2025/26

ISZL

ISZL MAGAZINE

STORIES FROM A COMMUNITY WHERE EVERYONE BELONGS

IN THIS EDITION:

MEET THE STUDENTS LEADING OUR AFTER-SCHOOL CLUBS

10 YEARS OF PARTNERSHIP WITH GHANA'S KOKROBITE CHILTERN CENTRE

HOW AI IS SHAPING THE WAY WE LIVE, WORK, AND LEARN

This magazine is dedicated to the memory of Grade 10 student Charlotte Niddam, and ISZL alumnae Alicia and Diana Gonset.

ISZL'S ANNUAL REPORT
2024-25

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MISSION

WE ARE A COMMUNITY OF LEARNERS
determined to make the world, or our corner of it,
A BETTER, KINDER PLACE.

We reflect our values in everything we do
so that we make the most of
OPPORTUNITIES AND CHALLENGES
in a spirit of enthusiastic inquiry.

VISION

We help every student turn their learning
INTO ACTION, CREATING THE OPPORTUNITY
to stretch themselves further
and achieve more than they believe possible.

VALUES

WE RESPECT.
We show empathy and are inclusive and thoughtful in our interactions with others. Every person is valued and valuable.

WE MOTIVATE.
We inspire each other and grow by building on everyone's individual and collective passions.

WE ACHIEVE.
We create an exceptional learning environment focused on academic achievement and holistic development.

FIND EDDIE THE EAGLE

Eddie the Eagle is soaring through the pages of this magazine — can you spot him? Hidden in photos, illustrations, and tucked away in the corners of some pages, Eddie is keeping an eye on all things happening at ISZL. But how many times can you find him? Keep track as you flip through the magazine, and see if you can spot his appearances. How many Eddies did you find in this magazine? Correct answer on the back page.

Dear ISZL Community,

I am delighted to share with you a copy of the 2025/26 edition of the ISZL Magazine.

Each year, this magazine offers a window into the life of our school. This year, perhaps more than most, what stands outis not any single achievement, but something harder to name and perhaps more important: a shared commitment to ensuring that each of us feels supported, seen, and connected.

Across this edition, you will see this expressed in many ways. In student-led initiatives and clubs that began with a single idea and continued to grow. In the global reach of unique experiences like the Villars Summit, and in the decades-long partnership with the Kokrobite Chiltern Centre in Ghana, which continue to remind us that learning is deepened when grounded in authentic connection. In the Writer's Nook, in the student voices behind Youth Forum Switzerland, in the questions our students brought to the stage at The Human Factor of AI conference, and in the ordinary moments captured in Eddie's Corner. It is moments like these that form the ISZL experience.

This year has also reminded me that community is often most honestly defined by how it holds together through challenging times. I have been continually moved by the compassion shown across our school, seen in the regular check-ins, in the willingness to simply sit with someone, and in the small but significant ways our community ensures that nobody navigates difficulty alone.

We also take a moment to thank outgoing Board Chair Dan Urech, whose longstanding service has truly helped shape the school we are today. As new leadership steps forward, I am reminded that while individuals and roles may change, the values that guide us do not. As a not-for-profit school, our decisions remain anchored in a sustaining purpose: keeping the long-term well-being of our students and community at the centre.

I hope you find something in these pages that stays with you. A story that surprises you, a face that makes you smile, or a moment that brings you back to a happy memory. More than anything, I hope it serves as a reminder of what it means to be part of ISZL.

BARRY DEQUANNE
Director

ISZL

BY THE NUMBERS

FOUNDED IN
1961

3-18
AGE RANGE OF STUDENTS

1,179
STUDENTS ENROLLED

2
CAMPUSES IN CANTON ZUG

1
CHALET IN THE ALPS

131
CLUBS AND ACTIVITIES

AVERAGE
450
LUNCHES SERVED PER DAY AT ZUG CAMPUS

60
STUDENT NATIONALITIES

22
ACTIVE BUS ROUTES

OVER
430,000 KM
COVERED YEARLY BY OUR BUS FLEET

45
FIRST LANGUAGES SPOKEN

780
FAMILIES

1
CERTIFIED THERAPY DOG

A YEAR IN PICTURES

After such wonderful feedback from our community last year, our much-loved mascot is returning to share another collection of favourite moments from across ISZL. Alongside the big events on our calendar are the smaller moments — and Eddie has been collecting both, camera in hand, ready to share his favourite glimpses of the year!

ZUGER CHORNACHT

PA WELCOME AND CONNECT EXPO

ZUG CAMPUS DIWALI ASSEMBLY

NEW FAMILY ORIENTATION

ALUMNI BBQ

HALLOWEEN

AUGUST

SEPTEMBER

OCTOBER

THE 39 STEPS HIGH SCHOOL PRODUCTION

PARENTS' ASSOCIATION WINTER MARKET

ZUKUNFTSTAG

YOUTH FORUM SWITZERLAND

SINGING CHRISTMAS TREE

SWISS COMMUNITY FESTIVAL

LONDON ALUMNI REUNION

NOVEMBER

DECEMBER

JANUARY

SKI AND SNOWBOARD CAMP

SGIS SYMPHONY ORCHESTRA FESTIVAL

EAGLES CUP

ISZL HOSTS FIRST MODEL UN CONFERENCE

GRADE 10 PERSONAL PROJECT FAIR

ANNIE JUNIOR MIDDLE SCHOOL MUSICAL

KG SPRING FOREST CELEBRATION

SENIOR CELEBRATION DAY

FEBRUARY

MARCH

APRIL

ISZL'S PROGRAMMES

ISZL is an accredited IB World School in Zug, Switzerland, educating students aged 3 to 18. We offer the International Baccalaureate® Primary Years, Middle Years, and Diploma Programmes, as well as Advanced Placement®, BTEC, and our ISZL High School Diploma. Our curriculum fosters deep and personalised learning, preparing students for a seamless educational journey and supporting their growth beyond academics through our Extended Learning Programme.

Scan the QR codes below to learn more about our curriculum.

ages 3-6

EARLY YEARS PROGRAMME

ISZL's Early Years Programme encourages a love of learning and a strong sense of self through an inquiry-based curriculum. We emphasise play and discovery, both indoors and outdoors, to encourage curiosity and exploration. Our experienced staff personalise teaching to support each child's academic, social-emotional, language, and health needs, equipping them with the skills needed to succeed in Primary School.

ages 6-11

PRIMARY YEARS PROGRAMME

At ISZL, our Primary School follows the International Baccalaureate® Primary Years Programme (PYP), where learning is grounded in meaningful, engaging experiences. We adapt our teaching to meet the unique needs of each student, offering an appropriate level of challenge to help them thrive in our international curriculum.

ages 11-14

MIDDLE YEARS PROGRAMME

Students in Grades 6–8 join the International Baccalaureate® Middle Years Programme (MYP), designed to prepare them for an ever-changing world. Our curriculum supports the unique needs of young adults, helping them build personal understanding, a strong sense of self, and responsibility within their community. Students are encouraged to connect their learning to real-world experiences, gaining both breadth and depth across eight subject areas.

ages 14-18

HIGH SCHOOL AT ISZL

Students in Grades 9–12 follow a flexible academic programme that supports diverse learning pathways. After completing the MYP in Grade 10, students can choose from the International Baccalaureate® Diploma Programme, Advanced Placement® courses, or the High School Diploma. The High School Diploma can also include a BTEC in Creative Media Production or specialised ISZL-designed courses.

WHAT IT MEANS TO BE A NON-PROFIT SCHOOL, AND WHY IT MATTERS

ISZL operates as a registered Swiss non-profit foundation. That might sound like a legal detail, but in practice it changes almost everything about how decisions are made, how money is used, and ultimately, what our students experience each day.

In many private schools, there's often a balancing act between educational goals and financial returns. This means that major decisions carry two sets of priorities. In a non-profit foundation, that tension disappears as there are no shareholders, no dividends, and no pressure to generate profit.

The only question that matters is: Will this improve our students' learning and wellbeing?

That shift shows up in small, everyday ways that reflect ISZL's purpose rather than profit goals. It's in the willingness to invest in programmes that might not be "efficient," but are deeply valuable, like arts, wellbeing initiatives, Personal Development Weeks, or specialised support. And it's in long-term thinking — planning for what students will need in five or ten years, not just what looks good today.

In a non-profit foundation, the flow of money is transparent and direct. Put simply, it means that everything that comes in is reinvested back into the school. More than CHF 9,000 raised through ticket sales from our recent school musicals, for example, has been reinvested directly into the Arts programme, helping to fund experiences such as ISZL Arts Week in May.

Read ISZL's audited financial report, published every December in our Annual Report.

That means funding and retaining excellent teachers. It means offering a broader range of academic pathways, even when some are more resource-intensive. This also allows for thoughtful, long-term projects that aren't driven by short-term financial returns, such as our Hünenberg Campus Development Project.

For parents, this creates a clearer relationship with the school. You can see how resources are being used to support learning, and you're not left wondering how much is being extracted as profit.

The world beyond our campus gates is currently navigating a complex and sometimes turbulent geopolitical landscape. We see headlines that speak of division and uncertainty.

And whilst international families are used to change — moving to new countries, new roles, and new schools — what ISZL provides is consistency where it counts.

A non-profit foundation offers a reliable kind of stability. It isn't subject to buyouts, mergers, or shifting investor strategies. Governance sits with our Board who are focused on the long-term health of the school, not on financial exit plans. Swiss foundation standards require clear financial reporting and independent audits, and for our families, this means there's real visibility into how the school operates.

This continuity protects our culture, supports consistent leadership, and allows for decisions that prioritise students over quarterly results. As the world keeps changing direction, that steadiness feels reassuring.

It also creates a more meaningful approach to philanthropy. When families choose to contribute they know exactly where that support is going and what it will enable. Whether to smaller projects such as the 'Pinewood Derby' Middle School design experience or larger initiatives like our new campus development project.
As a non-profit, we value the support of our families, whether through philanthropy or volunteering. This partnership allows us to offer opportunities and experiences that extend beyond what our core resources can provide.

But perhaps the biggest difference is cultural. In a non-profit foundation, community and cultural dynamics are aligned. Families, educators, and students are part of a shared project with a common purpose. That doesn't mean every decision is perfect or every experience is seamless. But it does mean that the people making those decisions are working towards our mission and vision: creating a better, kinder place where our students can grow into thoughtful, capable, and grounded global citizens.

And that shared purpose shapes everything from how we handle challenges to how we celebrate successes. In the end, a non-profit foundation is a quiet commitment to an education that is something to be developed and protected, not packaged and sold.

WHAT MAKES ISZL SPECIAL?

We could describe ISZL in many ways, but the truest description has always come from the people who learn here. Thank you to everyone who contributed to this new feature.

What makes ISZL special to us is the genuine care for each child and the strong sense of community. The teachers truly understand and nurture every child's strengths, helping them grow with confidence and curiosity - and it's wonderful to see our daughter carry this into her activities and interactions also beyond ISZL. We are very grateful for the warmth, support, and positive spirit that we experience every day across the whole school.

– Ekaterina's (KGT) parents

ISZL enables the development of my son's talents and actively supports the learning process individually adapted to his character and predispositions.

— Anonymous

My daughter's experience in the Primary School has been fantastic. She has had a series of highly qualified and capable teachers and she loves going to school.

— Primary School parent

For the younger students reading this: don't take your time here for granted. ISZL gives you everything you need to chase your biggest dreams and leave behind your mark on the world. Schools like this are rare — make the most out of it.

— Outgoing Grade 12 student

ISZL, to me, is more than just a great school or a place of education for my children. ISZL, for myself and my family, is a special community to which we have become a part of. We have made a circle of friends, some of which feel more like family.

— Cos K

I've always loved jigsaw puzzles. When I think of ISZL, I think of a jigsaw puzzle. I love how many small, individual pieces come together to create one complete picture - made up of so many stories. For me, the ISZL community is just like that puzzle. Every child, parent, and member of staff is a unique piece, different in shape, colour, and purpose. On their own, each piece is meaningful; together, they connect to form something far bigger and more beautiful than any one piece alone.

— Anonymous

I love that there is something for everyone – coding, chess, painting – a well-balanced school for everyone.

— Anonymous

This is the first school in which I felt 'seen' from the first day – and this is our fifth school.

— New ISZL Family

My daughter doesn't feel the need to fit into a mould here. She can just be herself, and that's when she has thrived the most.

— Grade 8 parent

THE HUMAN FACTOR OF AI

Written by ISZL Director Barry Dequanne

In November 2025, the International School of Zug and Luzern had the privilege of hosting The Human Factor of AI Implementation conference in partnership with Swiss Business School.

For two days, our campus became a place where educators, business leaders, researchers, and students gathered to explore one of the defining questions of our time: how artificial intelligence will shape the way we live, work, and learn.

Yet what stayed with me most from those days was not the technology itself. It was the people in the room.

When we speak about AI, the conversation can quickly become abstract, focused on algorithms, automation, productivity gains, and disruption. But throughout the conference, the discussions consistently returned to a deeper and more human question: what does it mean to remain thoughtful, ethical, and creative in a world increasingly shaped by intelligent machines?

One of the most powerful aspects of the event was the decision to place our students directly at the centre of the conversation. Rather than observing from the sidelines, they joined panels, asked questions, and engaged with industry leaders as equals.

Partha Gopalakrishnan, who moderated several sessions, captured this beautifully when he reflected that it was the first time he had moderated panels where teenagers and industry experts shared the same stage. He highlighted that he was genuinely struck by the clarity, confidence, and depth of thought shown by these young leaders.

That sentiment was echoed by many of our guests. Dr Jessica Priebe noted that while the ISZL campus provided a wonderful setting for the conference, it was the students'

insight, intellectual curiosity, and willingness to engage that truly stood out. Their questions made every conversation richer.

And the questions they asked were not small ones.

One student asked simply: *"With AI taking over entry-level jobs, what should I do?"*

Another asked: *"If we use AI for everything, even our assignments, are we losing our ability to think critically and creatively?"*

As Ervane Tchoumi later reflected, those questions caused the room to pause. They went straight to the heart of what AI governance is really about. It is not simply managing systems, but protecting our capacity to reason, create, and remain human.

Moments like these reminded me why schools matter so deeply in times of change. The students asking these questions are not discussing a distant future. They are already living in an AI-shaped world. Tools powered by artificial intelligence are part of how they search for information, communicate, create, and solve problems.

Ignoring that reality would neither serve our students nor prepare them for what lies ahead.

At ISZL, our responsibility is therefore not to shield students from AI, but to help them engage with it thoughtfully and responsibly. That means cultivating the skills and habits that machines cannot easily replicate: intellectual inquiry, critical thinking, ethical reasoning, creativity, collaboration, and empathy.

Henry Wang, one of the conference speakers, remarked that it was an honour to see how deeply ISZL students were engaging with the future of AI. Their clarity and boldness, he noted, suggest that they will help shape the next generation of ethical, human-centred technology.

That observation resonated strongly with many of us who work with these students every day. Conversations about AI are not simply about technology adoption, but rather about values and questions such as:

- How do we ensure that powerful tools are used responsibly?
- How do organisations balance innovation with accountability?
- How do we cultivate individuals who can navigate these tensions with wisdom?

In one panel discussion, ISZL student Michael Davidsen reflected on the importance of ethics and consensus in shaping responsible uses of AI. He noted that values guiding technology must emerge at the individual level before they can influence systems more broadly. Education that develops systems thinking, thoughtful incentives, and environments that encourage responsible behaviour will be essential if organisations are to remain both ethical and competitive.

His reflection captures an important truth: the human factor in AI implementation is not only a technical challenge. It is a cultural one.

Schools have always been places where societies prepare for the future. Today, that preparation includes helping students understand both the opportunities and the risks that come with emerging technologies.

In practical terms, this means weaving conversations about AI throughout the curriculum and exploring its implications for science, economics, ethics, design, and the arts. It means teaching students how to use AI tools productively while also understanding their limitations. It also means asking important questions about bias, transparency, responsibility, and the societal impact of automation.

At the same time, we must protect the very qualities that make learning deeply human: imagination, dialogue, reflection, and the spirit of inquiry. These are not skills that can be outsourced to machines.

Perhaps the most encouraging aspect of the conference was the sense of shared responsibility across generations. Industry experts brought experience and perspective.

Educators contributed insights about learning and development. And students brought clarity about what truly matters to them as they step into an uncertain future.

Daniel Verloop reflected on how moving it was to see students on every panel asking impactful questions and reminding us that this is, ultimately, their future.

In that sense, the conference was not simply about artificial intelligence. It was about the collective responsibility we all share in shaping the world our students will inherit.

Technology will continue to evolve at an extraordinary speed. New tools will emerge, industries will change, and the nature of work will shift in ways we cannot yet fully predict.

But the central challenge will remain profoundly human. How do we choose to use these technologies, the values that guide us, and the communities we build around them?

If the conversations at ISZL in November revealed anything, it is that the next generation is ready to engage with these questions. Their curiosity, thoughtful engagement, and strong sense of responsibility give reason for optimism.

Artificial intelligence may be one of the defining technologies of our era. Ensuring it serves humanity well will ultimately depend on us.

FIRST LANGUAGES OF STUDENTS

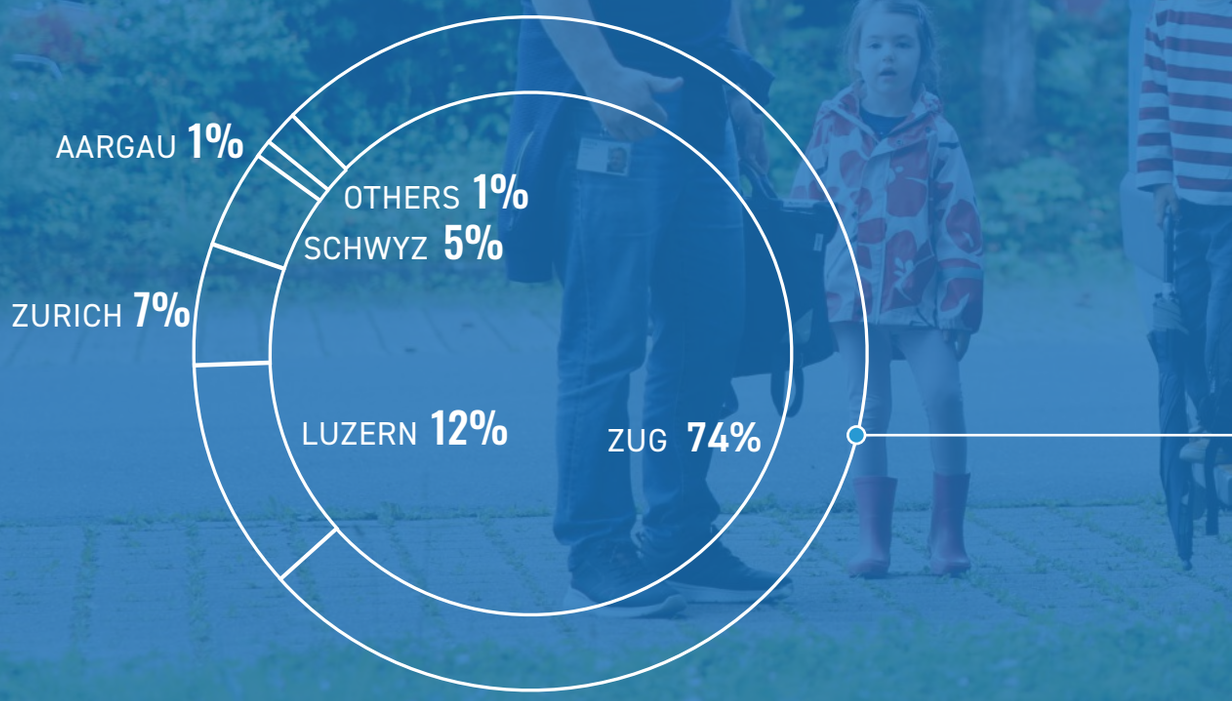
ENGLISH 47%	GERMAN 9%	SPANISH 6%
DUTCH 5%	RUSSIAN 5%	FRENCH 4%
DANISH 3%	PORTUGUESE 3%	ITALIAN 2%
SWEDISH 2%	HEBREW 2%	HINDI 1%
GREEK 1%	SWISS GERMAN 1%	POLISH 1%

Fewer than 1% of each of the following (not an exhaustive list): Chinese, Afrikaans, Turkish, Ukrainian, Norwegian, Czech, Finnish, Hungarian, Vietnamese, Telugu, Croatian, Arabic, Sinhala, Romanian, Marathi, Mandarin, Filipino, Estonian, Catalan, Bengali, Urdu, Serbo-Croatian, Serbian, Latvian, Korean, Japanese, Icelandic, Gujarati, Burmese, Bulgarian, Australian languages.

WHERE OUR FAMILIES LIVE

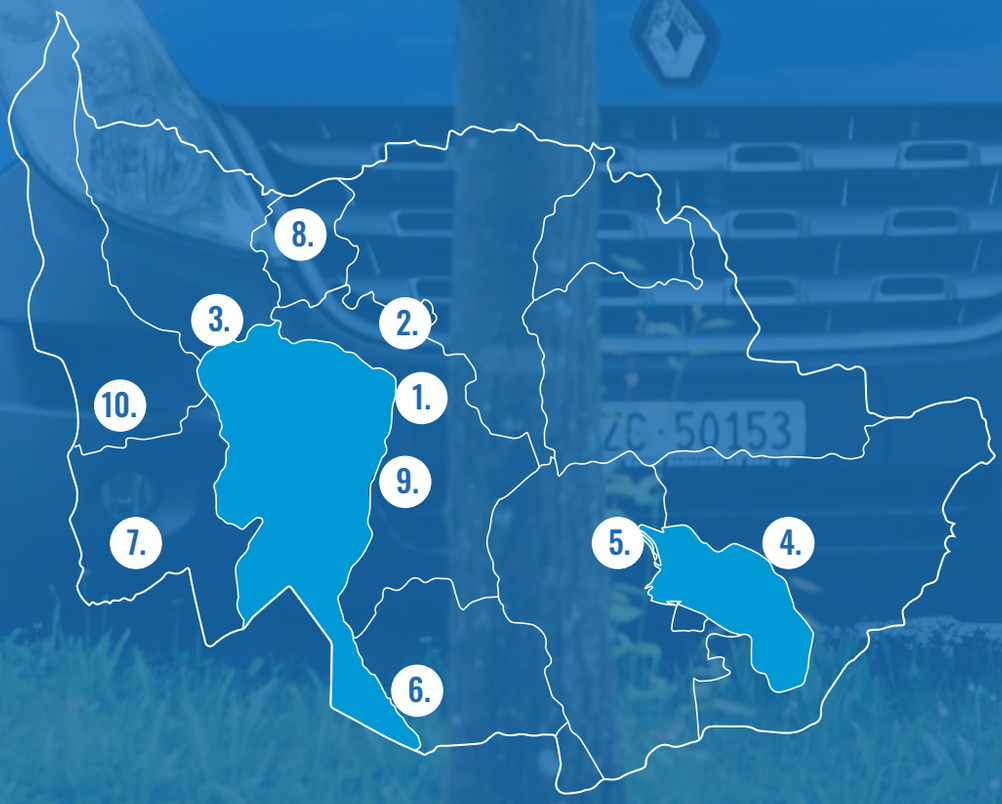
This page is one of our most popular regular features, as new families work out where they would like to move to.

WHERE OUR FAMILIES LIVE BY CANTON

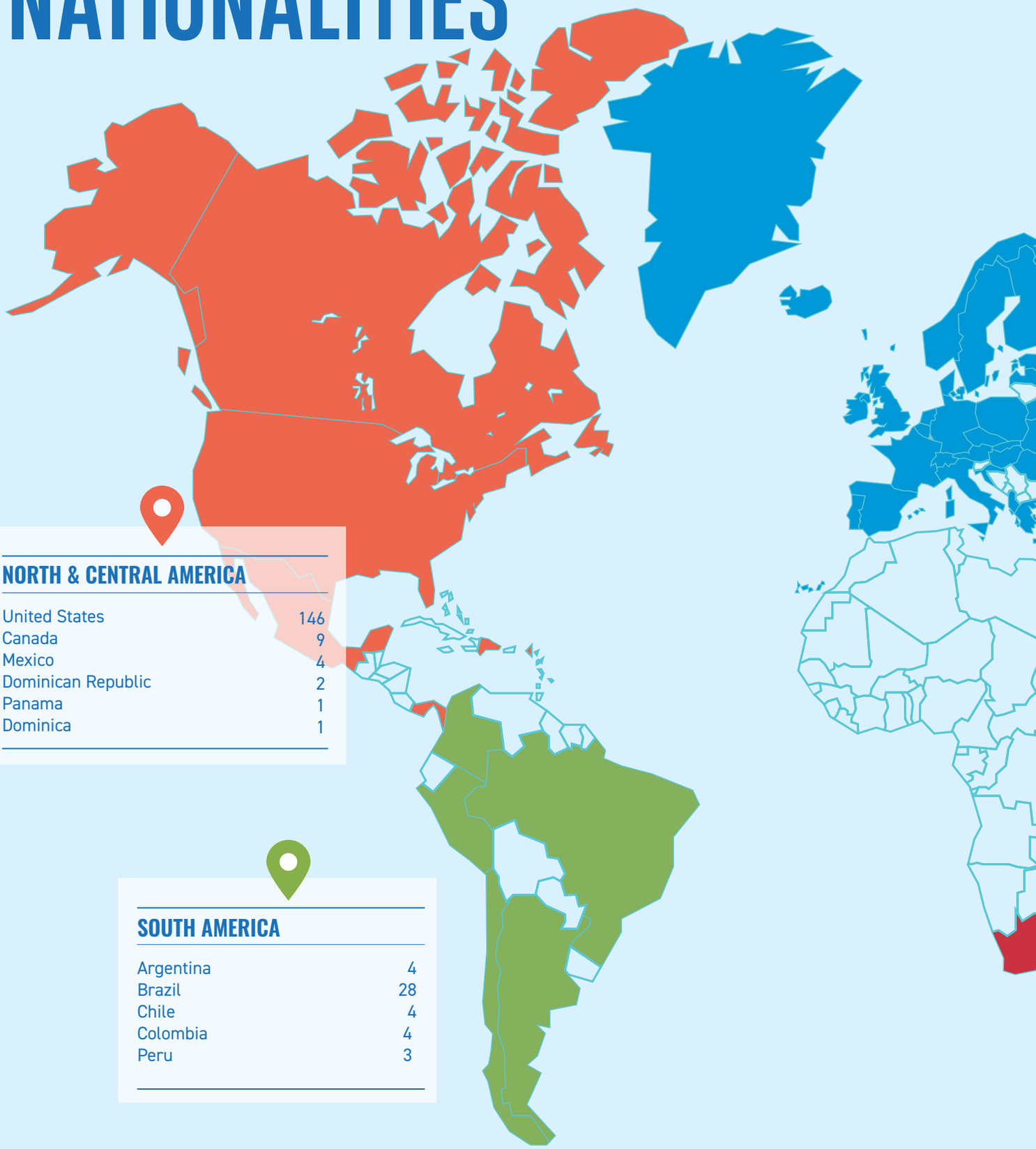


TOP 10 POSTCODES IN ZUG

1.	ZUG	6300
2.	BAAR	6340
3.	CHAM	6330
4.	OBERÄGERI	6315
5.	UNTERÄGERI	6314
6.	WALCHWIL	6318
7.	ROTKREUZ	6343
8.	STEINHAUSEN	6312
9.	OBERWIL BEI ZUG	6317
10.	HÜNENBERG	6331



STUDENT NATIONALITIES



NORTH & CENTRAL AMERICA

United States	146
Canada	9
Mexico	4
Dominican Republic	2
Panama	1
Dominica	1

SOUTH AMERICA

Argentina	4
Brazil	28
Chile	4
Colombia	4
Peru	3

EUROPE

Albania	1	Greece	12	Portugal	6
Austria	9	Hungary	3	Romania	2
Belgium	32	Iceland	1	Russia	30
Croatia	5	Ireland	12	Slovakia	1
Cyprus	5	Italy	49	Spain	37
Czech Republic	5	Latvia	2	Sweden	42
Denmark	43	Malta	1	Switzerland	78
Estonia	2	Netherlands	58	Türkiye	9
Finland	7	Norway	14	Ukraine	8
France	49	Poland	14	United Kingdom	208
Germany	95				

ASIA & OCEANIA

Australia	42
China	6
India	30
Israel	20
Japan	1
Lebanon	1
Malaysia	4
Myanmar	1
New Zealand	6
Philippines	5
Singapore	2
South Korea	1
Sri Lanka	1

AFRICA

South Africa	30
Egypt	2
Kenya	1

ISZL TAKES THE 2026 VILLARS SUMMIT

On 18 March 2026, a group of ISZL High School students travelled to Villars-sur-Ollon to take part in the 2026 Villars Summit, hosted by the Villars Institute. Since its founding in 2022, the Institute has brought together global leaders, researchers, and young people with a shared focus on accelerating the transition to a net-zero, nature-positive world.

As Villars Fellows, ISZL students stepped into a unique role at this year's Summit. Selected as official rapporteurs, they were responsible for capturing and reflecting on panel discussions held at the Villars Palace. Their work will contribute to the Villars Reviews, offering both key insights and personal perspectives on conversations shaping the future of sustainability.

Across three days, the Summit convened an inspiring mix of voices, including scientists, business leaders, policymakers, filmmakers, and youth changemakers. Together, they explored complex challenges such as biodiversity loss, climate change, and the role of finance in driving sustainable transformation.

Among the 21 student rapporteurs were Michael (Grade 12, Fellow, Cohort of 2024), Miglia (Grade 11, Fellow, Cohort of 2024), and Maurits (Grade 11, Fellow, Cohort of 2025). Each was assigned to a different session, covering topics including Redirecting Private Capital, Accelerating Conservation at Scale, and The Hidden Threat of Invasive Species.

For Michael, returning to the Summit offered a valuable perspective on how these conversations are evolving:

"Having attended the Villars Summit last year, I've had the amazing opportunity to experience the development of the event as a whole within this short time frame. With themes such as sustainability in business, the linkage between food and climate change, and putting nature on the balance sheet, the Summit convenes various actors necessary for systematic change to occur. This time around, the message of moving from sustainability as a title or group to a shared value was crystal clear in any society that aims to move towards net-zero and nature-positive. Naturally, this dynamic creates the perfect space for critical, open discussion to flow — and that's what I love about the institute. "

Miglia highlighted the importance of intergenerational collaboration, a defining feature of the Summit:

"In my 3 years at Villars as a Fellow, I've only had the privilege of visiting the Villars Palace meetings once, for the Symposium back in 2024. When I was given the opportunity to return for the Summit 2026, I knew I had to apply. My expectations were high for this trip because, compared to the Symposium, where it's youth interacting with each other, the Summit is about intergenerational collaboration. 21 young Villars Fellows are tasked with the challenge of interacting, bonding, and finding connections with over 300 environmental experts over the course of 3 days. From filmmakers from the BBC Natural History Unit to the Head of the World Economic Forum's Earth System Agenda. "

She also reflected on how the experience connected directly back to ISZL:

"My hopes for the Summit were to connect and further develop my networking skills with some of the most respected experts in the world, and gain some insight into the wetland conservation project happening at ISZL"

"The Summit exceeded my expectations when it came to how encouraged collaboration among experts and fellows actually was. Most conferences like these are a business and promotion hub where young people don't fit in the picture. The encouragement and dedication not only from us Fellows but also from the staff at the palace were inspiring for students who were excited to learn from the best of the best. "

For Maurits, the experience was both motivating and reassuring:

"For the past few days, I've had the incredible opportunity of visiting the Villar Palace to attend the 26' Summit. Nervousness, anticipation and uncertainty were all feelings I experienced prior to the summit, but as soon as I arrived, they quickly faded as I was greeted by welcoming staff and familiar faces. Having the chance to meet and talk to like-minded adults was motivating to me, since it shows that there are still people who are willing to take responsibility, collaborate, and actively work towards solving global challenges that we are facing in our day to day lives."

In his assigned panel, Maurits explored how conservation efforts can move beyond local projects to become part of larger systems:

"In the panel I attended as a rapporteur, the discussion centred on how conservation can be shifted from local efforts to global systems, by improving measurement and financial mechanisms."

Experiences like the Villars Summit reflect what learning at ISZL can look like when it extends beyond the classroom. Through opportunities like the Villars Fellowship, students are not only engaging with real-world challenges, but also contributing to meaningful and genuinely important global conversations.

Seeing young people step forward as active participants alongside experts shifts the dynamic. It speaks to a belief that meaningful change happens when diverse perspectives come together, and that students have an important role to play in shaping what comes next.

YOUTH FORUM SWITZERLAND 2026

THE POWER OF SMALL CHANGE

Youth Forum Switzerland 2026 took place at ISZL's Riverside Campus in January 2026, bringing together over 1,000 high school students from schools across Switzerland, Europe, and even Hong Kong!

As we're reminded every year, YFS is a testament to what happens when young people are trusted with real responsibility and supported by a community that believes in them. Every element of the day — from logistics and speaker outreach to videography, workshop facilitation, hosting, chaperoning, and on-the-day coordination — was planned and delivered by ISZL students. It was a collective effort built over many months, and one our entire community can be proud of.

This year's Forum brought together over 40 speakers and student participants from 23 schools. Our dedicated staff worked closely alongside student leaders throughout the process, offering guidance while ensuring that student voice remained firmly at the centre of the YFS experience.

The day began with an energising keynote from Junk Couture founder Troy Armour, whose reflections on courage quite literally got everyone on their feet, setting a tone of connection and openness for the day.

Creativity flourished at the YFS Art Festival, BLOOM, where

students explored themes of growth, change, and what it means to thrive as individuals and as a global community.

In the Eagles Lounge — a Shark Tank–style pitch event — student entrepreneurs presented bold and innovative ideas to a panel of business professionals, demonstrating both imagination and confidence.

Meanwhile, the Student Experience Marketplace showcased the depth of student engagement across ISZL. Service groups and Personal Development Week teams raised awareness, advocated for causes close to them, fundraised, and celebrated their achievements with peers and visitors alike.

Across the Forum, speaker panels tackled timely global challenges, including sustainability and the future of product design, aerospace engineering and responsible access to space, and the role of AI in early disease detection. Each conversation reinforced the same message: meaningful change often begins with small and thoughtful actions. Thank you to every student, speaker, staff member, and visiting school who helped make this year's Forum such an impactful experience.

If you weren't able to join us on the day — or would simply like to revisit the conversations — you can watch all of our speaker panels in full via the YFS programme.

You can also tune in to The ISZL Podcast to hear from the two students who led this year's Forum, as they reflect on the journey, the challenges, and what The Power of Small Change means to them.

10 YEARS OF PARTNERSHIP WITH GHANA'S KOKROBITE CHILTERN CENTRE

What started as a small, student-led initiative has grown into one of ISZL's most established Personal Development Week (PDW) experiences. Now in its tenth year, the partnership with the Kokrobite Chiltern Centre (KCC) in Ghana continues to evolve, showing no signs of slowing down.

We spoke with ISZL High School Programme Coordinator Bob Sugden, alongside Grade 11 students Sophie and Capucine, about how the partnership began, how it has developed, and the long-term viability of these projects.

Bob will return to Kokrobite this September with a new group of students, marking ISZL's — and Bob's — tenth annual visit to KCC. Having helped spearhead this initiative since its inception, Bob has witnessed tremendous growth, and he speaks earnestly about the importance of the work, and how he would like to see the relationship between ISZL and Kokrobite Chiltern Centre grow.

HOW IT STARTED IN 2013

"A colleague of ours from the former Lucerne campus had worked with Jane Zohoungbogbo [KCC Founder] out in Accra (Ghana). When he left the school, a pair of us decided we didn't want the partnership with Kokrobite Chiltern Centre to fold. So we picked that project up... That was in 2013. The first trip we took a small group of 12 students in 2015. And then this year... will be the 10th annual visit we've made to Ghana."

"We basically began with the question of: what does the community need and how can we be of value to the community?"

For KCC, there were three primary needs:

1. Access to clean water
2. Anti-malaria protection
3. Education

Ghana has a rainy season and a dry season. During the dry season, the community often goes without access to piped water, leaving families to either spend money they cannot afford on bottled water, or rely on stagnant village pools. Protection against malaria, particularly for young people, is also another urgent need. Alongside this, a central priority for KCC is supporting access to education for young people in the community.

When describing how the partnership has evolved over time, Bob reflects on how new technologies have influenced its direction.

"Students from ISZL have done research and found different technologies around the world and suggested, 'Well could this work?'"

In response to protection against malaria, the team built malaria nets for the community, and for the children who slept outside, they constructed a malaria tent. To improve initial access to clean water, a water purification system was built. However, one of the most significant developments, and what Bob describes as a "turning point" and "super win for the community" came through the discovery of technology that would allow PET bottle construction — using plastic bottles packed with sand as building materials.

Without a municipal refuse collection in Ghana, most waste goes into landfill, of which the biggest contributor is plastic waste. Bob explains that the sand-filled PET bottles serve as a brick-like building material that can be used in construction.

"It's a very sustainable, very stable form of construction... it minimises waste in the community, and it turns something that was formerly a problem into a valuable asset for the community."

The team started small. A German eco-engineer provided much-needed training in PET bottle construction, with prototypes created back at the ISZL campus. The prototypes were such a success that KCC Founders Jane and Kabiesi Oba Ajeyemi Dah Mabou Zohoungbogbo Brice Martial (Kabiesi to most) decided to go all in, first building an entire classroom out of 10,000 sand-filled PET bottles, followed by a learning centre made from 80,000 PET bottles.

On the clean water front, students discovered that it would be far more valuable for the community if water tanks were not only used for water storage, but to farm fish. Fish farming could then be combined with vegetable production to form a circular aquaponics system.

"They would have access to proteins and to a balanced diet and improve the health and well-being of the community. If we're going to have fish tanks, then you can use the waste from the fish to fertilise plants. And you can grow plants in trays, and the plants filter the wastewater from the fish tank. The water can go back into the fish tank, and then the fish can survive and thrive in that water when it's been cleaned by the plants. And their waste is valuable fertiliser for the plants," says Bob.

Kokrobite is, at its heart, a fishing community. Like many similar communities, they are under extreme pressures as a result of overfishing and competitive large-scale trawlers from China. In an effort to protect Ghana's fish stock, the government closes the shoreline for fishing during the off-season to allow fish to reproduce and the stock to recover. This proves to be a great challenge for the local fishermen who rely on the income from fishing to support their community.

"Aquaponics gives an option for land-based aquaculture to grow fish in the off season, but also with the benefits of providing a balanced diet. When we see the kids in the school, they eat a fairly efficient diet, but it's mostly rice and beans...low on protein, high on carbohydrates. With fish you provide some protein, and then with the greens, you provide a more balanced diet."

For both Bob and the students travelling to Ghana, seeing the evolution of these technological innovations and the impact on the community was challenging yet rewarding work.

"Ghana was very hard work. We worked from 9 to 5... it was hot but in the end it was very rewarding. When we worked with the people, we got to know these new cultures — working with other people, how their dynamics are within the group. We got to learn how it is to work with people that you've never met before, and you have to find a common ground on how to work with each other."
Sophie

Working closely with local and international peers, like The Villars Institute, also brought opportunities for learning and growth. Capucine observed how communication and being solutions-oriented ultimately helped the team band together and find success with the projects.

"Communication is very key when you're working so closely every single day. [The Villars students] taught us things that we didn't know, and we taught them...It was definitely difficult to keep being positive when things weren't working or when our ideas kept being shut down by not having enough materials or it just not working."
Adapting to what was available, rather than what had been planned back at ISZL, was a learning experience in itself.

"When we got there, I realised that maybe we overthought the materials... we have to think a bit simpler with what materials we had... I assumed it would work really quickly and we would get the materials, ignorant to the fact that you don't have a big supermarket or a convenience store and just buy whatever you need," says Sophie.

A PARTNERSHIP THAT CONTINUES TO GROW

One of the defining features of this PDW experience in particular is its continuity. Many students return after graduation, contributing to projects already in motion.

Bob says it's one of the most gratifying parts of the whole experience, *"that our students having visited are so invested and so taken by the community. They see the value of the work that KCC does, and they want to go back. Just this year we have [ISZL alumni] Milly and Mikayla visiting over Christmas. The year before that, Mateo and Matthis, who had been with us two years ago. And even this summer, we'll have Celeste and Alini visiting. And these projects are ongoing. We just contribute when we're there, but they are enduring projects."*

As ISZL approaches our tenth year of working with Kokrobite Chiltern Centre, Bob reflects on how he envisions the partnership evolving.

"The really key part is to invest in the training of the local community in aquaponics technology and PET bottle building so that they can develop their own systems. And then even the Sankofa Centre, where we've developed this technology, could become a regional training centre where people from surrounding regions in West Africa could come and see this technology and use it in their own communities."

Bob's sense of conviction in ISZL's relationship with KCC has never wavered.

"I'm a geographer, and one of the biggest things that I was wrestling with through my training was development. Why are some places more developed than others, and what are models that can work to lift less developed parts of the world and accelerate development? But the other biggest part is the impact on students — it has a profound impact on them in terms of their self-awareness, their intercultural competence, and their softer skills like collaboration and problem solving. Those are really, really valuable skills. So I think in terms of a learning experience, it really is profound."

And perhaps most importantly, it asks students to step into unfamiliar spaces and learn from them.

For Sophie and Capucine, the experience was a reminder of the importance of openness, perseverance, and learning from cultural differences. Ten years on, the partnership with Kokrobite Children's Centre continues to be shaped by the same question it began with: how can we learn together, in ways that matter, both now and in the future.

In 2025, the Adonte Hene (Commander) of Kokrobite officially honoured Bob for his love and commitment towards the Kokrobite community, recognising his generosity, sacrifice, and support over the past ten years. On this visit, Bob left Kokrobite with a new name: "Nii Dadey Kodiamah."

Flip to the next page to read alumni Milly Bevan's Kokrobite experience.

MILLY BEVAN

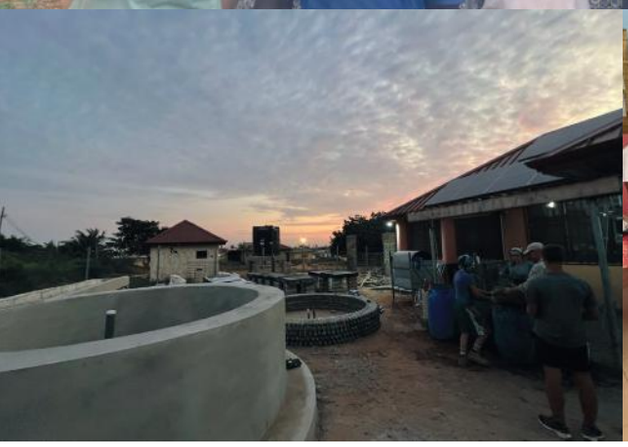
CLASS OF 2025

Written by Milly Bevan

When Milly Bevan (Class of 2025) thinks about her time at ISZL, it's the real-world experiences that stand out. Her work in Ghana with the Kokrobite Chiltern Centre, alongside projects in sustainability and health, helped her clarify her interests and values — and continue to influence her next steps.

I first travelled to Kokrobite, Ghana, on an ISZL PDW in 11th grade, in June of 2024. We were given the opportunity to discover an amazing new culture, meeting village elders and learning how Ghana's traditions and innovative spirit marry to create a rich tapestry of culture. We were able to appreciate the country's beautiful forests and nature in Kakum National Park, and were moved by the history of Cape Coast Castle. Above all, though, we worked hard.

The PDW was started when a group of students visited the Kokrobite Chiltern Centre (KCC), a non-profit based in Kokrobite, which aims to enable children in the community to attend school and gain an education. The students realised that the traditional fishing village was struggling economically; their fish catch was diminishing due to foreign trawlers operating in the area. To fight this problem, the students worked together with the creators of the KCC, Jane and Kabiesi Zohoungbogo, to come up with the idea of an aquaponics system: growing fish and plants together in a closed system. In aquaponics, the ammonia found in fish waste is filtered out and converted in nitrates by bacteria to provide fertiliser for plants, which in turn clean the



water for the fish. Since the conception of this idea, students from ISZL have been travelling to Ghana to build the system — mixing "aircrete" (a lighter and more sustainable concrete mixed with soap to create air bubbles), filling PET bottles with sand to make bricks and hauling blocks. Returning each night with our shorts covered in half-dried concrete and shoes covered in red Ghanaian sand, we felt immense satisfaction at seeing our plans come to fruition.

I had always been interested in humans — why we behave the way that we do, both with each other and with our environment, and how we can use this understanding to improve health and happiness for ourselves and the planet. At ISZL, my teachers, including Chris Koch, helped me learn that my seemingly scattered interests in theatre, languages, biology, music, geography and maths did not have to clash. Instead, I was given the materials to explore each deeply and unite them into an interdisciplinary understanding of the world, shaping my interest in international health, climate change and anthropology. ISZL also supported me to act on these interests while still at school — speaking at and leading sustainability initiatives at YFS, I could begin to create solutions and learn how to take action in complex, interdisciplinary fields. Another unique opportunity I was given at ISZL was to become a fellow of the Villars Institute, a lifelong fellowship that gives young people a voice at the table on fighting climate change.

With the help of Jane and Kabiesi from the KCC, I returned to Ghana in September 2024 alone to research for my IBDP Extended Essay on the impact of climate change on malaria in the region, and to further explore the rich culture. Working in a clinic in Accra and a rural health centre in Kokrobite, I assisted on a maternity ward. It was a baptism by fire in some senses of the word — from the first day, I observed labour and delivery cases, immunisations, abortions and more. I even had the opportunity to visit a "bonesetter" doctor and see traditional medical techniques, such as cupping to remove "bad blood" and garlic cream. Whenever I wasn't in the clinic, I was on the building site of the aquaponics projects, fetching water, building moulds for concrete and helping wherever I was needed. After only a week, I left inspired by the dedication of the midwives and nurses, and acutely aware that I had seen only a fraction of the realities of healthcare in the region.

After graduating in June 2025, I took a gap year. I returned to Kokrobite in November 2025 to stay with Jane and Kabiesi for a month and once again work in the Kokrobite Health Centre. With more time, I was able to take on some more responsibilities like admitting patients, taking vital signs and passing equipment. I got to know the midwives and where they had studied, asking for advice on my own journey. I saw how candidly they dealt with challenges and scarcity of resources — for example, after the health centre ran out of surgical gloves, I naively brought an unopened box of latex gloves from the aquaponics site, which ISZL students had brought for mixing concrete. Although they couldn't be used as surgical gloves, the midwives appreciatively accepted them as they were also close to running out of non-sterile medical examination gloves.

September 2025
epic!
Class code: tod2014
Who are 2B?
FUND FOR EXCELLENCE

EXCEPTIONAL LEARNING EXPERIENCES FOR ALL STUDENTS

The Fund for Excellence (FFE) helps bring ideas to life at ISZL. It supports opportunities that sit beyond our day-to-day operating budget, allowing us to enrich learning, explore new approaches, and create experiences that make a difference for our students.

Through the FFE, students benefit from projects that enhance the curriculum, inspire innovation, and support their academic, creative, and personal growth. Thanks to the generosity of our community, the impact of the FFE is already being felt. In recent years, ISZL has reached important milestones, including receiving the ISC Environment Award in 2022 and being named a top finalist for the World's Best School in Environmental Action.

WHY YOUR GIFT MATTERS TO US

As a non-profit school, we rely on the collective support of our community to keep moving forward. Every contribution helps us grow, innovate, and continue offering meaningful, inspiring learning experiences.

EARLY YEARS
YOGA MATS

In Early Years, support from the FFE has helped enrich students' wellbeing and learning through the purchase of child-friendly yoga mats. These mats are used in daily movement, mindfulness, and self-regulation activities, giving children a dedicated space to stretch, breathe, and reset. By supporting physical awareness, calm focus, and emotional wellbeing from an early age, this initiative helps lay strong foundations for confident and balanced learners.

PRIMARY SCHOOL
ISZL NEWS

ISZL News is a student-led initiative in the Primary School that gives students a platform to share school stories, celebrate achievements, and explore topics that reflect the diverse voices of our community. Supported by the Fund for Excellence, the project builds students' confidence, critical thinking, creativity, and digital literacy, while encouraging reporting that is thoughtful, principled, and respectful. Through the Fund for Excellence, ISZL News has been strengthened with enhanced production equipment, including additional recording and sound tools, helping students present their stories with greater quality and professionalism.

MIDDLE SCHOOL
PINEWOOD DERBY

In Middle School, the FFE has supported the Grade 6 Pinewood Derby, a hands-on Design unit where students transform a simple block of pinewood into a car focused on speed, creativity, or aesthetics. The unit culminates in a highly anticipated Pinewood Derby event, where student-designed cars race down a dedicated track, celebrating innovation, problem-solving, and design thinking in action. With support from the FFE to purchase a permanent Pinewood Derby track, this highly anticipated event can continue as an annual tradition, strengthening cross-grade connections, building student leadership, and bringing the Primary and Middle School communities together.

HIGH SCHOOL
EDDIE'S FOOD TRUCK

This project offered students a rare opportunity to experience entrepreneurship in an authentic way. A student group developed and pitched a full business plan to the Fund for Excellence Board, seeking start-up funding to launch a student-run food truck at the High School.
The aim was not only to establish the food truck as a regular feature of campus life, but also to create a student-led entrepreneurship and mentorship programme grounded in real-world expectations. By pitching for funding, managing operations, and committing to repaying their investment, students gained first-hand experience of what it means to build, run, and sustain a business.

THANK YOU MÜLLER FAMILY!

After an exciting week of bidding during Giving Week, we're happy to share that the Müller family are the proud new owners of our beloved cow, Gertrude!
In the true spirit of community, the Müller family have chosen to donate Gertrude back to ISZL, where she will become a welcome addition to campus life and a lasting reminder of a wonderfully successful Giving Week.

WAYS TO GIVE

Whether you choose to give a one-time gift or offer ongoing support, your generosity creates opportunities that will benefit our students for years to come.

DID YOU KNOW

Your Fund for Excellence gift can be directed to an area of impact you care about most.

Athletics
Art and Performance
Technology
Science

Sustainability
Facilities
Student experiences
And more!

Scan the QR code to give directly.

MATCHING GIFT COMPANY INITIATIVES

Many companies offer matching gift programmes to encourage charitable giving among their employees.

By submitting a simple matching gift form, you may be able to double — or even triple — the impact of your donation. Every contribution, no matter the size, helps us create even more learning opportunities for our students.

RECURRING DONATIONS

Set it and forget it. You can choose to support ISZL with a recurring gift by setting up a Standing Order through your Swiss bank account. Simply select the donation amount and frequency that works for you, and schedule it directly with your bank.

If you have questions or would like more information on giving opportunities, please email development@iszl.ch or call +41 41 768 29 25.

ENROLMENT

NUMBER OF STUDENTS*
1179

NUMBER OF NATIONALITIES
60

JUNE LEAVERS*
*Excludes graduating class
118

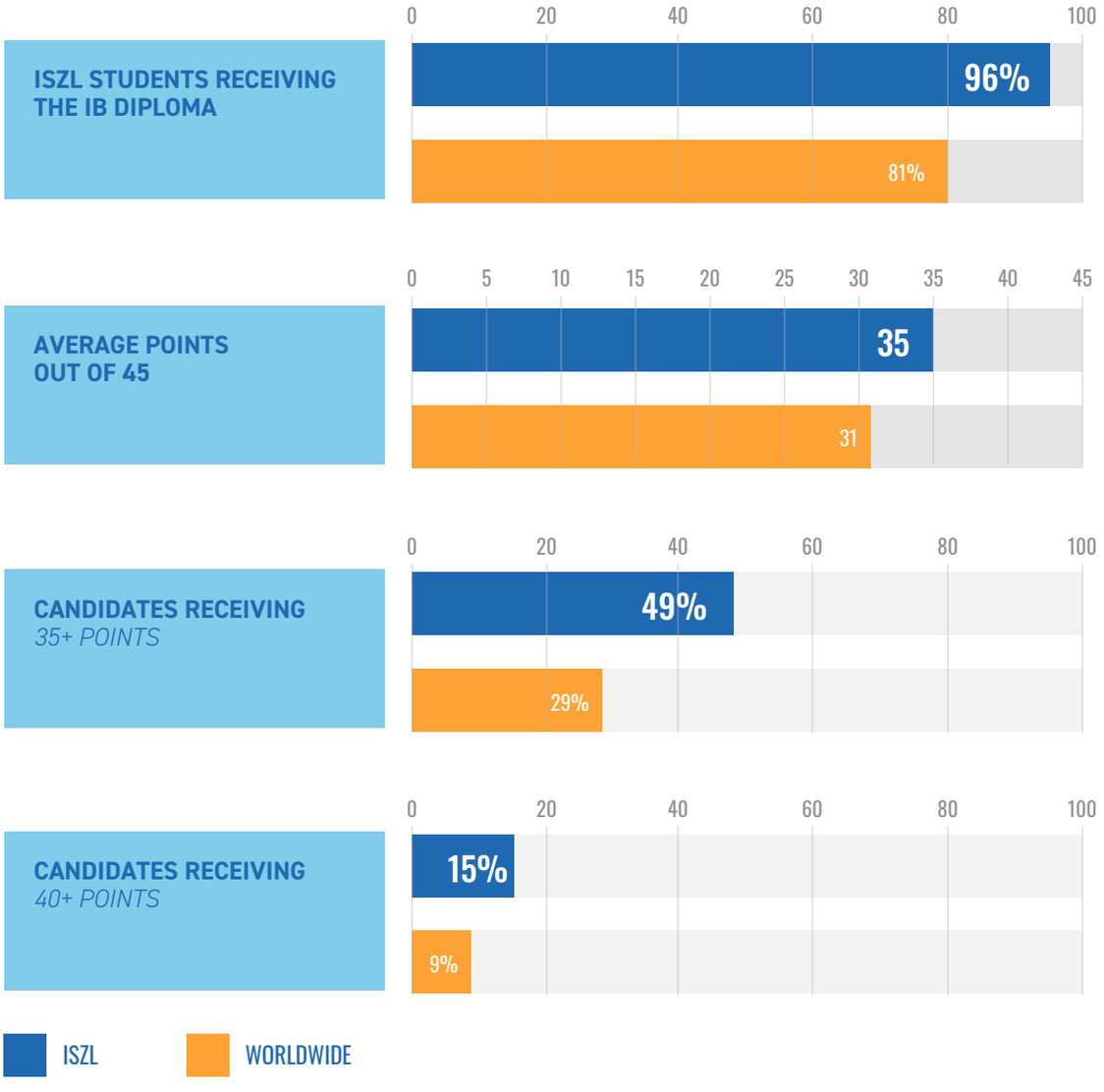
AUGUST STARTERS
173

STUDENTS' AVERAGE STAY IN YEARS
5

*Enrolment as of September 2025

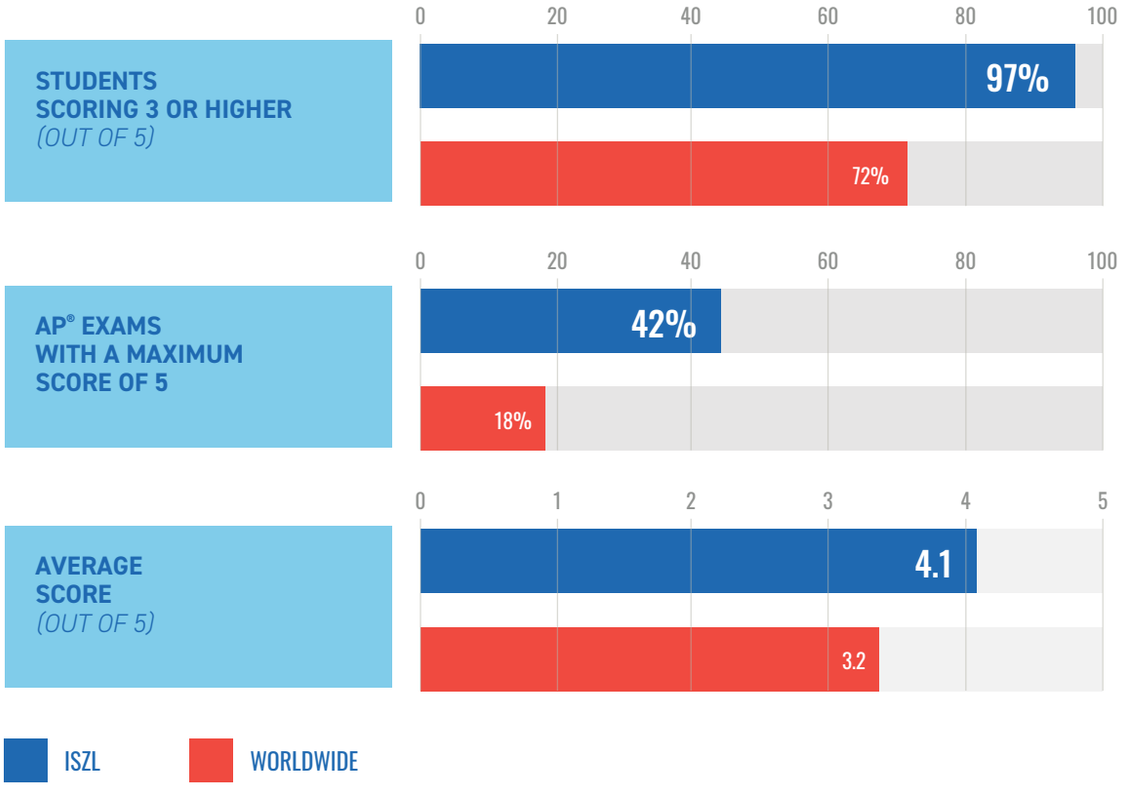
DIVISION	DIVISION TOTAL	GRADE	GRADE TOTAL
PRIMARY	432	Early Years 1	25
		Early Years 2	41
		Kindergarten	35
		Grade 1	51
		Grade 2	62
		Grade 3	59
		Grade 4	68
		Grade 5	91
MIDDLE	273	Grade 6	81
		Grade 7	97
		Grade 8	95
HIGH	474	Grade 9	107
		Grade 10	123
		Grade 11	127
		Grade 12	117

IB DIPLOMA RESULTS



HIGHEST POINTS OBTAINED BY AN ISZL STUDENT	BILINGUAL DIPLOMAS	NUMBER OF GRADE 12 IB STUDENTS
44	22%	68

AP® & BTEC RESULTS



AP® SCHOLARS	AP® SCHOLARS WITH HONOURS	AP® SCHOLARS WITH DISTINCTION	AP® INTERNATIONAL DIPLOMA RECIPIENTS
26	16	34	11

BTEC DIPLOMA IN CREATIVE MEDIA PRODUCTION

PASS RATE	STARRED DISTINCTIONS
100%	85%

2023–2025 UNIVERSITY ACCEPTANCES AND MATRICULATION

A REPRESENTATIVE LIST OF ACCEPTANCES OVER THE LAST THREE YEARS INCLUDES, BUT IS NOT LIMITED TO:

MATRICULATE TO COLLEGE AND UNIVERSITIES	GAP YEAR OR MILITARY SERVICE	UNITED KINGDOM	NETHERLANDS	USA	SWITZERLAND	OTHER
79%	21%	40%	13%	15%	10%	22%

AUSTRALIA
RMIT
University of Melbourne
University of Queensland
University of Sydney

BELGIUM
Ghent University
KU Leuven

CANADA
Concordia University
Emily Carr University of Art and Design
McGill University
McMaster University
Queen's University
Trent University
University of Alberta
University of British Columbia
University of Guelph
University of Toronto
University of Waterloo
Western University
York University

CHINA
Fudan University

CZECHIA
Charles University

FRANCE
American University in Paris
Collège Universitaire de Sciences Po
EDHEC Business School
ESCP-Europe - Paris
Paris College of Art
EDHEC Business School
ESCP-Europe - Paris
Paris College of Art
Collège Universitaire de Sciences Po

GERMANY
Bard College Berlin
Bonn-Rhein-Sieg University of Applied Sciences
Ludwig Maximilian University of Munich
Mittweida University of Applied Sciences
MSH Medical School Hamburg

GREECE
The American College of Greece
University of Crete

HONG KONG
Hong Kong University of Science and Technology
University of Hong Kong

HUNGARY
Semmelweis University of Medical Sciences

IRELAND
Trinity College Dublin
University College Dublin

ITALY
Academia Italiana
Humanitas University
Istituto Marangoni
Universita Bocconi
Università di Torino

NETHERLANDS
Amsterdam University College
Amsterdam University of Applied Sciences
Breda University of Applied Sciences
Eindhoven University of Technology
Erasmus University College
Erasmus University Rotterdam
Fontys University of Applied Sciences
HAN University of Applied Sciences
Hanze University of Applied Sciences
Hotel Management School Maastricht
Leiden University
Leiden University College The Hague
Maastricht University
Rotterdam Business School
Rotterdam University of Applied Sciences
Technical University of Delft
The Hague University of Applied Sciences
Tilburg University
University College Roosevelt
University College Tilburg
University College Venlo
University of Amsterdam
University of Groningen
University of Twente
Utrecht University
Vrije Universiteit Amsterdam
Windesheim University of Applied Sciences

LATVIA
Riga Stradins University (Medicine)

SPAIN
Abat Oliba CEU University
EAE Business School
ESADE Business School
European University of Madrid
IE University
Universidad Carlos III de Madrid (UC3M)
Universidad Europea
University of Navarra

SWEDEN
Luleå University of Technology
Lund University
Royal Institute of Technology (KTH)
University of Gävle

SWITZERLAND
École Hôtelière de Lausanne
École Polytechnique Fédérale de Lausanne (EPFL)
ETH Zurich
EU Business School - Geneva
Franklin University Switzerland
Glion Institute
Les Roches
Lucerne University of Applied Sciences
Swiss Business School
UIBS Zurich
Università della Svizzera italiana
University of Lausanne
University of St. Gallen
University of Zurich
Webster University Geneva

UNITED KINGDOM
Abertay University
Arts University Bournemouth
Aston University
Birkbeck, University of London
Birmingham City University
Bristol University
British and Irish Modern Music Institute (BIMM)
Brunel University London
Cardiff Metropolitan University
Cardiff University
City University of London
Coventry University
Durham University
Falmouth University

Glasgow Caledonian University
Goldsmiths, University of London
Hartpury University
Heriot-Watt University
Imperial College London
Istituto Marangoni London
Keele University
King's College London
Kingston University
Lancaster University
Leeds Arts University
Leeds Beckett University
Leeds Trinity University
Liverpool Hope University
London School of Economics and Political Science
Loughborough University
Manchester Metropolitan University
Middlesex University
Newcastle University
Norwich University of the Arts
Nottingham Trent University
Queen Mary University of London
Ravensbourne University London
Regent's University
Robert Gordon University
Royal Holloway, University of London
Royal Veterinary College, University of London
Sheffield Hallam University
St. George's, University of London
Swansea University
University College London
University For the Creative Arts
University of Aberdeen
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Cambridge
University of Central Lancashire
University of Dundee
University of East Anglia
University of East London
University of Edinburgh
University of Essex
University of Exeter
University of Glasgow
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Nottingham
University of Oxford
University of Plymouth
University of Reading
University of Salford
University of Sheffield
University of Southampton
University of St. Andrews
University of Stirling
University of Strathclyde
University of Surrey
University of Sussex
University of the Arts London
University of Warwick
University of York

UNITED STATES OF AMERICA

Arizona State University
Babson College
Barnard College
Bentley University
Boston College
Boston University
Brown University
California College of the Arts
Carnegie Mellon University
College of William and Mary
Cornell University
Detroit Institute of Music Education
Drexel University
Emerson College
Emory University
Florida Institute of Technology
Fordham University
George Washington University
Georgia Institute of Technology
Harvard University
Indiana University at Bloomington
Ithaca College
Los Angeles College of Music
New Jersey Institute of Technology
New York University
Northwestern University
Parsons School of Design
Pennsylvania State University
Purdue University
Rhode Island School of Design
Ringling College of Art and Design
Rochester Institute of Technology
Rollins College
Sarah Lawrence College
Savannah College of Art and Design
Stanford University
Syracuse University
Tufts University
University of California, Davis
University of California, Los Angeles
University of California, San Diego
University of Colorado Boulder
University of Denver
University of Illinois Urbana-Champaign
University of Massachusetts Amherst
University of Miami
University of Michigan Ann Arbor
University of North Carolina at Chapel Hill
University of Pennsylvania
University of Pittsburgh
University of San Diego
University of San Francisco
University of Vermont
University of Virginia
University of Washington
University of Wisconsin-Madison
Virginia Tech
Wake Forest University

WRITER'S NOOK

Within these pages, you'll find writing from students of all ages — short stories, poems, and reflections that showcase their creativity and individuality.

TWO VOICE POEM

POV'S - NONRENEWABLE VS RENEWABLE

By Anya and Harper (Grade 5)

Renewable - Hi! I'm renewable; the good one in this story.

Nonrenewable - Hey! Don't listen to renewable, she just wants all the glory.

Renewable - That's not fair! You're just jealous because I'm better than you.

Nonrenewable - I'm obviously the best of the best; you never care about what I do, you have no clue!

Renewable - Fossil fuels are as evil as a wicked witch, destroying our planet bit by bit. Instead, you should use me, the renewable one, so our earth will become a bigger, brighter, better place.

Nonrenewable - So what! I'm reliable, cheap and strong. I produce more energy than you ever could, plus, I keep up a good pace.

Renewable - I may be less efficient, but at least I'm not an angry giant stopping on everything, like you plan!

Nonrenewable - Thanks alot! I have work to do and you know I'm so much better than you!

Renewable - It takes practically 10 million years for you to produce some coal and it does no good to our planet or it's soul!

Nonrenewable - Ha! You are weak and way too small. Your machines don't even work when it's raining cats and dogs at all!

Renewable - Innocent animals are losing their homes like that one small frog down at the bog.

Nonrenewable - Coal is a happy, helping, honest thing! It may produce higher emissions but at least I can use it when I want.

Renewable - WHATEVER! I'm done with you. Now I'm just going to go to my favourite restaurant.

Nonrenewable - FINE! I admit renewable is cool, you can literally make sunlight into energy and that's totally out of my fuel.

Renewable - UGHH! Ok, fine. I forgive you... only on one condition you must agree to do, you stop killing my FAVORITE flowers. They feel hurt and devoured.

Nonrenewable - I'm sorry- I can't help it. Basically it feels like I've been forgotten like an old shoe!

Renewable - I hate that you feel that way, but without me our planet will just be you. Now we can compromise...

Nonrenewable - And I guess we can use less of me and more of you!

BOTH - NATURE VIBES ONLY!

PARADISE

By Robert

Writer's note: I wrote this poem inspired by a trip to Spain, a place that holds many happy memories for me. It captures the beauty of the place and the special moments I experienced while I was there.

Waking up is a dream come true.
As I draw the curtains,
a choir of birds sing
as waves crash into one another.
I open my eyes,
the sun shines like a spotlight,
a blanket of peace covers me,
uplifting my spirits
for the day ahead.
Stepping outside,
palm trees wave with a friendly smile,
an endless ocean awaiting me.
During the day,
the tide moves up and down,
performing a show.
Anyone watching
is hypnotized
by its graceful beauty.
The food invades my taste buds
like soldiers.
Paella, fried calamari, boquerones,
and anything else I could think of
was there.

The flavours melted on my tongue
and before I knew it,
I was smiling too.
each bite was a warm hug,
like heaven in my mouth.
I go cycling
as nature of all shapes and sizes
fill up the spectacular view.
Grass springs up,
twirling in the air
like ballet dancers.
Swish!
The wind swayed.
Whoosh!
Leaves fell to the ground
as I raced past.
It couldn't be more relaxing.
A reminder it is,
to keep the earth clean.
but until then,
it is paradise,
and nothing could change that.

PDW

By Ava

Writer's note: This poem was inspired by my PDW experience and a trip that brings back many happy memories.

A week away with my classmates was fun.
Now, sadly, the last day of PDW has come.
The last adventure of the year.
Smiles stretching from ear to ear,
Eyes sparkling like little diamonds,
As we kids raft to the islands,
Each child is a soaring kite,
As they play in the warm sunlight,
The lake stretches like an endless ocean,
Roller coasters of emotion,
Captains, crew team, taking over nations,

You can be anything in your imagination,
We run through the fields,
and climb up high,

Beneath the bright and open sky,
We love to play in the grass so green,
The most beautiful world we've ever seen,
The place I call home was once purely perfect, but
we failed to provide it with the care and respect.

If we don't care for the land and sea,
this won't be the home it's meant to be,
If we let the magic fade away,
we'll lose our places to run and play,
Time flies on the last day,
now this is all going away,
Saying goodbye and going home,
I really hope you enjoyed this poem,

SPORTS HIGHLIGHTS

Competitive sports are an important part of life at ISZL, supporting students' social, emotional, and physical development throughout their time at school. Through training and competition, students learn to work as a team and grow as individuals.

Our competitive sports programme offers students the opportunity to represent ISZL across a wide range of sports, with regular training and participation in matches and tournaments across Switzerland and Europe. The 2025/26 season has been a strong one for ISZL teams, with a number of standout achievements across our programme. Below are just some of this year's highlights.

TEAM	ACHIEVEMENT
Varsity Boys Basketball	ESC Champions
JV Girls Basketball	ISSL, SGIS & ESC Champions
MS Boys Football	ISSL, SGIS & ESC Champions
MS Girls Football	ESC Champions
High School Badminton	SGIS Champions
JV Boys & Girls Football	SGIS Champions
Middle School Swimming	ISSL Champions

KEEP UP-TO-DATE WITH OUR SPORTS EVENTS AND RESULTS BY SCANNING THE QR CODE.

SPORT OFFERINGS

Basketball	Cross Country
Football	Volleyball
Rugby	Softball
Golf	Track & Field
Tennis	Skiing
Swimming	Badminton

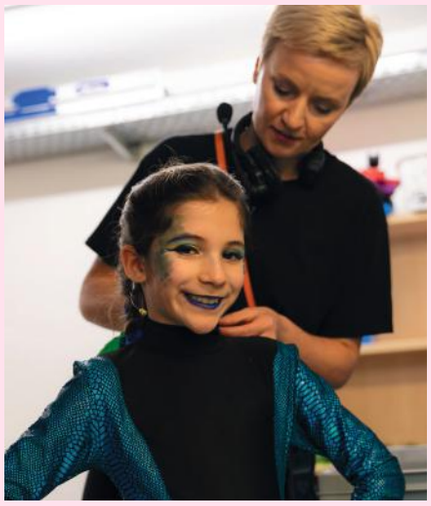
COMPETITIVE LEAGUES THAT ISZL PARTICIPATES IN

EISSR	European International Schools Ski Race
ESC	European Sports Conference
JV	Junior Varsity
HHC	Heinrich Harrer Championships
HS	High School
ISST	International School Sports Tournament
MS	Middle School
PS	Primary School
SCIS	Sports Council of International Schools
SGIS	Swiss Group of International Schools
V	Varsity

Go! Go!
altner

183
UBS
173
UBS
Wenger
127

16:09:38
ISZL



A YEAR IN THE ARTS

The arts continue to be an important part of life at ISZL, bringing our community together across year groups, campuses, and artistic disciplines. Throughout the 2025/26 school year, our stages, studios, and rehearsal spaces were alive with creativity as students explored what it means to perform, create, and express themselves.

In the Primary School, students delighted audiences with Jungle Book Kids, a colourful production full of movement and storytelling. For many, it was their first experience performing on stage, supported by classmates, teachers, and a very enthusiastic audience.

Middle School students brought energy and heart to Annie Junior, tackling memorable songs, lively choreography, and big characters with growing confidence.

At the High School, students took on the challenge of Alfred Hitchcock's The 39 Steps, showcasing sharp timing, versatility, and strong ensemble work.

Beyond these major productions, the year was enriched by concerts, exhibitions, classroom performances, and informal showcases across music, visual arts, drama, and design.

As a non-profit school, ISZL reinvests in the experiences that are most important to our students. Proceeds from our theatre productions are directed back into the arts programme, supporting initiatives such as our whole-school ISZL Arts Week in May.

SGIS
SGIS ARTS
SYMPHONY
ORCHESTRA
FESTIVAL
Ecolint
Centre des arts

RC

AGENCY IN PRACTICE

MEET THE STUDENTS RUNNING OUR AFTER-SCHOOL CLUBS

Written by Daniel Parjol, Activities Coordinator

Student choice, voice, and ownership sit at the heart of the International Baccalaureate (IB) philosophy because they directly express what the IB believes about learning: that students become agents of their own growth.

These three ideas are not add-ons; they are woven into how IB defines powerful learning, how its programmes are structured, and how its schools are expected to operate. The ISZL Activities Programme is an integral part of student-life, and we always look for opportunities that allow students to grow and develop as leaders and people.

I have seen time and time again how students benefit from running activities. They grow in so many ways: they develop planning, creativity, speaking and social skills, their confidence grows massively, and their sense of belonging and responsibility also grows.

On this occasion, it was a teacher who gave me the idea to write an article about student-led activities — through unsolicited, and excellent, feedback.

This is the message that Ms. Harris, who teaches Grade 1 at ISZL, sent the leadership team a few weeks into the season:

"I just wanted to let you all know how responsible and well organised Florence and Alex have been and continue to be running their student-led club 'Grade 1-2 All Art.' They are exceptionally well planned; they have a slideshow for each week with partner talks and reflection questions added. They speak clearly and professionally to the students and have so far planned exceptionally creative and engaging lessons for the Grade 1 and 2 students."

All student-led activities are supported by teacher mentors and supervisors. Older students, in particular, are given a high level of independence when it comes to planning and delivery content during activities. In Season 2, students from all three ISZL divisions had the opportunity to lead activities, including:

All Arts, Drawing, Jewellery Making, Magic: The Gathering, Debate, and First Aid (co-led between students and Nurse Sylvia).

STUDENT REFLECTIONS

AMELIA — JEWELLERY MAKING

What do you like most about this activity?
What I like about this activity is the creativity and freedom to help younger students make the bracelet.
What is your biggest challenge?
My biggest challenge was getting the students to listen to my instructions.
What have you learnt about leading an activity?
I learnt how to be more confident with talking in front of people.

MIA — JEWELLERY MAKING

What do you like most about this activity?
The fact that I get to hang out with kids and the experience.
What is your biggest challenge?
Trying to keep everything organised.
What have you learnt about leading an activity?
That it's really fun and rewarding.

LEX — DRAWING

What do you like most about this activity?
Having responsibilities and teaching other students, and watching people learn new skills.
What is your biggest challenge?
Trying to get everybody to listen and not mess around.
What have you learnt about leading an activity?
That not everything is as easy as it looks, and that preparation is key.

FLORENCE

What do you like most about this activity?
I like teaching kids things I enjoy doing, meeting new people, and leading the club with my friend.
What is your biggest challenge?
Trying to get everyone to concentrate on their art and not just talk.
What have you learnt about leading an activity?
It is very hard, but in the end it is rewarding.

ALEXANDRA

What do you like most about this activity?
It's fun to teach and to learn how to be in charge.
What is your biggest challenge?
Trying to prepare activities that you think everyone will enjoy.
What have you learnt about leading an activity?
Even if you think you are prepared, there is always something you missed.

A STUDENT LEADER PERSPECTIVE

TAU — MIDDLE SCHOOL MAGIC: THE GATHERING

Can you describe a moment when you felt the activity made a real difference?
One moment that I thought made a difference for someone in the club was in the first session where one of the members seemed very happy to be able to attend.

What decisions do you make regularly as the leader, and how do you make them?
Some decisions I need to make as the leader of the club are whether or not to keep the game set up for the next session or force the members to pack everything away, requiring everything to be set for the next time. Every time before the club starts I assume that I will need to adapt to having too many members (wishful thinking there) and need to plan accordingly so as to not have members sit out from playing games.

What leadership strategies have worked well, and which haven't?
One leadership strategy I have used is to not really lead in the normal sense and more let the members decide themselves what they want to do. I serve more of an informer role, while simultaneously keeping the club from turning into a zoo.

What stands out across these experiences is how much students excel when given the opportunity to lead. We see this not only in student-led clubs, but also at a larger scale in this magazine through Youth Forum Switzerland (page 28). In the process, students build not only practical skills, but also a stronger sense of confidence and ownership over their learning. These are the values that sit at the heart of a world-class IB education.

ISZL'S BOARD OF TRUSTEES

At ISZL, our Board of Trustees plays an important role in upholding our Mission and Vision. As a non-profit school, ISZL is guided by long-term educational priorities, with each Board member committed to supporting the best interests of our entire community. The Board not only appoints the school's Director but also ensures our financial well-being and guides our future growth. We are proud to introduce our Board members, whose professional expertise helps shape the future of our school.

A LEGACY OF STEWARDSHIP: HONOURING OUTGOING ISZL BOARD CHAIR DANIEL URECH

Daniel Urech's contribution to the International School of Zug and Luzern has been extraordinary and enduring. Over many years of service, including as Board Chair, he helped shape not only ISZL's direction but also its values and culture, which continue to define the school today. Dan led with clarity, integrity, and a deep sense of stewardship. He was never guided by short-term thinking or easy decisions, but by what was right for the long-term well-being of the school and our community. In moments of complexity, he brought calm judgement, thoughtful reflection, and an unwavering commitment to ISZL's mission.

What distinguished Dan's leadership was his remarkable ability to listen carefully and bring people together. He approached differing perspectives with openness, respect, and genuine curiosity, helping turn difficult conversations into constructive dialogue. He understood that strong governance is not simply about oversight, but about creating the conditions in which students, faculty, staff, and families can flourish.

Those who worked closely with Dan experienced not only his intellectual rigour and professionalism but also his warmth, humility, and humanity. He challenged others to think more clearly, communicate more thoughtfully, and remain anchored in values and purpose. His influence extended far beyond formal meetings and strategic decisions.

Alongside his dedication to education, Dan brought a deep appreciation for music, learning, and community. Together with his family, he opened his home generously, creating spaces filled with conversation, warmth, friendship, and culture. These moments reflected the kind of leadership he embodied: thoughtful, relational, and deeply human.

The ISZL community today is stronger because of Dan's wisdom, care, and years of dedicated service. His legacy lives not only in the school's development and governance, but in the character of our community itself.

As he steps down from his service as a Board member, it is with deep gratitude that ISZL thanks Daniel Urech for his exceptional leadership and lasting contribution to generations of students, families, faculty, and staff.

JENNIFER BAYARD – BOARD CHAIR

Member of the Facilities, Finance and Audit, Advancement, and Governance Committees

Jennifer Bayard is a Swiss citizen and has been a resident of the Canton of Zug since 2003. Since her daughter joined ISZL, Jennifer has been an active member of the community. She has served on the Primary School Parent Advisory Council and regularly volunteers in different capacities to support school events. Jennifer has a Law degree from Fribourg University, Switzerland. She has worked for many years in the financial services sector, where she has held different roles, including in governance compliance and quality management. Jennifer joined the Board in December 2018.

ANDREAS BOSNJAK – BOARD VICE CHAIR

Member of the Governance Committee (Chair)

Andreas Bosnjak is a German citizen and has lived in Zug with his family since 2017. He has two young daughters, both of whom currently attend ISZL. Andreas has a Master's degree in Business Administration from the Technical University of Ingolstadt (Germany), with a specialisation in Finance and Human Resources Management, and has recently completed a coaching certification from INSEAD. Andreas has spent most of his professional career in the United States and Europe where he worked as a Strategy Consultant and Human Resources leader. Currently, he is the Global Head of Talent & Development at the Schindler Group. Andreas joined the Board in 2024.

VAL HACKEL

Emeritus Board Member

Val Hackel is a British citizen. Val and her late husband, Alec, founded the Riverside School in 1990 and initiated the merger with the International School of Zug, which created ISZL. They have provided leadership and financial support to the School from its inception. Val has two grandsons, both of whom are ISZL alumni. Since the 2016–17 school year, Val has served as an Emeritus Board Member.

ANDREA VAVASSORI

Member of the Finance and Audit, and Governance Committees

Andrea Vavassori is an Italian citizen with two children who attend ISZL. Andrea has a degree in Business Administration from Università Bocconi in Milan and the CEMS Master in International Management from ESADE in Barcelona. Andrea has over 25 years experience in business finance, based in France, Italy, Spain, and, since 2011, Zug. He is currently VP and CFO EMEA at Crown Packaging European Division. Andrea joined the Board in March 2016.

ROGER BOSSHART

Member of the Facilities Committee (Chair)

Roger Bosshart, a Swiss national, has called Zug home since 1973. He is the proud parent of three grown children. Roger holds a Graphic Art degree from Zürich University of the Arts and has been at the helm of DYNAMITE AG, an advertising and communications agency in Steinhausen, since 1995. In his role as CEO, he specialises in developing innovative branding and communication strategies. Roger served as a member of the parish council in the community of Neuheim for a commendable 14-year tenure. Roger joined the Board in July 2018.

BARRY DEQUANNE

Member of the Facilities, Finance and Audit, Advancement, and Governance Committees

ISZL's Director sits on the board as a non-voting member. Turn to page 58 for more on our School Director.

CHRISTOPHER MCKINLAY

Member of the Finance and Audit Committee (Chair)

Chris McKinlay is a British citizen and has lived in the Canton of Luzern with his family for most of the last 20 years. He has a son and daughter who attend university in the UK and are both ISZL alumni. Chris has a Masters' degree in Economics from the University of Cambridge, is a Chartered Accountant and a member of the Institute of Chartered Accountants in England and Wales. He has more than 30 years of experience in finance, accounting and auditing, mainly in the healthcare sector, and is currently VP and CFO for Kenvue's four global regions (North America, EMEA, Asia Pacific and LATAM) and its Global Supply Chain operations. Chris joined the Board in March 2020.

VIKTORIIA ANASHKINA

Member of the Advancement Committee (Chair)

Viktoriia Anashkina is a Russian citizen and has lived in Zug with her daughter (ISZL alumna) since 2014. Viktoriia is a medical doctor by education, holds a Master Degree in Consulting and Coaching for Change from INSEAD (France), and a Marketing Diploma from the Chartered Institute of Marketing (U.K.). Viktoriia has several years of experience as a medical doctor, and more than 30 years of experience in the Pharma and Biotechnology Industry, mainly in Sales & Marketing and General management. Currently, she is VP, Sub-regional General Manager of EERT (Eastern Europe, Russia Türkiye) at Amgen. Viktoriia joined the Board in 2024.

TOM MAGNUSSON

Member of the Advancement Committee

Tom Magnusson, a Swiss citizen, was born and raised in Winterthur. He moved to Zug for business in 2004 where he found love and home. Tom holds a Master of Law from the University of Zurich, a MAS in Corporate Finance from IFZ, and is currently studying Mediation and Conflict Management at University of Fribourg. After more than 25 years with a major Swiss bank, Tom started his own business in consulting and mediation in 2026 (Comannaz GmbH). Tom has been a member of the Kantonsrat since 2015, loves to cook, and tries to play golf. Tom joined the Board in April 2026.

MEMBERS

JENNIFER BAYARD
(Chair)

ANDREAS BOSNJAK
(Vice Chair)

Andrea Vavassori, Roger Bosshart, Barry Dequanne, Christopher Mckinlay, Viktoriia Anashkina, Tom Magnusson, Val Hackel

OUR BOARD MEMBERS SIT ON THE FOLLOWING COMMITTEES:

FACILITIES
Roger Bosshart (C)
Jennifer Bayard, Barry Dequanne

ADVANCEMENT
Viktoriia Anashkina (C)
Jennifer Bayard, Barry Dequanne, Tom Magnusson

FINANCE AND AUDIT
Christopher McKinlay (C)
Jennifer Bayard, Barry Dequanne, Andrea Vavassori

GOVERNANCE
Andreas Bosnjak (C)
Jennifer Bayard, Barry Dequanne, Andrea Vavassori

LEADERSHIP INTRODUCTION

The ISZL leadership team is composed of eight staff members, each bringing their own expertise to their respective divisions. The team is responsible for overseeing the smooth daily operations of the school, while also strategically planning for ISZL's future. Their work is guided by a commitment to prioritising the best interests of students in all decision-making. Additionally, the leadership team ensures the effective implementation of ISZL's Mission and Vision.

Our thanks to Chris Vincent for the care and contribution to our school and students in his role as Director of Technology. We wish him all the best for the future.

BARRY DEQUANNE

ISZL Director

Barry Dequanne is the Director of the ISZL. Before moving to Switzerland, he worked at schools in Brasilia, São Paulo, Buenos Aires, and Swaziland. Originally from Canada, Barry has worked in the field of international education for over thirty years. Barry's academic background is in mathematics and computer science. Shortly after graduation, he realised where his professional passion was to be found. Barry is married and the proud father of two young children. Their home languages are English and Portuguese.

In addition to his work at ISZL, Barry also served or is serving in the following roles:

- President, Board of Trustees for the Association for the Advancement of International Education (AAIE)
- Treasurer, Board of Trustees for the Swiss Group of International Schools (SGIS)
- Member of School and University Leaders Summits, Council of International Schools (CIS)

MARIA VOUTOS

Deputy Director

Maria joined ISZL in 2023 as Deputy Director, bringing extensive international experience from schools in China, Thailand, Korea, Canada, and the United States. Before joining ISZL, she served at Atlanta International School, a K–12 International Baccalaureate institution, where she founded the school's full-immersion Early Years Programme and later led as Head of Primary School.

At ISZL, Maria has been leading work around curriculum cohesion and clarity, ensuring alignment and shared understanding across the learning continuum. She is a strategic thinker, community builder, trained Restorative Practitioner, Intercultural Development Inventory (IDI) Administrator, and an effective communicator committed to collaborative growth.

Maria holds a background in Early Childhood and Elementary Education and a Master's Degree in International Education. Originally from Canada, where her father immigrated from Greece, she speaks English, French, and Greek. Outside of school, Maria enjoys traveling with her wife, Tina, an educator in ISZL's Primary School, and their dog, Sacha.

STEFAN DITTLI

Director of Operations

Stefan Dittli is a Swiss citizen who was born in Zurich. He has a Master's Degree from ETH Zurich, a Swiss Federal Diploma in Information Technology and an Executive MBA in Digital Transformation from the University of Applied Sciences of the Grisons. A former High School teacher, Stefan joined ISZL from Swiss Re, leading global projects, and regional and global teams of up to 150 employees.

Stefan is married, and the proud father of two young adults — one who recently graduated from local High School and the eldest who just started his studies at the University of Zurich. He speaks German, English and some French.

ANDREA GERLICH

Director of Admissions and Advancement

Andrea is an experienced admissions professional with over 18 years working in the international school sector. She joined ISZL in September 2021. Prior to joining ISZL, Andrea served as Head of Admissions and Marketing at The International School of Azerbaijan. She also worked as a consultant on international projects in Kyrgyzstan and Uzbekistan after moving abroad in 1997 from her home country of Germany.

Outside of work, Andrea enjoys hiking and running in Switzerland's beautiful countryside, exploring new places with her husband Michael, going to the gym, and reading. She and Michael have two daughters who each earned the IB Diploma, one as a 2023 ISZL graduate and the other as a 2020 graduate of TISA in Azerbaijan.

LINSEY LAWRENCE

High School Principal

Linsey Lawrence worked as High School Principal and High School Vice Principal, and lately Acting Principal, at UWCSEA (Dover) in Singapore for 7 years before arriving at ISZL in 2022. She has also worked as an international educator in Malaysia, Hong Kong and Thailand. Linsey loves teaching Global Politics and Sociology, History, and Personal and Social Education. She is passionate about holistic education and nurturing wellbeing. Linsey has two children at ISZL and her husband works as an educator in the Primary School.

In her free time Linsey enjoys reading, cooking (and eating), cycling, yoga, weights, but mostly family time with her husband and daughters.

STUART BYFIELD

Middle School Principal

Stuart has been a member of the ISZL community since joining in 2010 as Grade 7 Team leader and teacher of mathematics. He served as Assistant Principal of the Middle School working closely with staff, students and parents for seven years before taking on the Middle School Prin-cipal Role in 2019. Previously, he was part of the senior leadership team at Ranby House School in the UK, with responsibility for curriculum development and leading a traditional preparatory school towards a more modern and student-focused approach to teaching and learning.

Stuart is married to Nikki, who runs an arts and craft business within the Swiss community, and they have three boys.

MELISSA BLAND

Primary School Principal

Mel joined ISZL in 2024 as Primary School Principal, bringing extensive leadership experience from New Zealand and international schools across the Philippines, Singapore, Malaysia and Taiwan. Prior to ISZL, she was the Foundation Principal of Te Uho o te Nikau Primary School in Auckland, leading the school from its establishment to over 1,000 students. Her experience also includes leadership in early childhood education and the IB Primary Years Programme, reflecting her belief in understanding the full learning journey of young children. Mel is passionate about building strong relationships with students, staff, and the wider community. The children are the best part of a school day for her.

She lives in Zug with her partner Mike and Nikau, ISZL's school dog. Born and raised in New Zealand, Mel is also deeply connected to her Fijian heritage. Outside of school, she enjoys long walks with Nikau, shoe shopping and watching rugby in all its forms.

A WORLD-CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years, IB Diploma and Career-related Pathway Programmes. In addition, students in Grades 11 and 12 have the option of taking Advanced Placement® (AP®) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Consortium of International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug and Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 - 18 Jährige anbietet.

ISZL ist als International Baccalaureate (IB) World School durch die IB Organisation autorisiert die Primary Years, Middle Years, IB Diploma und Career-related Pathway anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement® (AP®) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). ISZL ist Mitglied der Swiss Group of International Schools (SGIS) und des Educational Consortium of International Schools (ECIS).

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

ISZL IS A REGISTERED SWISS NON-PROFIT FOUNDATION (STIFTUNG)

ESTD. 1961 ISZL FOUNDATION NON-PROFIT STATUS VERIFIED

Our mission-driven status ensures that every resource is dedicated to the education and future of our students.

- **Legal Status:** Registered Foundation under the supervision of the Canton of Zug Foundation Supervisory Authority.
- **UID Number:** CHE-107.327.678
- **Independent Audit:** Our financial statements are audited annually by BDO Limited Switzerland to ensure full compliance with Swiss Code of Obligations (CO) and Swiss GAAP FER.
- **100% Reinvestment:** As a non-profit, ISZL has no shareholders. 100% of our surplus is legally mandated to be reinvested into our students, staff, and campus infrastructure.

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

WE ARE AN ACCREDITED SCHOOL

BTEC Approved Centre from Pearson

How many Eddies did you ind in this magazine?

Correct answer: 11

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