

NOTHING IS MORE IMPORTANT THAN THE FUTURE OF OUR CHILDREN!





elcome to Ntare Louisenlund School, a learning community in which all students have the opportunity to design their own personal story!

Ntare Louisenlund is the leading boarding school in Rwanda, offering an international curriculum with a STEM focus. The school's aims are promoting academic excellence, enhancing students' character, and instilling in them a sense of community to prepare them to meet the challenges of the twenty-first century.

We believe students learn best when they take responsibility for their own learning. One of our further aims is to support students in securing admission to leading universities worldwide.

### MESSAGE FROM PRINCIPLE





- active, student-centered learning
- a personalized learning programme for each individual student
- individual mentoring and a personalized learner portfolio
- a range of co-curricular activities to help educate the whole person
- teamwork and collaboration to develop student's social and communication skills
- developing 21st century skills
- excellence in STEM education

We are excited about this opportunity to co-create the school of the future in Rwanda. School operations will commence with up to 80 grade 7 students in the social entrepreneurial international stream and 80 grade 7 students in the global +STEM stream in September 2024. From the 2029/30 school year onwards, the school will operate at full capacity with approximately 1000 students.

We look forward to seeing you at Ntare Louisenlund School.

Yours faithfully,

### Damien Paul Vassallo Head of School

### INTRODUCTION



tare Louisenlund School defines learning as a lifelong process of growth and discovery, encompassing the acquisition of knowledge and skills, the fostering of creativity, and the formation of character and personality.

Learning is grounded in a cycle of inquiry, action, and reflection, which awakens an individual's curiosity, activates cognition, and broadens understanding and competencies. Involving the whole person, such competencies include, not only critical thinking, research skills, and laboratory skills, but also physical, social, communication, and self-management skills.

Though occurring on an individual level and grounded in personal experience, effective learning takes place within a strong community and through a variety of collaborative processes.

It entails both the development of conceptual understanding, applicable in a variety of contexts, and key competencies which enable the individual to become an internationally minded, caring, and balanced member of society.

Fundamental aspects of the learning process involve pursuing and achieving goals through persistent hard work, making use of one's potential, and taking on responsibility, both for oneself and for others.

Ntare Louisenlund recognizes and affirms the social and emotional dimension of learning as being equal to and inextricably linked with the individual's academic formation.

Our Shared Understanding of High Quality Learning

### **OUR VISION**

tare Louisenlund School (Rwanda) aims to be the best school in Africa. With the Rwandan plus-STEM programme, it will bring together the best talents from Rwanda in the fields of mathematics, computer science, natural sciences and technology and act as a hub for training innovation and entrepreneurship and for shaping the future.

The aim of Ntare Louisenlund School is to provide students with an outstanding international education, allowing them to apply for scholarships at the best universities worldwide. Half of the student body will be selected through a preliminary assessment and financed by appropriate scholarships (plus-STEM stream).

The other half of the student body will be made up of students from across Africa and from wider global community who wish to complete an international school diploma in a strong learning community.

Applicants from Rwanda and the international community are welcome.

### **OUR MISSION**



Ntare Louisenlund students are inquirers and critical thinkers, who actively explore the world around them and take responsibility for themselves and others as caring, principled, and balanced members of the community.

They strive for academic excellence, while at the same time prioritizing their social and emotional learning and physical development as healthy, well-rounded individuals.

## ACADEMIC PROGRAMS

### OUR EDUCATIONAL CONCEPT



Effective and meaningful teaching and learning must always focus on the learner and the learner's experience of the world around them. Such experiences of learning take place both at the individual level and through collaborative undertakings within and beyond the learning community.

Ntare Louisenlund's vision for education in the 21st century views students as the principal actors in their learning process who must take responsibility for their own academic and personal development. Additionally, we affirm the notion that the development of knowledge, understanding, and key competencies cannot occur in isolation but requires collaboration within the group and responsibility for one another.

At Ntare Louisenlund, learning is personalized, differentiated to meet the needs and interests of each individual learner.

Moreover, both the curricular design and the students' informed choices ensure that content has a relevance to the learner's local and regional context, cultural background, and broader global context.

Through guided, self-directed learning, students become more independent and able to solve problems, initiate projects, and act creatively together with their peers. Through active experimentation and real-world laboratory experience, students develop their competence as capable STEM researchers.

In all learning experiences, a balance between the individual and the collaborative dimensions of learning is key.

### +STEM:

### Excellence in Science and Math Education



he aim of the plus-STEM programme at Ntare Louisenlund Rwanda is to identify top talents across the country and to bring them together in a centre of excellence for young people.

MINEDUC pre-selects these talented, accomplished students. In this context, around 300 girls and boys are to be preselected for the 80 scholarships to be allocated each year. This will be followed by five regional selection rounds (across two days each with 60 children each). The top 80 students will then be offered a placement by Ntare Louisenlund School.

A further unique selling point is the fact that Ntare Louisenlund Rwanda is the first school outside Germany to implement the concept of a junior academy for top talents in STEM subjects and work closely with "Verein zur STEM-Talentförderung e.V." [Association for the Promotion of STEM Talent] in Germany, which has developed and licenses the programme. Plus-STEM works with companies, universities and scientific institutions. Students work on their own research projects in the spirit of personalized, inquiry-based learning.

Access to the programme is independent of the family's socioeconomic background. There is a three-stage application process for admission. The relevant criteria are talent, a willingness to perform and team spirit. The contribution payable by the parents is income-based and scholarships are funded by the Rwandan government.

Corporate partners contribute to the programme by providing insights into their own research and development activities, taking on personal mentorships and supporting projects.

Inspiration is fuelled by a fascination with and the challenge of authentic tasks for promoting innovation, creativity and entrepreneurship in Germany and bringing real solutions to real-world problems affecting real people.

Talent is developed in a character-building learning environment within a strong community. The educational mission consists of responsibility, viability, leadership, global mindedness, diversity, and creativity and also includes exposure to sport, music, art and theatre.

Plus-STEM entails a unique, integrated educational programme for future top achievers and leaders. The programme will thus contribute to strengthening Rwanda as a country of education and innovation and development across East Africa.

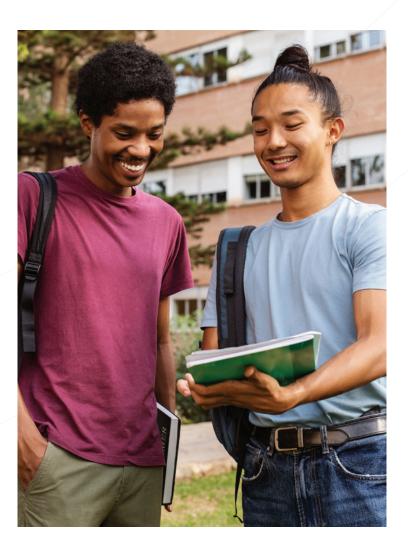
### OUR STUDENT BODY



tare Louisenlund School is both a Rwandan and an international school. As such, we value cultural diversity and a spirit of mutual understanding and respect.

Half of our student body hails from Rwanda's four provinces and the capital city, Kigali. The other half are international students, coming mainly from the East African region. In Ntare Louisenlund we affirm and promote cultural diversity and celebrate our Pan-African and East-African heritage.

Each year group has approximately 160 students, half of whom are IB+STEM scholars and half of whom take part in our main IB stream with its focus on social entrepreneurship. Teaching and learning in Ntare Louisenlund are inclusive and culturally responsive.



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### Sugment

### RESIDENTIAL FACILITIES









he 60-hectare campus located in Rwanda's Bugesera District, a forty-five-minute drive from Kigali, can accommodate up to 1000 boarding students.

The campus is equipped with state-of-the-art laboratories, modern classrooms and learning studios, IT rooms, a creative design workshop, and impressive, newly constructed sports facilities. These include soccer and handball pitches, a swim-

ming pool, and an Olympic-sized track.

Our dining hall can accommodate up to 1000 students, staff, and guests. Come visit our beautiful and welcoming campus or take our virtual tour here

### STUDENT ACCOMMODATION DETAILS



ew students should feel at home at Ntare Louisenlund School from day one and be able to acclimate to this new living and learning environment. Students and their families receive a "welcome pack" to help them. This includes learning materials (e.g. iPad, textbooks), information about the school, about life and the possibilities offered as well as personal meetings with important members of the school community. At the beginning of each school year there is an orientation week, which culminates in a large school festival ("Oktoberfest").

Eight students form a dormitory community. The members of the dorm community are of different ages and will comprise up to three years from MYP 2 to IB 1. 100 dorms are required for this purpose. The senior students (Grade 12) will be assigned a special living area. These dorms will consist of only a single year. To ensure that the revision phase in preparation for the examinations is as efficient as possible, 4-6 final-year students will form a dorm community. 30 dorms are required for this.



### BOARDING LIFE ACTIVITIES AND PROGRAMS



he Ntare Louisenlund Rwanda community welcomes all new members. There is a culture of openness, and the strength of the community is reflected in its ability to integrate new members.

The dorm community (eight members) and the mentor group (ten members) as well as the year group (80 members) and the boarding school group (160 members). All students will be encouraged to see themselves as members of the larger Ntare Louisenlund Rwanda community.

Healthy nutrition is a prerequisite for a healthy life. Breakfast, lunch and dinner are served in the school dining hall. All meals are compulsory. Additionally, the dining room is open 12 hours a day to offer healthy snacks and beverages.

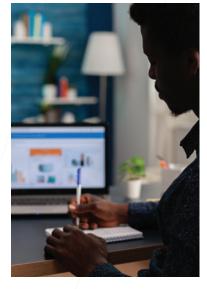


### STUDENT SUPPORT SERVICES



### PERSONALISED LEARNING

Personalised learning and individual educational biographies within the school. Small learning groups (20 students) and house communities as well as the commitment that each child is seen, supported, and challenged as an individual.



### E-PORTIFOLIO

A unique personalized e-portfolio which serves as a learning tool and gives students an edge in applying for university.



### VALUES EDUCATION

Values education in the tradition of the Schleswig-Holstein family with a high degree of trust in the school's ability to care for the parents' child.



### PEDAGOGICAL CONCEPTS

A solid pedagogical concept with roots that can be traced back to Kurt Hahn and Maria Montessori that has been reinterpreted today and incorporates the latest scientific findings.



# Our Board of Directors

### PROFILES OF KEY FACULTY MEMBERS



tare Louisenlund School is overseen by the Community Benefit Company, Ntare Louisenlund CBC, which was established by our German sponsor school, Stiftung Louisenlund.

Current members of the board of governors include, **Dr. Peter Rösner, Headmaster of Stiftung Louisenlund, Mr. Jens-Arne Buttkereit, Head of Administration at Stiftung Louisenlund, and Paul Kayoboke,** an attorney who has worked with the Rwandan Ministry of Commerce, the Ministry of Foreign Affairs and the Rwanda Development Board, and **Holm Keller, founder and CEO of the kENUP Foundation**.

The headmaster of Ntare Louisenlund School reports to the board of governors on key strategic and operational decisions and initiatives.



DR. PETER RÖSNER
HEADMASTER OF STIFTUNG LOUISENLUND



MR. JENS-ARNE BUTTKEREIT
HEAD OF ADMINISTRATION AT STIFTUNG LOUISENLUND



PAUL KAYOBOKE
ATTORNEY AT STIFTUNG LOUISENLUND



HOLM KELLER
FOUNDER AND CEO OF THE KENUP FOUNDATION

### OUR DAILY SCHEDULE

A day at boarding school is full, fast-paced and fun.

Our daily schedule includes a balance of academic, co-curricular, and social activities which enables students to develop as healthy, confident individuals within a strong community.

7:30-7:45	Wake-up /
7:45-8:15	Morning warm-up (jogging, swimming, calisthenics, football, handball, etc
8:30	Breakfast
9:00-13:00	Academic learning experiences (course seminars, Studio Time, lab days)
13:00-14:30	Lunch and mentor-mentee meetings (as needed)
14:30-16:30	Academic learning experiences
16:30-18:30	Co-curricular learning / Service as action
18:30-19:00	Dinner
19:00-20:00	House community time (house activities, workshops, individual reflection)
20:00-21:00	Free time / Co-curricular learning
21:00	Curfew (grades 7 & 8)
22:00	Curfew (grades 9-12)

\*Every Monday morning begins with "Mentor Checkin", a reflective meeting time between mentors and 'mentees' for planning, goal setting, and reflection on learning progress and achievement.

### CO-CURRICULAR EXPERIENCES









nder the international curricular requirements, co-curricular experiences and the requirement to take part in them follow the IB's CAS principle (creativity, action, service).

As an appropriate physical exercise programme makes a significant contribution to the healthy development of young people, all students are required to take part in at least two sports activities in addition to our daily fitness warm-up.

One team sport (basketball, volleyball, soccer, handball, hockey, swimming) will be compulsory for developing students' team competence. The sports programme will be integrated in daily school life. All students will receive swimming lessons within the first two years of enrolment.

All students will be required to take part in service learning, such as our first responder guild, lifeguarding, support for local prima-

ry schools in the area, Ntare Louisenlund Rwanda AG (merchandising), and the like.

Students may choose at least two other activities to create their own personal learning story. One of these is to be creative in nature. Examples include pottery, sewing, woodworking, theatre, choir, orchestra, jazz band, design, etc. Other activities are debating, foreign languages, etc.

Throughout the six-year programme, the students will be required to learn German as a foreign language until they have reached at least level B1. After that, German lessons will be voluntary.

The weekend activities consist of themed weekends from various learning areas (e.g. energy supplies of the future, music workshops, basketball cup, business plan weekend, etc.). Free weekends will be used for recreation, for personal activities or preparing for assessments.

## Boarding School Life



he Ntare Louisenlund Rwanda community welcomes all new members. There is a culture of openness, and the strength of the community is reflected in its ability to integrate new members.

The adults are particularly aware of their role model function in this context. New students should feel at home at Ntare Louisenlund School from day one and be able to acclimate to this new living and learning environment.

Students and their families receive a "welcome pack" to help them. This includes learning materials (e.g. iPad, textbooks), information about the school, about life and the possibilities offered as well as personal meetings with important members of the school community.

At the beginning of each school year there is an orientation week, which culminates in a large school festival ("Oktoberfest").

Eight students form a dormitory community. The members of the dorm community are of different ages and will comprise up to three years from MYP 2 to IB 1. 100 dorms are required for this purpose. The senior students (Grade 12) will be assigned a special living area.

These dorms will consist of only a single year. To ensure that the revision phase in preparation for the examinations is as efficient as possible, 4-6 final-year students will form a dorm community. 30 dorms are required for this.





BUILDING A IS RESERVED FOR GIRLS.

**BUILDING B FOR BOYS.** 



80 students from the same year group (e.g. IB+STEM MYP 2) are be assigned a form head, who will assume the role of a 'head of school' for this group. The form head is responsible for the students' academic development as well as their wellbeing in the boarding school from their date of entry in the school until they receive the IB Diploma.

Mentor groups consist of ten students each. The mentor has the task of personally overseeing the students. This includes drafting individual timetables and activity schedules, providing advice on the extracurricular programme, and holding consultations with the parents.

The Ntare Louisenlund Rwanda boarding school comprises six larger groups that are mixed across all age groups. Each group consists of 160 students. They will be headed by a boarding school officer. Each boarding school group will be assigned a further five house parents, who will be responsible for looking after the group.

This means that each student is a member of two smaller and two larger communities:

The dorm community (eight members) and the mentor group (ten members) as well as the year group (80 members) and the boarding school group (160 members). All students will be encouraged to see themselves as members of the larger Ntare Louisenlund Rwanda community.

Healthy nutrition is a prerequisite for a healthy life. Breakfast (8:30 a.m. to 9:00 a.m.), lunch (1:00 p.m.) and dinner (6:30 p.m.) are served in the school dining hall. All meals are compulsory. Additionally, the dining room is open 12 hours a day to offer healthy snacks and beverages.



Culture of Togetherness



tare Louisenlund School is safe learning environment, allowing all members of the community to develop and grow without fear.

We will foster an attitude of looking out for, helping, and empowering each other. We do not tolerate any form of violence, bullying, insults, contempt, or exclusion. This also applies to any activity in virtual social networks.

We are particularly committed to the protection of children and adolescents at Ntare Louisenlund Rwanda. A Child and Youth Protection Officer is employed by the school and, together with all staff, ensures the enforcement of the Child Protection Policy.

At least one adult per boarding school group will be qualified in school social work. Boarding school standards and practices comply with the quality framework for boarding school activities adopted by the German Boarding School Association (Deutsche Internate Vereinigung).

At Ntare Louisenlund we strive to create a culture of positive reinforcement that rewards hard work, dedication, and good results. We will develop appropriate criteria that are transparent and readily comprehensible. We will foster a culture of mutual respect, appreciation, and praise.

Learning to take responsibility for oneself and others is an important educational goal at Ntare Louisenlund. In this spirit, we will offer privileges for students who wish to take on more responsibility and prove themselves as young leaders.

We will resolve conflicts in a spirit of mutual respect for different opinions. We will rely on mediation and arbitrators to settle disputes. There is a transparent set of rules and, in the event of any misconduct, clear and transparent consequences.







### OUR STAFF





tare Louisenlund staff are a diverse group of experienced professionals hailing from three continents.

Our teaching staff includes highly qualified teachers with international education experience and recognized professional qualifications.

The very best certified Rwandan secondary school teachers enhance our teaching team with their experience, expertise, and cultural knowledge.

As lifelong learners, Ntare Louisenlund teachers take part in ongoing professional development and maintain their own portfolios.

All staff members are expected to uphold the standards of our Staff Conduct Policy, including maintaining absolute professionalism and reliability in working with our students and their families.

### The Ntare School Tradition

N

tare Louisenlund School enjoys the support of the Ntare Old Boys association in Rwanda and has its roots in the Ntare School tradition.

Ntare School is a Ugandan Boys secondary boarding school located in the Western district of Mbarara. The school was founded in 1956 by William Chrichton, a Scottish educator who espoused liberal values and a progressive approach to education.

Ntare is one of the top performing secondary schools in Uganda and boasts of notable alumni such as President Paul Kagame of Rwanda.

Character-building and promoting young people's self-esteem and well- roundedness are at the core of the school's mission, an approach shared by Ntare Louisenlund School.

Our school embraces also embraces further key elements of the Ntare tradition, which are part of our school's roots and are akin to Stiftung Louisenlund's own mission and philosophy.

These include a student-centered pedagogy rooted in the values of integrity, freedom, tolerance, and academic excellence.

### OUR PARTNER /SPONSOR SCHOOL



The non-profit foundation Louisenlund in Schleswig-Holstein has managed a private, secondary boarding school since 1949 and has been an IB World School offering the IB Diploma Programme since 2008. We have also been authorized to offer the IB Middle Years Programme since 2023.

Additionally, we are global member of Round Square, an accredited New England Association of Schools and Colleges (NEASC CIE) school, and a member of the Global Education Benchmark Group (GEBG).

Louisenlund stands for a modern, holistic, and academically rigorous education in both the English and German languages. Moreover, the foundation works toward the development of each student's character and personality within a strong community.

It is our commitment to help young people understand the world of today and work responsibly and innovatively to create a better world for the future.

### Partnership with the Republic of Rwanda

Education is one of the highest priorities of the Republic of Rwanda. Ntare Louisenlund School enjoys the support and partnership of the Rwandan Ministry of Education to deliver the highest quality education at an international standard to young people from Rwanda, East Africa, and beyond.

The Republic of Rwanda thereby helps to promote both innovation and excellence in STEM education and social entrepreneurship for its young citizens and future leaders on the African Continent.









### TEN REASONS FOR CHOOSING NTARE LOUISENLUND SCHOOL

- Personalized learning and individual educational biographies within the school. Small learning groups (20 students) and house communities as well as the commitment that each child is seen, supported, and challenged as an individual.
- A solid pedagogical concept with roots that can be traced back to Kurt Hahn and Maria Montessori that has been reinterpreted today and incorporates the latest scientific findings.
- The holistic approach to the child's development and the equal importance attached to academic achievement, personality and character development and life in a strong community.
- Values education in the tradition of the Schleswig-Holstein family with a high degree of trust in the school's ability to care for the parents' child.
- Excellence in STEM education and inquiry-based learning which trains students' research, experimentation, and laboratory skills.

- The beauty and fascination of the geographical location, the spacious campus, the new buildings, and excellent facilities including libraries, sports facilities, and laboratories.
- The wide range of extracurricular activities and opportunities for self-realization.
- The school's international character and network as well as the opportunity to gain experience abroad – together with the scope for shaping the child's own culture and traditional values.
- Strategic approaches to learning, with an emphasis on metacognition, self-management, learner autonomy and reflective competence.
- A unique personalized e-portfolio which serves as a learning tool and gives students an edge in applying for university.





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