crisis (bushfire, being arrested, getting ill, mental health problems, experience of racism or sexual assault and other situations and conflicts) as well as measures. All participants received a handout with national emergency numbers and the contact details of

the two NPOs. The German participants had to research local emergency numbers for fire, ambulance and police, because they differ in Namibia depending on your location. All group leaders had an individual phone call plan and were taught emergency procedures. Each group had one person trained in first aid.

Preparation of participants from both countries included health restrictions, hygiene, immunisation and frequent medical issues. Copies of all necessary documents were made and shared online. Both embassies were informed about the groups' visits.

STUDY TOURS

to Namibia and Germany



Photo: Antje Waldschmidt 2017 / visiting Berlin

Visiting Germany with a group from Namibia


The Namibian educators visited Germany for three weeks in August/September 2017

Depending on the federal state, the German school year starts between July and September. The Namibians thus experienced the start of the new German school year.

They were accompanied by a translator during their first week of sightseeing alone.

Our highlight was visiting the Berlin wall, the German Federal Parliament and a school for sign language.



Arrival 

Weekend

Workshop in Berlin “Power relations in German-Namibian partnerships” together with the German educators.

Week One

Sightseeing in Berlin, Cologne and Bonn and visiting educational institutions: universities in Berlin and Cologne, a secondary school, the German Federal Parliament, a private tutoring organization, a school for sign language, an animal park

Weekend

Workshop in Bonn about the SDGs and planning of mutual projects with all educators from both countries

Week Two & Week Three

Each Namibian educator paid a **visit** to a German educational institution (kindergarten, child care centre for disabled children, school, football club), depending on their interests and fields of work. Each Namibian educator stayed with a German educator.

Each Namibian educator gave a presentation about Namibia, the Namibian education system or the work as an educator in Namibia.

The Namibian and German educators worked on the mutual partner projects to fulfil SDG 4

Weekend

Reflection workshop in Oberbettingen with all educators from both countries.



Challenges & Opportunities

The Namibian group's flight was delayed by 24 hours. The itinerary of the first few days had to be modified, and a new collection from the airport had to be arranged.

Home sickness is an issue worth taking into consideration when travelling in a group. Some of the Namibian participants had small children, and others had never travelled before, two factors that made it harder for them to be away from home for three weeks. The Namibian participants formed a support group during their stay in Germany, sending each other messages and making sure that everybody was well looked after. They all called home regularly.

Food might be a problem when travelling to a country with a different culture. Differences in approaches to food were important: the German hosts were aware that their guests had other customs, and the Namibians were aware that some of their hosts were vegetarian. Nonetheless, the Namibians were open (and even keen) to going vegetarian for a few days, while the Germans were supportive and provided meat even if they were vegetarian themselves.

The German and Namibian group differed in their approach to working together on a mutual project. While the Germans put much emphasis on the planning and outcome, the Namibians focussed more on the relationship between the partners. In two cases, participants dropped out of their partner project (for a time). Personal conversations helped convince them to come back to the table.

Hosting a guest reduced personal privacy. This - responsibility for someone else and loss of privacy - was a source of stress for some of the German hosts.

The Namibians were surprised at how much walking Germans do everyday, and were exhausted after the first three days. More breaks were added to the itinerary.

The NPOs failed to ensure that each participant had enough financial support. They learnt that, in Germany, even using a public toilet costs money, and some Namibians had none. The participants helped each other out.

Some of the Germans had been to Namibia before. Having learnt firsthand the economic situation of their Namibian counterparts, some Germans struggled to justify their wealth and German living conditions. As a result, some pairs had intense discussions about wealth and German living costs.

Personal mistakes happened: perhaps a German host forgot to arrange an educational institution for their guest to visit, or a Namibian failed to prepare a presentation for a German class. These mistakes put additional pressure on the partnerships. In most cases, these mistakes could be resolved with a conversation and the help of others.

Punctuality was not a problem for the Namibian group. They were well prepared and knew about the importance of being on schedule in German culture.


Visiting Namibia with a group from Germany

The German educators visited Namibia for three weeks in August/September 2018.

Not all German educators stayed at just one institution for the two-week visit; two moved to another one after the first week.

Our highlight was the trip to Waterberg, driving in a Fiat to Gobabis and the Namibian dinner at our guesthouse.



Arrival 

Weekend

Workshop in Gobabis with all educators from both countries on Namibia and its education system.

Week One & Week Two

Each German educator paid a **visit** to at a Namibian educational institution (nursery, school, after-school centre), depending on their interest and field of work, with their Namibian partners in Omaheke Region.

Each German educator gave a presentation about Germany, the German education system and the work as an educator in Germany.

The Namibian and German educators implemented their mutual partner projects to fulfil SDG 4.

Weekend

Reflection workshop in Gobabis with all educators from both countries

Week Three

Sightseeing in Gobabis, Windhoek and Okakarara and **visiting educational institutions**: National Institute for Educational Development, the Directorate of Education Omaheke, a private school, the German development agency *giz*. Visiting the Waterberg and commemorating their shared history and the genocides during German colonial rule in Namibia.



Challenges & Opportunities

The Germans and Namibians' income differed greatly, as did their housing situations. This led to three of the German participants staying in separate accommodation in Nossobville, instead of with their Namibian hosts. They did go to work and eat with their hosts, though.

Some of the German educators requested visiting not one but two educational institutions for a week, which was made possible.

Providing food for the Germans was a major concern of the organizers from both countries (due to the variety of diets and allergies) and was resolved individually.

On the sightseeing trip, the group had to split up and spend the night in two very different types of accommodation, one being very comfortable and the other lacking electricity and water. Nobody wanted to go to the uncomfortable accommodation. This led to an intense group discussion. In the end, the group decided to stay all to-

gether in the nicer accommodation, sharing rooms.

The German ambassador came to visit the group and the participants presented their partner projects as they stood so far.

In the second year of the programme, the teams had to finish their projects. This put additional stress on the partners. In some cases, one partner did most of the work, making sure the project was finished.

All of the German guests had the flu over the winter in Namibia. They were well looked after by the organizer and supported each other.

One Namibian educator dropped out of the programme between the two study tours. Their German partner successfully completed the project on her own and with the support of others.

Furthermore, the Namibians had travelled as a group to Germany to go sightseeing and visit educational institutions without their German partners. However, when the same happened in Namibia, German and Namibian participants would have preferred to stay together, because most of the Namibians had never experienced their country as a tourists.



Photo: Corinna Ernst 2018 / German and Namibian educators in Gobabis

PARTNER PROJECTS DURING THE NAMIBIAN-GERMAN EXCHANGE FOR EDUCATORS



THE GLOBAL GOALS

For Sustainable Development

“The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership.” (sustainabledevelopment.un.org)

During the exchange every participant, group leader and stakeholder in Germany and Namibia was involved in a project related to SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. For each project a Namibian and a German were

paired together. The two partners had fourteen months to complete the project. All educators attended a one-day workshop together, introducing them to the SDGs. They put together a project management plan for their partner projects. The plans were monitored by the participants themselves and the coordinators. The aim of the partner projects was to contribute to one of the indicators of SDG 4 and to improve the intercultural exchange by working with each other. All participants put a lot of voluntary work into their projects. Some worked independently – others needed help and support. All project groups ended up producing a hard-earned result. Participants described working with a partner from another continent as “intense”, “challenging”

and “rewarding”.

Additionally, all participants had to prepare a presentation about their life and work as an educator. These were given during their visit abroad. The Namibian participants were given an introduction to using PowerPoint at one of their preparation workshops.


The Namibian educators presented their work, as well as their country, at nine events in front of 287 students, educators and other interested adults in three German federal states. The German educators presented their work and their country at five events in Omaheke Region in front of 92 students, educators and other interested adults.



**Teaching the Global Goals –
a lesson for educators**

worldslargestlesson.globalgoals.org

 sustainabledevelopment.un.org

 17ziele.de

Elisabteh M. Amukugo (2017): Democracy and Education in Namibia and beyond – a critical appraisal

Unicef (2011): Improving quality and Equity in education in Namibia, A trend and gap analysis

Thomas Eckhardt (2017): The Education System in the Federal Republic of Germany 2015/2016

Dr. Bernd Hainmüller (2003): The Educational Structure of the German School System



Photo: Kathrin Schmitz 2017, Oberbettingen / the SDGs in Germany



Photo: Jac-Louis van Rooyen 2018, Gobabis / the SDGs in Namibia



“By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.”
(sustainabledevelopment.un.org/sdg4)



“By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”
(sustainabledevelopment.un.org/sdg4)

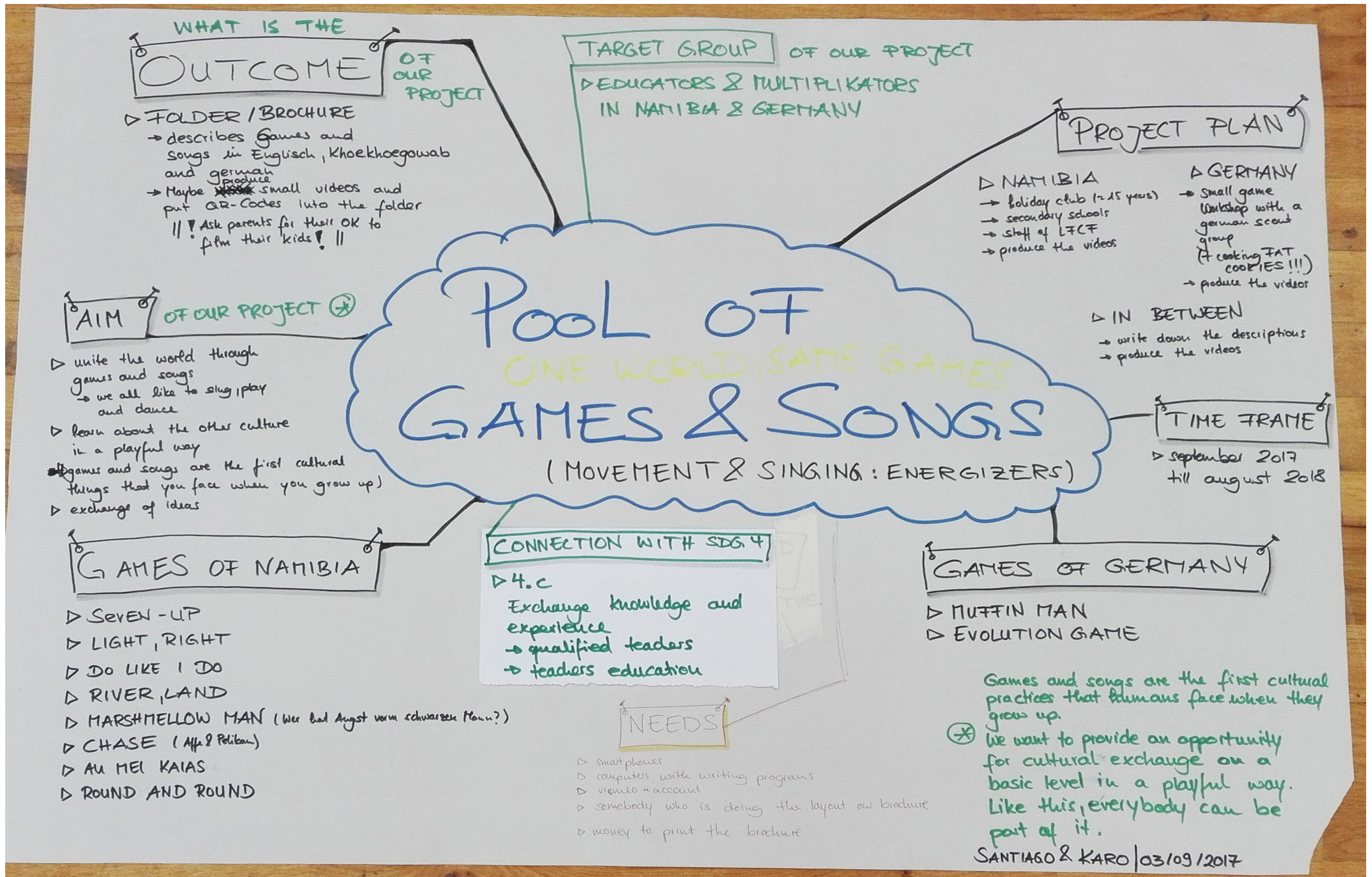


Photo Barbara Scharfbillig 2017, Bonn / project plan of two educators with aims, target group, connection to SDG 4, timeframe, activities and outcome



Photo: Karolin Dörrheide 2018, Gobabis / playing a group game



Photo: Kathrin Schmitz 2017, Oberhausen / giving a presentation about Namibia

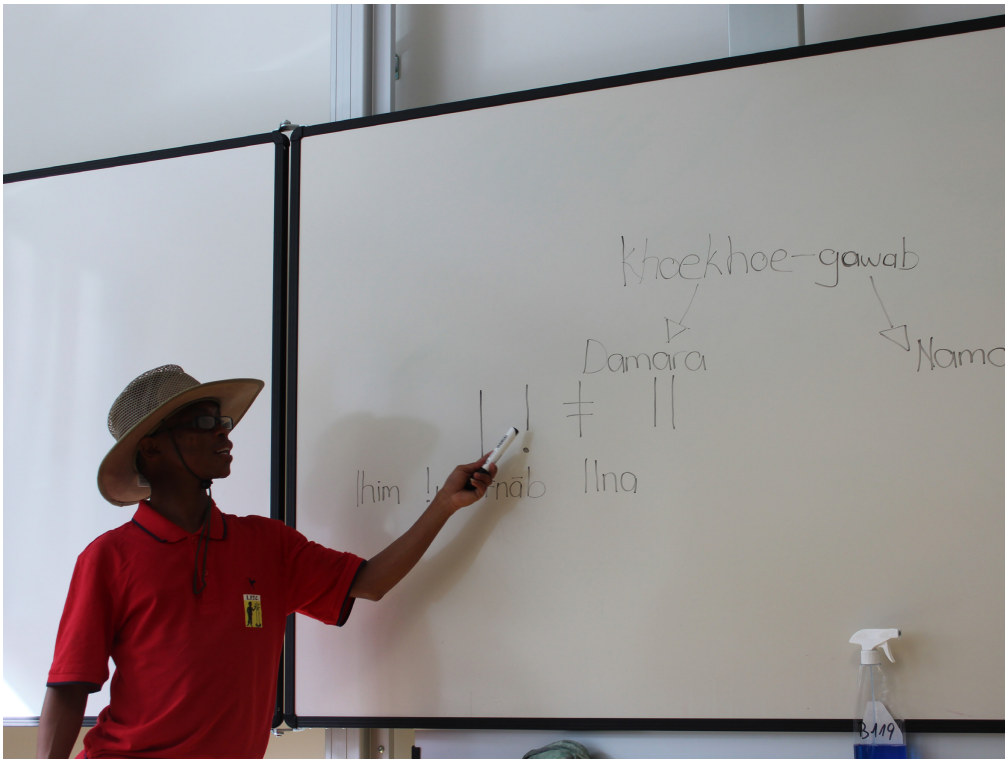
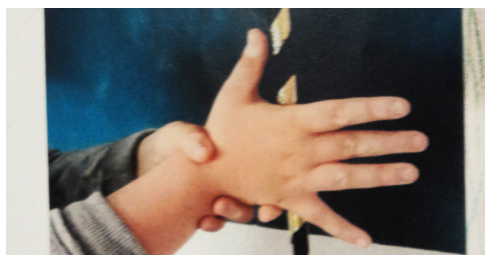


Photo: Tobias Lehmann 2017, Pattensen / teaching Khoekhoegowab at a German school



Photo: Karolin Dörrheide 2018, Gobabis / presenting the partner project to the German ambassador

The partner projects SDG 4



Making Magic

"We organized a magic project. A Namibian teacher had magic training and worked with a German educator who was already a magician. We formed two groups of children and exchanged messages and magic tricks via skype. In doing so, we improved creativity and imagination, motor activity, concentration, working with others and children's self-confidence. Our groups included children with special needs."

Target group: two educators and children with and without disabilities between 8 and 14 years old.

Output: One Namibian teacher is a trained magician, and two groups of 30 children sent videos and exchanged magic tricks over a one-year period.



Sunshine social skills

"Our plan was to gather exercises, games and songs to use for after-school teaching. The aim is to give teachers methods and games to use when teaching about different cultures and to improve children's social skills."

Target group: educators & carers

Output: Collection of material, energizers, games and exercises in a folder (print and download) and on cards



How to be polite

"Our aim is to educate people on cultural differences in eating customs, by cooking and eating together with friends and family. ."

Target group: fifteen adults, friends and family members

Output: Dinner in Namibia and Germany with 15 people and a picture-based instruction booklet (print and download)



NamGem Hygiene

“We developed material to raise awareness of hand disinfection and hand-washing at schools. In doing so we can raise awareness about the environment and prevent hygiene-related health issues.”

Target group: educators and pupils in Namibia and Germany

Output: Trilingual display boards at three schools in Namibia and one in Germany, and training of fifty pupils.

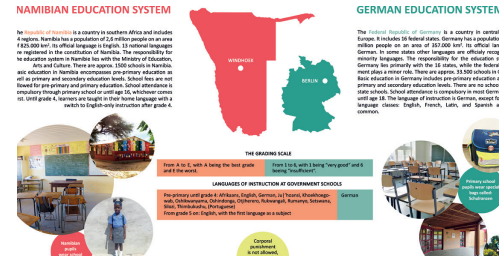


One World Songs & Games

“Our plan was to gather songs and games from Namibia and Germany and make them available to other educators to use in their teaching. Children should learn about the other culture in a playful way and improve their knowledge through games.”

Target group: primary and secondary school teachers and pupils

Output: A brochure (download) containing Namibian and German games, songs and educational videos on how to learn them.



Educational poster

“We created an educational poster that can be used to teach people about the Namibian and German school systems.”

Target group: primary and secondary school teachers and pupils

Output: A learning poster (print and download).



CorAngels Music

“We translated Namibian children’s songs into German and made them available to other educators.”

Target group: educators & carers

Output: Card with different songs for twenty educators



We share with you!

Are you interested in our projects and the learning material? Please contact Light for the Children Foundation in Namibia cafo-lftc@iway.na and Suni e.V. in Germany kontakt@sun-ev.de

Additional projects



Mini Dictionary

"We translated useful phrases, questions, numbers and words for basic conversation from English into Afrikaans, Khoekhoegowab, Otjiherero and German. This gives German visitors to Omaheke Region and visitors from Omaheke to Germany access to comprehensive information in the relevant languages."

Target group: German visitors to Omaheke Region and visitors from Omaheke to Germany

Output: Mini Dictionary (print and download)



Namibia & Germany

"We created a lessonplan for primary schools called "Germany & Namibia". We teach German children about Namibia in a nuanced way. We let children explore both countries and show how much Namibians and Germans have in common. Learners acquire knowledge about Germany and Namibia, improve global citizenship, and learn to appreciate cultural diversity."

Target group: Primary schools

Output: Educational material. The lesson "Namibia & Germany" can be booked by German schools.



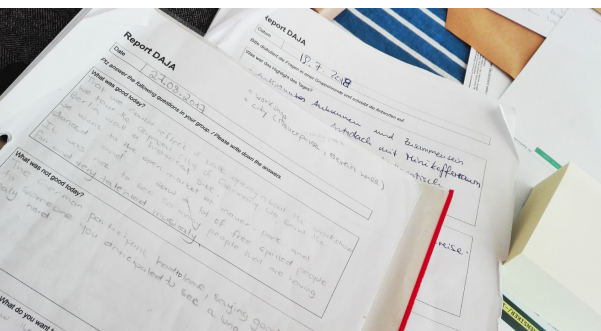
Sharing our experience

"We put together a booklet detailing the experiences of German and Namibian educators on this programme. Others may learn from our mistakes and improve their German-Namibian partnership too."

Target group: German-Namibian partnerships and NPOs

Output: this booklet (download and print)

MONITORING, REFLECTION & EVALUATION



*Baltimore County Public School
(2012). Cultural Exchange Program
Evaluation*

*Freda Burley (2018): Facts, Feelings,
Findings and Futures. The Fostering
Network*

*Terry Heick (2017): 15 Reflection Stra-
tegies To Help Students Retain What
You Just Taught Them*

Several methods were used to monitor and evaluate the exchange: a questionnaire, a daily group diary, reflection reports, personal conversations and group discussions. The feedback prompted influenced the coordinators to change certain events or to add other features.

Both coordinators from Light for the Children Foundation and Suni e.V. held regular Skype meetings. In this way, they could keep each other up to date, and control, via shared access, each other's bookings and itineraries for workshops and study tours.

Reflections and group discussions on the workshops were used to improve the ongoing process, and the participants' ideas were incorporated, wherever possible. Before each study tour, the participants were asked to articulate their own wishes for the trip. Sometimes these wishes could not be granted (such as that of the Namibian participants to visit a German orphanage or the wish of German participants to visit the Victoria Falls).

For the partner projects (SDG 4), the teams had to draw a project management plan at the beginning of their projects in 2017. To ensure participants worked on their projects, several personal conversations were held and the coordinators sent regular email reminders. To ensure participants stayed in contact with each other, the Germans were given checklists to log their communication, while the Namibians were sent regular Whatsapp reminders by their coordinators to contact their partners.

A group diary during the study tours showed the activities and reflections from each day and personal reports and conversations provided an inside look into the programme. The participants made important suggestions for improving the programme. Such as highlighting the Namibian participants' need for financial support during their stay in Germany.

Both groups had two follow-up workshops, one after the Namibian group's visit to Germany, and the other after the German group's visit to Namibia. These were used for reflection and group discussions.

To see how much knowledge the participants acquired about the other country and its educational system they completed a simple questionnaire with questions about the two countries. Participants generally proved they could answer significantly more questions about Germany/Namibia and their respective school systems after the two-year period.

In order to evaluate the programme and identify its effects, all information from the workshop, diaries and written reflection reports were compiled.

Workshop	Three-path reflection	11-12/11/2017
→ Each colour represents one pathway with questions for reflection. (blue=yourself, yellow=partner, green=general) → All paths start at the same point and lead in different directions. → Participants choose a new partner for every walk down a path (number should be even, or participants repeat paths).		

What expectations did you have of the study tour? Which of them were met?	What expectations did you have of your exchange partner?	What expectations did you have of the group and the group leaders? Which of them were (not) met?
Which situations proved stressful? Why? How did you resolve these situations?	Which funny or enjoyable moments did you have with your exchange partner?	In general, how did you feel during the study tour?
Which situations made you angry? How did you cope with these situations?	What (else) did you hope for from your exchange partner?	What (other) preparation did you hope to receive?
Did you take time out for yourself? If yes, what did you do?	In your opinion, what (else) did your exchange partner require from you during the visiting phase?	What was your personal highlight of this phase of the exchange?
What would you do differently next time? Why?	What preparation do you expect to receive for your stay in Namibia next year?	What sort of personal experience did you gain, that you will carry into the future?

Group discussion: What (specifically) can we do to make next year's study tour a great and inspiring experience?

What should be done differently?

The German NPO should try to involve its Namibian partner more in the planning process from the outset. Due to the German funding line, most documents were in German only. But, in future, it would be good to formulate the programme with more shared participation in mind.

The single participant should not have had so many tasks. Doing presentations and working on the partner projects alone was too much of a burden. One of the two should've been cancelled. More free time should be included.

The pairing of the Namibian and German partners for their project was not always suitable. In future, the NPOs should find a way of pairing based on their jobs and interests.

The time frame of the two study tours was not ideal. In Germany, termtime was just starting. It was thus difficult at times to look after the Namibian guests. In Namibia, exam season was

about to start, so it was sometimes quite hectic.

The group should not split up when travelling together. The group leaders should make sure Namibians and Germans interact with each other.

Non-verbal communication should be included more in the preparation.

Participants should not be chosen based on their written application but, rather, after an interview.

The financial situation of the participants should be taken into account.

The participants should have some days off during the study tours.

What should be continued?

The preparation of both groups was extensive and intensive. The important topics were covered, and all participants felt well prepared for their trip.

The second group leaders contributed significantly to the exchange. They were much older and had more life experienced. They were a calming presence in stressful situations, were motivational when it was needed, and always knew what the right thing to say was.

Also, working in a partner project with someone from another continent and culture is challenging. The exchange between the participants and the results show that this is beneficial and should be continued.

The itineraries for both study tours were comprehensive, allowing for an in-depth look into each other's educational systems. Visiting a variety of institutions, including kindergartens, universities, a sign language school, vocational training centres and care

facilities provided an overview of these systems.

Working with so many educators meant that it was never boring. Energizers, games, educational methods and activities were shared on a daily basis and used in all workshops and whenever necessary.

Team-building activities were not initially part of the plan, but contributed significantly to the group's positive dynamic.

Personal conversations between coordinators and participants played a major role in the reflection phase.

The programme was very well-organised, and both coordinators communicated well.

OUTCOME AND IMPACT

The results of the partner projects are all in all very comprehensive and informative. They can be used by other German and Namibian educators, making them even more useful. They achieve the planned outcome and serve to fulfil SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Participants demonstrated a high level of commitment to the partner projects. All participants broadened their knowledge of the SDGs. The programme enhanced their ability to understand global issues connected to the SDG 4. Some participants will continue to work together in the future.

The goal of getting an inside look into each other’s educational system was

reached. All participants expressed that they had gathered relevant information and learned something new. All participants showed an improvement in their intercultural competence.

The exchange programme led to a significant change in perspective. The participants experienced a learning curve, identified stereotypes and stigma, and exchanged a lot of information.

All stakeholders tried to achieve equality during the programme and establish a good partnership. However, this was not always easy. This was due to power imbalance between the NGOs, in favour of the German one, and the economic differences between the

two NPOs and the participants. One must bear in mind that whoever is in a greater or lesser position of power at any given time depends on situation, context, personal experience and character, as well as on global mechanisms of racism, sexism and money. All stakeholders wanted to work towards equality and were eager to show respect, trust and appreciation towards each other. The two NPOs will continue to work together and contribute to SDG 17 in the future.

Several participants became friends and will stay in touch. Some are already planning new projects or visits.

It is difficult to quantify the impact of the programme, but indicators such as ongoing projects between participants and personal stories show that, through the programme, new forms of cooperation were established, intercultural competence was improved, and a shift in perspective was reached.

The exchange programme strengthened Light for the Children Foundation and Suni e.V. as civil society actors in Germany and in Namibia. Both NPOs have more experiences and more qualified volunteers after the exchange programme.

Unplanned outcome



Photo: Patricia Ndjaveru 2018, Trier / a football team from the Omaheke Region visits the Porta Nigra

Not all of the outcomes of the German-Namibian exchange were planned:

During their stay in Germany in 2017, ten members of the German-Namibian group visited the German-Namibian network meeting in Rhineland-Palatinate and gave presentations about their work together. They passed on contacts to other NPOs.

Following on from her 2017 internship at the German football club Eintracht Trier 05, one Namibian participant visited Germany again in 2018 with her youth football team to play a friendly game against an Eintracht Trier 05 team. Fourteen boys from Omaheke were able to visit Germany for the first time, learn about the German culture and improve their football skills.

Two participants, with the help of a German-Namibian team, coordinated a colouring competition in Namibia and Germany, in which 400 children took part.

One participant successfully applied for an additional study tour to Germany and visited German schools for two weeks in December 2018 to teach pupils about Namibia.

Two educators were interviewed by a journalist in 2017 after their stay in Germany. They are both mentioned in an article in the German Federal Ministry for Economic Cooperation and Development's new *Sympathie Magazine*. In this way, information about Namibia's education system was disseminated to a large audience.

Three German and three Namibian participants have been awarded for their work as volunteers with a letter from the German state of Rhineland-Palatinate. Three of the participants now sit on Suni e.V.'s board. Other participants continue to volunteer for one of the two NPOs organizing the exchange. Suni e.V. and Light for the Children Foundation will continue working together and have already planning a project for 2019.

CONCLUSION

The Namibian non-profit organization Light for the Children Foundation and the German non-profit organization Suni e.V. conducted an exchange programme between Namibian and German educators with workshops in Namibia and Germany and a study tour in each country. The aim of the programme was to implement the Sustainable Development Goal (SDG) No. 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and the SDG No. 17 “Strengthen the means of implementation and revitalize the global partnership for sustainable development”. The educators improved their intercultural competence and got an inside look into each other’s educational systems.

The evaluation shows that the desired

results were achieved. On top of the fourteen educators, 379 students and adults were reached directly during the programme and informed about the German and Namibian educational systems. The learning material and methods developed during the partner projects pertaining to SDG 4 can be used by other educators and will have a positive impact on children, adults and other NPOs.

With several partner projects, two study tours, presentations, workshops, meetings and an intensive exchange, the programme made a significant impact on both NPOs and the participants. Although the work was not always easy, the group developed and all stakeholders learn from each other. Significant results of the programme are the change in perspec-

tive that all participants expressed having experienced and the implementation of projects to achieve SDG 4. All outcomes aside, the programme made it possible for people from different continents to form friendships. And that might be the best, most sustainable result.



We share with you!

If you have any questions or suggestions, contact us:
Light for the Children Foundation in Namibia
cafo-lftc@iway.na / www.lightforthechildren.com
and Suni e.V. in Germany
kontakt@sun-ev.de / www.sun-ev.de

This English translation has been possible thanks to the PerMondo project: Free translation of website and documents for non-profit organisations. A project managed by Mondo Agit.
Proofreader: Phoebe Thomas

PERMONDO
Translations for non-profit



All information without guarantee. Sponsored by Entwicklungspolitisches Landesnetzwerk Rheinland-Pfalz e.V., Stiftung Rehkids, Sparkasse Trier, Dr. Buhmann Stiftung & Suni e.V. Developed during the DAJA by Suni e.V. and the Light for the Children Foundation. Suni e.V. bears sole responsibility for the content of the publication; items listed here do not reflect the point of view of Engagement Global gGmbH or the German Federal Ministry for Economic Cooperation and Development.

Financed by Engagement Global gGmbH on behalf of the German Federal Ministry for Economic Cooperation and Development within the frame of weltwärts.

financed by



with funding from the



in the frame of





Suni^{EV}

*Suni e.V.
supports the SDGs*

**SUSTAINABLE
DEVELOPMENT
GOALS**

