

**On the road for German culture**

2010 has been designated German Language Year by the German Foreign Office, and, coincidentally, the **DeutschMobil is ten years old** this year. Since 2000, teachers of German have been driving through France in specially equipped vans visiting

schools. They invite students, parents and teachers to get to know German language and culture through play-based activities. The teachers have so far made contact with some 460,000 students. In June, the Robert Bosch Stiftung celebrated the tenth anniversary in Paris, together with supporters and partners of DeutschMobil.

**Getting to ZERO**

The Transatlantic Academy, a forum for research and dialogue, has published its report on the **future of Turkey** and its role as a regional power and mediator in the Middle East: *Getting to ZERO: Turkey, Its Neighbors and the West*.

► www.bosch-stiftung.de/ta



**Cities for Children**

The cities of Cádiz, Spain, and Gelsenkirchen, Germany, have been presented with the 2010 City for Children award, which recognizes innovative ideas for **child- and family-friendly services in cities**. The awards ceremony took place at the annual conference of the Cities for Children network in Stuttgart. Founded by the Robert Bosch Stiftung and the city of Stuttgart, the network promotes the exchange of child-friendly concepts between European cities.

# Jewel among schools in Germany

The Sophie Scholl School in Bad Hindelang-Oberjoch wins the German School Prize 2010

**Bad Hindelang | CB |** The students come from Bavaria, Baden-Württemberg, and Hesse; they attend elementary school, secondary-technical school, or high school. They suffer from asthma or neurodermitis, or are allergic to nuts, eggs, or pollen. They have all come for treatment to the Santa Maria children's clinic in Oberjoch in the Allgäu (southern Germany), way up in the mountains at a height of 1,200 meters. Between asthma training, medical examinations, and treatments, they go to the Sophie Scholl School so that they don't fall too far behind in their schoolwork.

**"The Sophie Scholl School has proved that mixed-ability teaching really does work."**

Michael Schratz

really does work," says Michael Schratz.

From the outside, the Sophie Scholl School looks perfectly ordinary - a light-gray plastered building with pale green windows. Break times are just like those at a regular school: young children charge through the corridors, the older students hang out in groups by the school cafeteria. But the teaching is completely different: there are no bells and the classroom doors stand

open. Students study in mixed-grade classes and decide for themselves just when they do what. Each student receives a weekly study plan setting out tasks for each subject.

**Individual study plans**

On Thursdays, the day on which new children arrive at the school every fortnight, satchels and backpacks are lined up in the corridor outside the staff room on the first floor. Over the weekend, the teachers take everything home with them and, based on their schoolbooks and reports, create an individual study plan for each student. This is stapled into a green folder.

Emily is in Andrea Rahm's class. She teaches the fourth and fifth grades. They are having a German lesson, and Emily, 9, is practicing prepositions with Yussuf, 11. On the table, there is a box containing brightly colored wooden toys: a forester's lodge, green pine trees, horses, and deer.

Emily takes a sentence from a box: "Two horses are pulling a cart with logs through the forest," she reads. Together they recreate the scene, then Yussuf takes the next sentence. "At home the teacher says, 'Do this, do that!'. Here we learn a lot more because we can decide for ourselves what we want to do," says the blonde elementary school student from Bitburg.

On the open wooden shelves, there are trays with worksheets and brightly colored boxes full of learning materials. The teachers



**Attention: "The teachers here care about every student" - painting lesson at the Sophie Scholl School in Bad Hindelang-Oberjoch.**

Photo: Theodor Barth



**Presentation: At St. Elisabeth's Church in Berlin, Chancellor Angela Merkel (center) awards the German School Prize 2010 to the Sophie Scholl school.**

Photo: Max Lautenschläger

have developed most of the teaching aids themselves, such as the "can dictation" that Hauke is doing at the moment. From a coffee can covered with stickers, he fishes out strips of paper on which sentences are written. First of all, the ten-year-old organizes them into a text about the life of Sophie Scholl. Then he turns the strips over and writes out the text from memory on a sheet of paper. At the end, he uses an answer sheet to check whether he has made any mistakes.

The teachers make sure that the children spend an equal amount of time on each subject. At the end of each week, there is a feedback session in which questions are asked. What's going well? Where could students do even better? How can the teachers help them? When the students return to their old school at home after finishing their treatment, they often find that they are ahead of their classmates.

A triangle sounds. Tobias, 9, is stuck on what he is doing. Before he takes his problem to the teacher he asks his classmates for help - that's what the triangle is for. One floor down, Franz, 15, Artur, 17, and Matthias, 17, are studying English with teacher Susanne Pöhlmann. The secondary-technical

school student, the high school student, and the apprentice are sharing a table. "Artur," says Franz, "take a look at sentence three. I can't work out what should go in there." Franz slides a worksheet with "If clauses" over to Artur. He stops what he is doing and reads an English text about China. Together they speculate on which tense should go in the gap in the sentence.

**With tears in their eyes**

"The school is really progressive. We do a lot of project work," says Artur, who is in tenth grade at a high school in Kaufbeuren. "When I work on my own, it's much easier for me to assess how I'm doing." Franziska is from Würzburg and is in ninth grade at a secondary-technical school. "The teachers at home just churn stuff out. They don't care whether we understand or not. Here, the teachers really care about each student," she says.

Take Christian Schleicher, for example. The French and German teacher works 50 to 60 hours a week at the school, and earns less than his colleagues at state high schools because he doesn't have tenure. But he has no plans to move. "I get a sense of achieve-

ment every day here," says the 41-year-old. For example, when a student forgets to go to the clinic because he is so immersed in what he is doing, or when his students come up to him in the classroom on their last day with tears in their eyes because they have to go home.

**The German School Award**

**Good schools should set standards:** Every year, the Robert Bosch Stiftung in conjunction with the Heidehof Stiftung honors the best schools in Germany. Any general-education school, from elementary to high-school level, is welcome to apply.

The schools are assessed in six areas of quality. These are: achievement, diversity, teaching quality, responsibility, school life, and school as a place of learning. The main winner receives a prize of €100,000. The winning schools become members of the German School Prize Academy for five years, an organization that has been set up to promote best practice in education.



**Bai Yansong from Chinese channel CCTV and Tina Hassel from WDR.** Photo: Zhang Wei

**Media forum at EXPO in Shanghai**

**Shanghai | bnm |** The misunderstandings that have plagued media reporting on China in Germany and on Germany in China in recent years have highlighted the need for serious and objective debate.

In conjunction with the *Global Times*, one of the largest daily newspapers in the People's Republic of China, the Robert Bosch Stiftung invited prominent media representatives and editors-in-chief from both Germany and China to talk at the Shanghai EXPO to discuss the challenges and responsibilities of international news reporting.

**Continuing dialogue**

The discussions were held on May 17 and 18 in Shanghai and under the EXPO's slogan: "Better City, Better Life." On May 20, the former German President Horst Köhler joined the talks to discuss progress with the editors-in-chief. The dialogue is set to continue in Munich next year.

**Tackling problems with civic pride**

**Dresden | sch |** What changes will we see in democracy, the social market economy, and the relationship between freedom and personal responsibility over the next decade? And what do young people think about these issues?

At the invitation of the Hanns Martin Schleyer-Stiftung and the Robert Bosch Stiftung, 250 delegates from the world of politics, business, civil society, and academia gathered in Dresden to discuss these questions. Around half of those present were student junior researchers, who had an opportunity to meet top-ranking politicians and experts.

Richard Schröder from Humboldt University in Berlin gave a speech on trust in democracy. His message in a nutshell: "Let's stop moaning and get on with tackling the problems with civic pride."



**Professor Richard Schröder speaks in Dresden: "Let's stop moaning."** Photo: Axel Joerss



**Motivation: "Here we learn a lot more because we can decide for ourselves what we want to do."** Photo: Theodor Barth