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Development of the School for Life Chiang Mai

From January 2007 to Septembre 2008

Table of Contents

1. Little Global Village
 - 1.1 How children find us
 - 1.2 The diversity of languages and religions
2. Educational guidelines
 - 2.1 Learning through discovering
 - 2.2 Learning to stand on your own two feet
 - 2.3 Development of the community
3. Family department
 - 3.1 Transformation of the weekends
 - 3.2 Building new families
4. Kindergarten
5. School department
 - 5.1 National curriculum
 - 5.2 Centers of Excellence
 - 5.2.1 Center for Organic Farming
 - 5.2.2 Center for Nutrition and Health
 - 5.2.3 Center for Body and Soul
 - 5.2.4 Center for Technology, Crafts and Ecology
 - 5.2.5 Center for Culture Sensitive Tourism
 - 5.2.6 Center for International Communication
 - 5.2.7 Center for Cultural Heritage and Development
 - 5.2.8 Center – encompassing projects

6. Extra curricular activities
 - Master student workshops
 - Youth camps
7. Higher education and the way to independence
8. Teacher training
9. Partner schools
 - 9.1 International Schools
 - 9.2 Beluga School for Life
10. Sponsors
11. Cost reduction and income generating activities
12. Founder, carrier and management
13. Scientific escort
14. United Schools for Life

1. **Little Global Village**

The School For Life, founded by Thaneen "Joy" Worrawittayakun and Jürgen Zimmer in 2003, has transformed itself to a nationally and internationally recognized establishment. Its demand grows. Initiatives for the founding of Schools for Life are spanning from West Papua over Bali to Tanzania.

The leading principles of the school are to take in children from difficult, and in any case, extremely indigent situations, to make them happy and the strengthen them and offer them a good education as well as to encourage entrepreneurship. The children are taken from the bottom of society and brought to shine at the top. People from outside who experience the children can be convinced of their independence, joy in life, autonomy and togetherness.

1.1 **How children find us**

Around 140 children live on the farm. At the time the school was founded in 2003, AIDS orphans represented the majority of the student body. However during the 2004

– 2006 periods, more children came to the school, from situations of abuse, discrimination, misuse or abandonment. By 2007 and the balance had shifted and the majority of the children there are from hill tribes who never had the chance to attend school.

We have never advertised taking up children, but instead word has gotten around in the region, to the Burmese border and to villages only accessible by treks, about the chances we offer.

There are children who were picked up by the police or mayors from nearby areas and brought to the school; children who lived off digging through landfills, child labor or begging on the streets, children who were forced to sell flowers on street corners as well as children who were chased off as little thieves with rocks all have come to us.

On open door days children arrive on foot or several at once on a moped, belonging to Akha, Lisu or Hmong tribes, and oftentimes many more come placing their hopes in us than we can take up. During one year there were around 700 children on the waiting list, while recently there were 150, of which we could only take in 20.

Each case is thoroughly inspected to make sure only the neediest children are accepted.

1.2 **The diversity of languages and religions**

A multilingual and multiethnic crowd of children has gathered on the farm. Children communicate with each other using the language of their ethnicity mixed with northern Thai dialect or Burmese fragments; “code switching” as it is referred to, to communicate rapidly with words from whichever language first come to mind. It is important to learn Thai as a common medium of expression, and English to communicate with guests, volunteers and later in life to communicate internationally.

With us are Buddhists, Christians, Muslims as well as children who bring along their religion from the hill tribes and some children show traces of different world religions with elements of popular belief. Every child has the right to practice his or her own religion. At the same time it is also important to expand the definition of Ecumenism, develop respect towards other religions and to develop bridges of peace and common values in the small global village. Because of this our children do not only meditate with Buddhist monks, but also celebrate Christian Christmas or inaugurate the house of the spirits of the ancestors.

Once on one early evening, the children spotted the figure of an evil spirit in the canopy of a dark tree. They quickly ran to get Joy, the cofounder of the School for Life, to help disperse the spirit with a Buddhist prayer. After the prayer was spoken, the children also asked for a Christian prayer, because they thought Buddha and God

would be stronger together. After that, the spirit was never seen again and everybody was happy.

2. Educational guidelines

The family and school departments are steered by the following three guidelines:

2.1 Learning through discovering

Children contribute to the learning process if they are not restrained. They are curious, self motivated, learn by trial and error and favor the connection of "theory" and "practice", the chance of "learning by doing". The farm can be compared to a base camp of one of Jules Verne's discovery adventures. The acquisition of knowledge, skills and talents helps to advance the projects run by the children. The teachers are not anymore ringleaders who attempt to lead the class over a crossbeam, but instead more of a mentor or assistant of the journey of searching and discovering.

2.2 Learning to stand on your own two feet

With the vocational schools the idea of the Thai National Education Commission significantly exceeds the standard of the international discussion. They should be developed as "Entrepreneurial Schools" and the graduates should have a dual qualification: the ability of team oriented employers as well as the qualification of "innovative entrepreneurship" with the establishment of job positions. The recommendations of the pilot study "The Development of Entrepreneurial Schools in Thailand" (Zimmer / Puntasen / Suksirikul / Wawsri 2001) also defines the School for Life.

The goal is: encouragement of entrepreneurship. An innovative entrepreneur is one who owns nothing and develops his idea to market it. His best capital is his excellent idea which will lead to the improvement of the quality of life. This entrepreneur is socially and ecologically responsible and can come through without the plundering of resources. When one analyzes the life of people who have dared the leap into independence, one notices that already as children, these people had innovative ideas and were having difficulties with conventional schools. The School for Life wants to provide the framework for children and youths to experiment in a playful manner, without the pressure of having to sustain their own existence yet, to develop and experiment new ideas. The children thus prepare themselves to create a job position for themselves and others, instead of chasing after already existing positions, thus

overcoming poverty. Entrepreneurship education in that sense means not to participate unrestrictedly in a consumer spiral but instead to promote intelligent modesty with the goal of increasing the quality of life with the smallest possible use of resources.

2.3 **Development of the community**

Community education means “learning in, with and for the community”. Learning is regarded as participation in a lasting development of the community. Community schools open themselves inwards and outwards; they contribute to the development and creation of the community. The School for Life and the nearby village Pongkum form a net in which such developments are taking place.

3. **Family department**

We have been wishing for more options for the children on the weekends on the farm. We couldn't ask the teachers to be on duty round the clock seven days a week.

3.1 **Transformation of the weekends**

For this reason two projects were set in motion regarding the organization of weekends:

Family Day

The Friday of every week was proclaimed family day. The bond between adults and children, younger children with their guardian angels which they chose, the new parents, the farm workers and all the other staff will be strengthened.

Again and again guests were fascinated with the way this bond was strengthened, for example with a long meditative dance for everyone, with games and songs, excursions, evening performances, festivals and cooking within the family. Friday is the day of sights, of the beautiful clothes of the Lisu or Lahu or Akha, on which it becomes especially apparent which unique and ethnic culture the children come from. It is also, like many other days, the day of philosophizing, the understanding of values, about rights and duties and the responsibility to nature.

Friday is like many other days a day of building trust, the development of

selfconfidence and the gradual healing of a catastrophe laden past.

Little Happy Day

A farm located far away in a royal forest is not a place children want to spend their time at exclusively, despite the colorful life there. The same goes for adults. The idea of "Little Happy Days" was able to be executed by having rotating groups of 15 to 20 children spend their weekends at different locations.

An important venue was Joy's House. There the children were taken in by Joy's family and weekend after weekend there were plentiful offers: discovering the computer and the internet, being educated in the art of a classical instrument, taking part in ceremonies around the neighborhood and in temples, going to the zoo or the swimming pool, visiting a restaurant and learning how to behave there, celebrating birthdays as well as playing with the other children.

This was, however, not the only place for weekends. The project "Children's Shelter Home" situated at Lakeland took in a group of students and the mayor of the nearby village Pongkum, together with his family, showed the children how life is like in his village.

3.2 Building new families

As was said before, for a very long time we had the problem that our teachers were working the whole week and every other weekend, which lead to lack of free time for them as well as insufficient time to prepare classes. To address this situation there was a meeting where it was decided to ask the teachers if they would like to be reassigned. Who would rather work in the school department and who would rather be in the family department? The inquisition resulted in two groups being formed, and thus the "school group" now had more free time to prepare materials for classes and the pressure was lifted off the "family group" and the teachers became new parents and house teachers and began to set up the family life. Families were made up from one to two adults, a medium sized group of younger and older children, and a mix of boys and girls.

The dormitories were unsuitable for this type of family life and so had to be renovated. The dormitories turned into quaint little family houses, each with its own garden. Every family is since contributing fruits and vegetable to the canteen and to the own kitchen.

Many meetings were held and professional development took place, with the result being a clear structure, happiness on both sides and for the children on the farm to have made the experience of having found a new home.

4. **Kindergarten**

Until now the kindergarten was confined to a room with a veranda; but this is to change soon. We want to build a new kindergarten out of bamboo. The kindergarten will signify the change we want to make by using more environmentally friendly materials and building with bamboo. Bamboo was long known to be a short lived construction material, only having been able to be made to last using poisonous substances. But these times are a thing of the past. Today, five year old bamboo can be used as construction material, the eco friendly material Borax protects it against insects and it will hold literally for decades. The goal is to switch to more ecologically friendly construction materials and energy sources which reduce the CO₂ output. Understanding ecological problems such as global warming and the endangerment of species is an important part of the curriculum.

5. **School department**

The School for Life has been nationally recognized as a social welfare school since May 2006 with licenses for the kindergarten, primary school (grades 1 to 6) and junior high school (grades 7 to 9). An expansion to senior high school (grades 10 to 12) is in the works and we would then have a connection to university (see chapter 7).

5.1 **National curriculum**

Implementation of the compulsory subjects takes up around 60 percent of the schedule of weekly class time. We find it important that children with little or no prior education are well educated in the core subjects. We take a lot of time for the professional development of the young teachers to replace the repetitive learning with systematic and situational learning experiences. In the school department there are 15 teachers, at times up to four volunteers, a director, an assistant director and an administration.

The core classes of grades 1 to 3 are Thai and mathematics, in classes 4 to 9 they are Thai, mathematics, environmental science, social studies, physical education/health, art, technology and English. In the curriculum are also special activities such as Boy Scouts, Girl Guides and community service.

5.2 **Centers of Excellence**

The Centers of Excellence are an integral part of the overall concept. They represent topics which are of importance for the children or the region. The intent to steer away

from solely depending on school subjects and instead to adjust the curriculum to critically thinking problems means to know the educational equivalent of real life situations of related school subjects and their solutions. The place which offers this is a thematically surrounded little Center of Excellence, an area of connection of reflection and action, a laboratory for key practical studies.

Curriculum development in the School for Life means analyzing the national curriculum for contents suitable for application in such Centers of Excellence and establishing a connection. In this way the national curriculum is not brought into question, rather it is organized differently in some areas and appended.

In comparison to the Beluga School for Life which built six Centers of Excellence, our seven centers take place out in the open under the trees. One can imagine them as seven educational areas which garner their purpose with **projects** or **mini enterprises**. The projects/mini enterprises are based on real problems (“take the problem and turn it into an entrepreneurial/project idea”) and try to contribute to the real life solution of the problem. This way the children not only gain the experience of what is needed to solve a particular problem, but they also go on a little “knowledge expedition” in search of the solution.

In the next section the Centers of Excellence will be showcased and there will be examples of particular projects and mini enterprises which have taken place recently or are currently taking place:

5.2.1 Center for Organic Farming The main purpose of this center is to gain theoretical as well as practical knowledge of organic agriculture and to help with the self sustainment of the School for Life with the growing of vegetables, herbs and fruits.

Project “Children plant vegetables”

Every family is responsible to grow at least one kind of vegetable (the kitchen needs about 25 different kinds) and every family is responsible for one row of crops on the large field.

Project “Producing fertilizer”

Two variations of natural fertilizer are produced, one based on microbiology, the other with the use of suitable waste products such as saw dust.

Project “Pig farming”

We raise local pigs the same way the hill tribes do.

5.2.2 Center for Nutrition and Health

The classrooms are usually the small family restaurant at the family houses. It is about

applying knowledge on how to eat and live healthy.

Project “Cooking with guests”

Many international guests come to the farm. It is not uncommon for them to search for the secret behind the Thai cuisine. They can go to the gardens together with the children and have them explain the vegetables and they can cook the meals together with them and then eat them. English? Learning by cooking.

Project “Healthy drinks”

This project produces and sells fresh fruit juices, for example one made of passion fruit.

5.2.3 Center for Body and Soul

Promotion of psychological and physical development is understood to be an integrated process. Health and physical aspects of the curriculum are met with psychological and therapeutic ones.

Project “Herbal products”

The center will feature a spa that will also have a pharmacy selling herbal products. The project will produce shampoo and conditioner, tamarind cream or also Thai specialty desserts, all from natural products for both its own use as well as for sale.

5.2.3 Center for Technology, Crafts and Ecology

Educating in a way that promotes intelligent choices, raising quality of life with minor resource usage all take place in projects that place their emphasis on recycling or the quest to find environmentally friendly technologies.

Project “Trash bank for garbage”

Garbage is collected and separated. Organic waste is used for purposes such as pig farming and other trash is recycled or sold.

Project “Banana leaves instead of plastic bags”

On one part of the farm there are banana trees growing. Their leaves can be used for many different ways of packaging. The children learn to develop and use creative and artistic alternatives to plastics.

Project “Recycling paper”

Paper baskets are the collection point for used paper and this can be recycled and turned into hand made paper which can be sold in the little store on the farm.

Project “Green world movement”

This project group is similar to the green movement around the campus. What, there are still mopeds and cars driving around on the farm? Throw them out in front of the gate; we'll build a parking lot. Or is the sun glaring down in the dry season and causing cracks in the ground? Well then we'll plant many new trees!

5.2.4 Center for Culturale Sensitive Tourism

Culture sensitive tourism is one career area which will be available to the children in the future. This is an alternative to culture destroying aspects of tourism. Tourists who are fed up with trampled paths to “tourist destinations”, “tourist shops” or “tourist events” can experience the country the way it really is, experiencing the everyday life of the people and winning new friends. We are providing synergies between the School for Life and cultural sensitive travelling to provide income that will benefit the children.

Project “Hotel management team”

The farm has guest bungalows and when guests arrive, everything needs to be well prepared. The guests want to be taken care off and also if it is possible take part in activities and projects with the children but also to be able to get to know the country and its people. The hotel management team consists of older children and adults and they learn and put into practice everything that is essential, from the reception to housekeeping and even tour operating. We aim to become something like an “invisible hotel management school”.

Project “Soul trekking”

Children learn to create paths through the forest to collect healing plants, wild vegetables and fruits, collect insects or see nature's colors. They get to know the forest as a lasting supermarket to get products from, many of which are essential to life and can be found there. The children can take guests along a “soul trekking”. They can become knowers of their region, the villages, the markets, the hot springs and the natural and cultural landscape and can take guests with them to participate.

5.2.6 Center for International Communication

Being able to understand each other given the linguistic diversity on the farm is of high importance. At the same time it is also important to be able to communicate with people locally as well as globally and therefore it is essential to learn a language which transcends borders.

Project “Thai for Children of the hill tribes”

Proper knowledge of the Thai language is an essential part of being a part of the society. This project focuses on Thai for children of the Lisu, Lahu, Akha and Hmong tribes. Experiences and knowledge of the hill tribe culture are key points to start with.

There is also regular Thai class for everyone.

Project “English for all”

Teachers and children alike both profit from the knowledge of a second language. Everybody learns English. The English teacher and the volunteers work together and the guests offer enough occasions for them to practice their English skills.

Project “IT for beginners”

The children discover the computer and the world of the internet. They learn how to communicate with emails and how to gain access to knowledge on the internet. We also have plans to more in the future, such as participating on the internet radio or producing an emagazine from kids, for kids.

5.2.7 Center for Cultural Heritage and Development

The dances and music of north Thailand can be preserved and the craftsmanship can be learned. At the same time it is also important to develop new things in intercultural encounters. Artistic expression can be an important way of expressing trauma for children: Children who had survived the tsunami and who were guests for longer than one year at the School for Life first drew dark drawings of curling waves which took along people and houses. Later on however their drawing became more bright, suns and flowers lined their artwork.

Project “Cultural performance”

The performance group of the School for Life offers a very diverse repertoire of traditional dances, modern dances such as “Cats”, aerobics or Salsa, traditional and modern songs and a dramatic program of the percussion group “Drums of Victory”. The children involved in this have performed in front of thousands of spectators and they have also won numerous prizes, among them one from the Thai Tourist Authority for best cultural presentation. Other forms of art are integrated, such as painting on a large surface on stage to the movement of a Beethoven symphony.

5.2.8 Center encompassing projects

Not every project can be classified into one of the Centers; some are broader and serve every child. Two examples are:

Project “Children’s Investment Bank”

What happens to the money that is made from the mini enterprises? The Children’s Investment Bank offers a solution to that: either long term or short term deposit to use as entrepreneurial investment credits or to save it until one day the child leaves the School for Life and needs starting capital or to pay for tuition fees.

Project “Barber shop and beauty salon”

It is a project for kids by kids: Learning to cut hair, taking care of hands and feet, or shampooing and conditioning from the “herbal products” project.

Project “Horses as healers”

This project is on its way to start soon: Two horses will come to the farm and take up residence there permanently. A horse trainer and specialist for child therapy through use of horses will develop a program with the children suitable for kids from the region. Therapy through the use of horses is recognized as therapeutic treatment and the project will run long term.

6. Extra curricular activities

UNESCO declares projects such as the School for Life an “open learning community”. Outside the family and school departments, outside even the projects of the centers are other events which can be participated by experts or guests from outside.

6.1 Master student workshops

A guest, actually the exmanager of a chocolate factory turns out to be a master of composting. A senior expert” is competent with ecological agriculture. Another with construction with environmentally friendly materials. Pop musicians from Germany come to the farm to be inspired by the children to write twelve wonderful and warmhearted songs; the CD/DVD “Home” is made and is available for retail purchase (www.belugaschoolforlife.com).

A master student workshop about making short films was held for the production of “Home” by two workers of a German children’s television channel. The children produced a cartoon to a famous Thai children’s song, the Chang Song, or the elephant song. The film was later broadcasted to young audiences in Germany on the children’s television channel.

Another example is the yoga course which takes place every three months and is conducted by Therese Poulsen, the founder of the New York based Breath of Hope Foundation. The course is conducted for children and adults. The foundation has worked with surviving children in Sri Lanka after the tsunami.

Master student workshops bring experienced and competent people from various places around the world and cultures. Often there are followup projects which lead to new educational grounds.

The next master student workshop will be on the topic of “Ethnic Fashion and Ethnic

Jewelry" conducted by Nadja Auermann, the ambassador of the School for Life, under the patronage of Kate Merkle, the former manager of H. Stern. Hill tribe children as inventors: The end product should not only be beautiful but also marketable.

6.2 Youth camps

Complementing the organic agriculture is the youth camp, offered to citybased schools, to give insight into the process of such agriculture. Such camps have taken place on a regular basis, just like Boy Scout camps. Our children become experts and can show the city children how to prepare fruits and vegetables from the farm into meals and how to catch cat fish by hand in the nearby stream.

7. Higher education and the way to independence

In 2006 a study program, which was custom tailored for graduates of the School for Life, was created together with Ubon Ratchathanee University and accepted by the academic committees.

Excerpt from the „Blueprint of an ‚Innovative Entrepreneurship‘ Major at Ubon Ratchathanee University“ on 1st September 2006:

“Ubon Ratchathanee University (www.ubu.ac.th) has been operating for twelve years and currently includes 10.000 students. It aims to support regional development in Northeast Thailand (Isan), one of the poorest areas of Thailand in terms of economics, yet one of the richest when it comes to culture and history.

The idea to develop B.A. and M.A. programs focusing on Innovative Entrepreneurship – similar to degrees offered at Babson College / USA – goes back to 2003. At the time, questions were raised about a connection between the curriculum of the School for Life, Chiang Mai, and a university program based on that curriculum. By now, a second School for Life, the Beluga School for Life in Na Nai, Phang Nga province, has opened. Once fully developed, both Schools for Life will include all educational levels from Kindergarten to high school.

Graduates of the Schools for Life will have priority of admission at the Innovative Entrepreneurship degree. However, the program also aims to attract students from all regions of Thailand, as well as international students, who are interested in innovative and intercultural entrepreneurship. Ubon Ratchathanee University will conduct admissions processes that ensure that students from areas who show great talent and motivation are accepted.

One of the main characteristics of the program will be the distinction between basics and a breeding ground for innovative entrepreneurship. Students may graduate from the B.A. program, largely learning basics (necessary knowledge, skills, and methods). They may graduate from the M.A. program by establishing a small company during their undergraduate studies. A commission will evaluate the company in terms of economic success, as well as social and ecological responsibility."

An increasing number of our students reach senior high school, which will be the link to this upper level educational offer.

8. **Teacher training**

Most of the teachers that come to the School for Life are young and with little or no teaching experience. This does not necessarily mean it is a disadvantage, but can have its advantages as well. These teachers have not yet grown accustomed to the frontal teaching style of an ordinary school classroom but are instead open and eager towards new forms of teaching such as the complementary situational and systematic learning, the connection between theory and practice, the fostering of entrepreneurship – in short: a learning which places emphasis on little and big problems in real life and not imaginary classroom problems.

The development of the teachers is most effective when the young staff is actively engaged in the development of projects and mini enterprises.

9. **Partner schools**

The School for Life has many partners, two of which will be mentioned.

9.1 **International Schools**

Two International Schools from Düsseldorf (Germany) and Stavanger (Norway) send a group of students and teachers every year for a several week stay at the School for Life.

9.2 **Beluga School for Life**

This sister school was founded in 2005, shortly after the tsunami and follows the same educational concept. It is supported by Beluga Shipping GmbH and their owner Niels Stolberg and has

been financially secured for 10 years (www.belugaschoolforlife.com). It is located between Phuket and Khao Lak, further inland from ground zero of the tsunami catastrophe. At first children and adults who lost relatives were taken in, and now around 125 children and 60 adults live on the campus with about 70 buildings including family houses, dormitories, Centers of Excellence, theater, canteen, restaurant, museum and guest bungalows. The children attend kindergarten and primary school, the junior high school is scheduled to begin in May 2009.

10. **Godparents and sponsors**

We are looking for 140 godparents for our children, of which we have already gotten 50. The godparents can support the cost of living for one child with just 30 Euros per month and for an additional 40 Euros they can pay for their education. They also receive a journal several times a year as well as a development report once a year. More and more godparents come to visit their child on the farm.

In the mean time, a godparenting program was established with the help of a British sponsor under the title "The Phoenix Reserve" for gifted children. They receive a custom tailored progressive program for their skills up to master courses on national as well as international level.

The School for Life is supported by many individual sponsors as well as foundations, organizations and Thai and international companies. Some examples:

- . •The Shaul and Hilde Robinsohn Foundation, Berlin, Germany
- . •International Academy (INA gGmbH) at the Free University Berlin, Germany
- . •Siam Cement Foundation Ltd.Co, Thailand
- . •Step Foundation, Freiburg, Germany
- . •Michelin, Thailand
- . •Siam Lemmersz, Thailand
- . •Yamoto Kogyo Co. Ltd., Japan
- . •Siam Aisin Co. Ltd, Thailand
- . •H. Stern, Germany
- . •Charity Hillside Rooftop Party
- . •KorffFoundation, Germany
- . •Children's Shelter Home, Chiang Mai
- . •Laserline, Berlin, Germany
- . •Helping Hands, France
- . •Tradelogik Ltd. Co., London, UK
- . •Thailandfreunde e.V., Germany

The Children's Shelter Home project, founded in 2007 by Thaneen "Joy" Worrawittayakun and Ulrike Meister, has also contributed substantially in terms of educational practice as well as infrastructural to the family development. The board of the Robinsohn Foundation decided in 2004 that the School for Life will be the only project they will endorse. The foundation offered its account as a donation account, gives out scholarships and coordinates the development of projects, especially in the German speaking frame. The Step Foundation Freiburg has contributed towards sports and Body & Soul areas both financially as well as conceptually.

11. Cost reduction and income generating activities

The School for Life feels obligated towards the guidelines of the "Sufficiency Economy" of HRH Bhumibol Adulyadej, King of Thailand as well as the "Buddhist Economics" concept of Prof. Apichai Puntasen.

Among some of the cost reducing activities belongs the ecologically friendly agriculture as well as the raising of pigs, cows and fishes. Income generating measures include the guest bungalows as well as the youth camp and seminars. It is also possible in the long run for Schools for Life not to only be founded in poverty stricken areas but also in well established locations (an example will be the Green School in Bali (www.greenschool.org), and for the latter to share profits with the former (see chapter 14).

12. Founder, carrier and management

The co-founder of the School for Lifes – Jürgen Zimmer - guarantees also during the period of report that the concept of the School for Life is implemented and further developed.

The carrier and license holder of the School for Life has been until now the Thailand Rural Reconstruction Movement under Royal Patronage (TRRM), and will be handed over to the new Foundation School for Life due to administrative reasons. Members of the Board from TRRM will also belong to the Board of the newly established foundation.

The management of the School for Life currently consists of the general manager, Dominique Leutwiler, the ground manager as well as the heads of the different

departments.

The financial management is the responsibility of the general manager; the accounting takes place externally. Tax exempt receipts can be issued by the Robinsohn Foundation as well as TRRM/School for Life.

13. Scientific escort

The scientific guidance of the School for Life is assumed by the President of the International Academy for Innovative Education, Psychology and Economy gGmbH (INA) of the Free University of Berlin, Jürgen Zimmer, as well as his place holder, Rita Haberkorn, Codirector of the INA Institute for the Situational Approach.

Thesis of M.A. degrees and dissertations will be supervised which will serve the development of the School for Life.

14. United Schools for Life

UNESCO has classified the concept of the Schools for Life as “much needed world class innovative effort in the field of education” and “new standard of educational excellence for the world community of the 21st century”.

Due to the growing demand for the Schools for Life and our inability to satisfy all the needs, a new joint venture company was founded (Partners: Bradley Gardner, The GreenAsia Group, Singapore / Jürgen Zimmer) to establish a structure for the expansion of the Schools for Life for nonprofit as well as also profit areas.