# Free School for Swakopmund

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# Motivation

How much do you still remember from your school days? A study has shown that 25-year-olds, who have not long left their school days behind them, still know and master only 1.5% of the school curriculum. That can't be true, can it? So, from mathematics, do you still remember the binomial formulas? Or what does German grammar call the word "ihr" in the first question about school days? Answer 1: $(a + b)^2 = a^2 + 2ab + b^2$ is the first of three binomial formulas, which we never needed again in real life. Answer 2: In linguistics, the possessive pronoun is called "Possessivpronomen". With grammar too, we see that we don't master it, but instead, as native speakers, we can feel whether the grammar sounds right or not.

These are two examples that hint at how our brain functions and learns. The school curriculum is not conveyed to the brain in a way that does it justice. Therefore, it is not surprising that we only remember 1.5%. But isn't it a shame, considering the 10 to 18 years we "wasted" in school and university? Especially since the truly important things in life (cooking, gardening, loving, starting a business, and money, etc.) were not taught.

With the Freischule (Free School), we take on this challenge with ease and bet that our students will retain much more knowledge in their memory!

How do we achieve that? Quite simply! First, we explore how our brain learns best, and second, we put the children at the center, focusing on what they really want to know. This has been researched by the freethinker, scientist, and magician Ricardo Leppe from Austria and made available to us in his videos, lectures, and interviews on his site: wissenschafftfreiheit.com.

The foundation for children's learning is a good relationship with the learning companion. A friendly grandmother, who is not under the pressure of the school authority, can build this much better than a classic teacher. And every child subconsciously checks whether the teacher is an authentic role model and also enjoys doing what they teach. Therefore, subject experts are often better role models, just as, for example, a grandmother passionate about history – even without precise historical knowledge – will inspire the children to watch history videos together and work through suitable material.

Once the relationship and role model levels are secured, the next step is knowledge transfer, or rather, its preparation. For easy learning, the left cognitive hemisphere and the right creative hemisphere of the brain must be activated to work together. To achieve this, the new material must first be visual, which is why it's called "Bild-ung" (education, related to "Bild" meaning image). The second activation happens through funny and absurd silliness. If it also evokes emotions, that is the third accelerator. The fourth and final trick is linking it with previously known things.

If the learning companion or the respective knowledge video manages to activate the right creative brain hemisphere with these 4 tricks, learning and enthusiasm are secured as fertilizer. At the beginning, children and adults learn how to transform content into creative, funny stories using imagery, and with these tools, the children know how the brain learns

well. Thus, they will also quickly assemble content that is only prepared for the left cognitive hemisphere for the right hemisphere as well. Our children know how they learn and are prepared to become anything.

Incidentally, the brain trains itself most effectively when learning new movements, music, art, and languages. But precisely these subjects are often cut in Western countries and considered unimportant, or is there perhaps even a system behind it? Instead, mathematics and the sciences are promoted as important, although this hardly challenges our brain. Therefore, we emphasize physical activity and clubs professionally teach a wide variety of sports, where bits of knowledge can be inconspicuously integrated.

Overall, our school offers all possible freedoms, which everyone can fill according to their own discretion.

# Introduction to the Free School

Dear friends, visionaries, activists, and freethinkers,

Here in Namibia, we are laying the foundation for a Free School that will produce well-rounded, healthy, self-confident, socially competent, cheerful, and happy individuals in every professional field, in every vocation, and in the creation of a healthy and happy family life.

To achieve this, it is important, alongside the already customary theoretical knowledge, to also place a strong emphasis on an intensive, practical area. As we all know, learning never stops, and thus it is completely irrelevant at what point in time one's school attendance is concluded. In a free school, there is no beginning and no end, because all areas of life are part of a generally educated person's content. Everyone intuitively knows best when they feel ready for independence. A truly Free School operates without grades, fixed schedules, bells, bullying, homework, sick notes, attendance lists, a screaming, overwhelmed teaching staff, and school fees!

Freedom, trust, peace, self-determination, harmony, joy, empathy, and love are the factors we desire for our coexistence. Therefore, they naturally must be present from the very beginning in the families into which our children are born. For us, it is now a given that this harmony and joy are also maintained in everyday learning and school life. We view the situation in Germany critically. In surveys asking student teachers why they want to become teachers, some astonishing answers were heard. Two-thirds found it desirable to become civil servants with tenure, thus being virtually unfireable, and to have long holidays and early finishes to the day! Only one-third wanted to become teachers because they like children! And this is evident in local schools and, unfortunately, seems to be the intended outcome. Here, aggression, bullying, and noise prevail, along with rote learning, subsequent forgetting, useless knowledge, sitting still, tension, punishment, and stomach aches already in the morning. Many children in Germany react to their school routine with depression and refusal. Despite parental initiatives and complaints, politicians change nothing, yet they send their own children to private schools!!!

Through our own school experiences 50 and 25 years ago respectively, we still see the old dust of the local education system today. It is visible in the film "Jonas - Imagine it's school and you have to go back." Those affected say it can't go on like this, but initiatives are always stopped and misdirected.

Our goal is to bring the school system described below, which will have its roots in Swakopmund, to Europe as well, where a change from the drilling of children to fostering a joy for life is urgently needed.

# 1. Learning Hubs

A Learning Hub is a dedicated space where children can acquire knowledge and research missing information on the internet. There is at least one learning companion present who either possesses extensive knowledge in the respective field or is deeply passionate about it. Students can use a small stand-up sign to indicate that they need help from the learning companion. It will often happen that fellow students will be quicker to help.

In the Internet School, learning videos are available in various languages such as English, German, Afrikaans, or Spanish, etc. There is neither traditional frontal instruction nor a certified, expensive teacher. We rely on volunteer learning companions from the community and parents, who are specialists in certain areas and want to take the time for our young people. Craftspeople, engineers, or medical professionals will also make excellent learning companions, covering the fields they are knowledgeable in.

Each Learning Hub is equipped with 5 to 10 computers offering theoretical content for the respective learning area. Children interested in computers will be involved in setting up the hardware and will soon be instructed on how to set up computer workstations themselves. A shelving unit with theme-related materials, books, and corresponding projects will also be available in the rooms.

The Internet School is already accessible via Freischule.info and will be continuously filled with content by all of us. In addition to instructional videos, student presentations will be uploaded, and there will be a discussion section for every lesson. Thus, this platform forms a foundation for every Learning Office and also enables homeschooling. Other schools that wish to become Free Schools can also very easily offer Learning Hubs through the Internet School and transform gradually.

In the medium term, we will operate our own server (which already exists and is hosted with us in Annaburg) with the platform at the Free School in Swakopmund. This server will then gradually download the learning videos and host them itself. This way, only the local internet would be burdened. Until then, the YouTube videos should load adequately via the Equiano fiber-optic cable.

We will obtain the electricity for the rooms, computers, and air conditioning units via solar panels. How quickly these wishes are fulfilled will be shown by the future and general interest.

## 1.1 Languages, Literature, Writing

We encounter language from an early age: we learn our mother tongue quite naturally – with its own rhythm, sound, and "music." Later, it becomes important to learn to read and write this language – or a foreign language, depending on interest. This is one of the fundamental pillars for participating in public life, informing oneself, and discovering the world of books. This learning process should be enjoyable, as successes are quickly achieved.

A next step involves reading domestic and foreign literature, novels, or poems. Students with particular interests or passions – for example, for animals, technology, or other topics – will soon feel the desire to engage more deeply with these subjects and explore specialized literature.

The pinnacle of this development is reached when students, through their encounter with texts, themselves feel the desire to write: their own articles about the school, reports about their experiences, or texts on topics that move them. They can present these contributions in student newspapers, on online platforms, or at events. By practicing expression and rhetoric, they gain self-confidence and learn to present their thoughts convincingly – perhaps even as future journalists who carry our Free School idea out into the world.

Encounters with authors who write about their lives and societal changes – for instance, about the path to freedom in their country – can also be inspiring and demonstrate how powerful language can be.

## 1.2. Mathematics, Physics

According to researcher Ricardo Leppe, our brains are generally only ready for these natural sciences from the age of 13. Therefore, we must patiently observe when the interest emerges.

Many boys develop an enthusiasm for mathematics, but only a few girls do. This is precisely why voluntary participation is key here, even though it is considered a core subject in Western countries. Anyone who is interested is welcome to come and play with numbers of any desired complexity. If anyone is concerned about those who don't attend, let them recall their own current knowledge from math lessons. Let's be honest: we can use a calculator for addition, subtraction, multiplication, and division, but when it comes to calculating percentages like value-added tax, it already gets tricky. Proficiency in written multiplication and division is rare, and knowledge of binomial formulas, curve sketching, matrix calculation, and imaginary numbers has likely been completely lost. Despite all this forgetting, this alleged knowledge is not missing in our daily lives. Furthermore, the other Learning Hubs will, if necessary, show how to use a calculator for calculations as soon as the need arises. Thus, everyone will at least master using a calculator.

The school revolutionary Ricardo Leppe has discovered alternative teaching and calculation methods and even teaches Vedic mathematics, which is much easier. With his method, he will probably inspire one child or another to develop an additional passion for mathematics.

A wide variety of arithmetic and word problems at all difficulty levels will be readily available for children to work on voluntarily at any time. If theoretical knowledge is lacking, a reference will be made to the corresponding instructional video. The learning companion or a classmate will help when difficulties are indicated.

Even nerds can delve into the depths of mathematics and use software like Matlab to solve their self-chosen tasks. It's not a problem, but normal, if the learning companion reaches their personal limits. In the Internet School, the student and the companion can watch relevant lectures together, discuss, and experiment.

Physics should captivate with exciting experiments, subsequently teaching the calculations and formulas. The formula booklet is a small book containing collected physics formulas, which the children should work with from the beginning. I used to write rearranged and additional formulas from lectures into mine in pencil. Rearranging formulas follows specific rules which also apply in mathematics.

It becomes particularly interesting when children want to implement a project together and, for example, wish to explore the laws of physics while building a sailboat. This will also be a great joy for the learning companion.

In physics, one can also dig deep into knowledge equivalent to that of an engineer. Likewise, current discoveries can be found in the Internet School. I also dream of science funding from the general public, whereby scientists would not only present their work and findings to their specialist colleagues but also present them in an accessible way to a general audience. Only in this way can these researchers gain new donations for their visions.

Physics also includes electricity, which lays the foundation for the subsequent field of electrical engineering.

## 1.3. Computer Science, Electrical Engineering

The fundamentals of electricity, such as how resistors, capacitors, and inductors work, will naturally be taught in the Electrical Engineering Learning Hub. More intricate components include the multitude of transistors and small chips, all the way up to microcontrollers and computers. Controlling electric motors is a very challenging field. Similarly, signal processing and wireless communication are very exciting. Electrical engineering also encompasses the skills of soldering and designing printed circuit boards, which can then be ordered from China. Prototypes are tested beforehand using breadboards. Many projects will find their hardware foundation here.

These microcontrollers are then programmed in C, marking the transition to computer science and software development. These are programs that influence reality. Students could also assemble and program robots. Industrial robotic arms can likewise be controlled.

Computer programs and games, for instance, would be developed using languages like Java and Python. Server development with REST APIs can also be learned. App development for Android smartphones is done using Kotlin.

AI has recently revolutionized programming. Now, even beginners can program wonderfully and quickly, picking up various programming languages as needed along the way. AI even assists with debugging and error handling.

Anyone who falls in love with computer science is very welcome to assist with commissioned projects in the engineering office, thereby earning money for the foundation. Our projects are financed with this money, and thus students can receive laptops for learning and development. If a budding engineer delivers good and reliable work, we will, upon request, try to facilitate migration to Germany, where they can then work for well-known clients and earn a very competitive engineering salary.

## 1.4. Biology, Chemistry, Astronomy, Geology

Biology observes and analyzes the nature around us. It starts with the animal kingdom: what species exist, how they behave, what they feed on, and how they reproduce. This is always exciting for children, who are even allowed to document, film, and present their findings to share the knowledge with other students who might be researching something else at the moment. It continues with the plant world. How do roots function to absorb water and nutrients in symbiosis with bacteria? How does photosynthesis work? Why can the date palm live in saline soil? The fungal kingdom is vast; there's a saying that a mycelium exists for everything. If another oil tanker leaks, there is a specific mycelium that can be distributed over the slick, breaking down the spilled crude oil in a short time. The microscopic processes within living beings already form the transition to chemistry. Natural healing methods can also be integrated, which we know well from the German flora, and we look forward to learning about the effects of African herbs and trees. This forms the transition to medicine and health. These overlaps show the interconnections in real life, and the children joyfully prepare for them.

Chemistry separates further from the life of biology. Here, it is shown how chemicals react with each other. How acids and bases work, how they form, and how they become salts together. Organic chemistry is a huge field, which sounds very much like biology, but to be honest, it encompasses everything related to petroleum, as all molecules with carbon and hydrogen constitute organic chemistry.

The experiments are exciting and can captivate the children. I am already curious about what we can implement with chemistry. Unfortunately, chemistry has not brought much glorious achievement into the world so far in agriculture, the food industry, and medicine. The side effects of agrochemicals with glyphosate and pesticides are enormous and are communicated far too rarely. What place does artificial chemistry have in food? Must bread still be free of mold and as rubbery as when it was produced after one month? Not to mention the poisoning of people with artificial margarine and highly processed seed oils. Why must sugar be replaced by sweeteners like aspartame, which is carcinogenic? And now we are in the realm of medicine with catastrophic chemotherapy, cortisone, beta-blockers, ACE inhibitors, blood thinners, painkillers, the birth control pill, and more. Everything must be artificially produced so that it can be patented. Natural remedies are no longer used, and this must be reversed. If anything, chemistry should only benefit us and not strategically poison us.

Astronomy looks into space and tries to gain more knowledge there. The difficulty is accepting that visible matter supposedly makes up only 5%, and 95% is dark matter. It is called so because it can hardly be made visible and apparently follows its own physical laws. The most significant indication is the movement of stars within galaxies, as the outer stars race in a huge arc around the galaxy's center. The central stars, however, float very slowly on a very small orbit. This movement is as if the stars were glued onto a rotating disk, thus allowing spiral galaxies to maintain their two "arms." Comparing this with the planetary movements of our solar system results in inexplicable differences. Our sun-close planets orbit the sun very quickly; Mercury takes only 88 days (1/4 year), Neptune already takes 164.5 years, and the former planet Pluto takes 248 years. To my knowledge, the rotation of galaxies is attempted to be explained with dark matter. We should continually highlight these inexplicable phenomena in all areas of science so that children, on one hand, get an idea of where research is still needed, and on the other hand, understand that our supposedly omniscient science also has significant weaknesses and ignorance. This way, we can maintain distance from the new religion - science - and should always remain critical.
Many young people in Western society have succumbed to this religion and desire a technocracy - a dictatorship where scientists steer society. This monster is most easily recognized in the CO2 debate. Out of fear of the apocalypse, all cars and the production of the gas are being banned. Apparently, humanity cannot afford to green the desert, but terraforming Mars so we can live there after the Earth has supposedly perished due to climate collapse is realistic ;-)? Isn't it more about introducing new taxes that are never revoked, even when it's finally perceived as a lie? We would prefer to green the desert so that we can all live well. Through our soil fertility using Terra Preta (4.8.1.), CO2 will rather become scarce in the long run. I even think it is humanity's task to burn the bound CO2 (coal, petroleum, natural gas) so that plants can continue to breathe. They need it, as we all know from photosynthesis (school curriculum in the GDR, 5th grade!), for growth and release something very important for us: oxygen. With more CO2, there would be more green on Earth, which doesn't threaten us. These are stupid ideologies, as any simple gardener knows. However, our media repeat this nonsense over and over again. Thus, we are encouraged to explain our truths repeatedly.

Now, let's come to Geology. This is the study of the composition of the upper layers of the Earth. It attempts to use resonances to discover the layers of the upper kilometers. This is how the large natural gas and oil field in the Orange Basin, off the southern coast of Namibia, was recently discovered. This is fantastic, and the utilization of this resource is important for the aforementioned CO2 shortage. The gas power plant should - alongside electricity - use its waste heat to produce fresh water for southern agriculture, just as we do with our seawater desalination plant (4.6.1.).

Interesting questions I pose to geology are:

- Does the Swakop River flow underground into the sea?
- Does the groundwater flow into the sea?
- Where might salty groundwater come from?
- Or does salty water from the sea flow into the groundwater?
- Do lakes and the Canal Grande (8.1.) need to be lined with clay?
- Why is the groundwater between 60 and 150 meters deep?
- Can we replenish it with desalination plants (4.6.1.)?

So, it remains very exciting.

## 1.5. Health, Nutrition, Seawater

For maintaining health, we focus on a diet of uncontaminated foods that we grow organically through self-sufficiency. We aim to start by cultivating native fruit and vegetable varieties, date palms, orange trees, and lettuce in the form of wonderfully flowering ice plant, some of which are highly or moderately salt-resistant. Then we will also try out everything else we know from this region. Videos explain how to process fruits and vegetables while preserving nutrients. The Internet School also offers numerous contributions on body, mind, and spirit. You can also find cooking and baking instructions for a balanced diet, which can then be tried out practically in the kitchens. Cooking happens constantly there, so that even the last worker can still find good food whenever they are hungry. Students, parents, and grandparents repeatedly recreate new recipes, invent new ones, or cook traditionally.

An important component for maintaining health is the teaching of Bruno Gröning, which shows us how to absorb the healing stream/Prana/Chi, leading to great healings. We guide children and adults to absorb the strength for the day and for general health through daily meditation. Thus, we approach learning and doing strengthened, and everything can happen with calmness and patience in dealing with people and animals. Meditation music is also available for this purpose. Likewise, children can also engage theoretically with yoga, healing massages, and much more, and then put it into practice.

Another focus will be the teaching of René Quinton, who discovered the healing power of seawater and even saved undernourished, already fading children from death with it. He lived around 1900 and healed many supposedly incurable diseases, such as diabetes, open wounds, even Sudeck's atrophy shortly before the amputation of limbs, through internal and external application of seawater. In cases of kidney damage where people were permanent dialysis patients, injections of seawater healed those affected. Replacing blood with seawater worked true miracles.

Accordingly, we want to make seawater available to all people for healing and for mixing with 3 parts of fresh water. It is applied externally on the skin for wounds and for permanent drinking. For this, we wish for a Bruno Gröning house - without the infiltrated organization - on the beach, where we would like to operate a seawater pharmacy with advice for everyone free of charge.

As in the other Learning Hubs, we will work with internet videos in this thematic area, through which we gain insights into how it works. Those who have complaints receive good advice from doctors and people who have experience with seawater. Everyone will soon notice: the dear God provides us with a healing water in the sea that doesn't hurt because all our body cells, in the dilution mentioned above, correspond to seawater and everything within us returns to divine order. We will revive the teaching of René Quinton, as in the clinic in Nicaragua (https://martin13.com/de/105.html) and bring it to the whole world. Countries without access to the sea will have the opportunity to get seawater delivered as cheaply as possible to bring the body into healing. Currently, a liter of seawater is traded for 5 to 7 euros!

## 1.6. Medicine, Naturopathy, Homeopathy

Physical and mental health is our prerequisite for a happy society in peace and freedom. Health is the highest asset, and achieving it is our daily endeavor. Once we are in pain, we are unable to live our everyday lives as usual.

This section provides information on every form of medical support, whether conventional medicine, naturopathy, homeopathy, traditional healers, spiritual healing, distant healing, acupuncture – particularly "The Eternal Needle" – or Chinese medicine. All disciplines deserve to be mentioned, and the Internet School is filled with topics from all directions on how potential ailments can be healed. If the students of our Free School inform and educate themselves comprehensively, they can choose what to do and when. A university clinic would also be conceivable, where the best doctors could develop through practical experience.

In naturopathy, people can access healing plants from their local environment, from tinctures to herbal teas. Plant parts from roots to leaves, flowers, seeds, and even bark can be researched in terms of their application and effectiveness. Experiences will be shared extensively through videos here, and students will develop a sense of what is important for them.

In homeopathy, highly diluted substances of medications or plant extracts are used to bring about healing or improvement of a condition, ideally without leaving side effects. This is an exciting experience reported by therapists who work with it. Thus, there are many possibilities on the path to recovery, and the children and adolescents interested in medical topics will explore what makes sense to them.

## 1.7. Politics, History, Philosophy, Geography

Politics is an artificial construct that never originated from the bottom up, but always from the top down, from the self-proclaimed elite that has been imposed upon us. I do not wish to comment further on state systems and monopolies on violence here, as this can massively challenge worldviews and provoke rejection. Therefore, I will only pose questions here:

- How do we want to live?
- How can we achieve that?
- Who is preventing us?
- Who should be allowed to rule over us?
- Who is exploiting us?
- Who is our true enemy?
- How can we cut off his energy supply?
- What structures does he use to control us?
- How can we free ourselves from these structures?
- What can I and my fellow human beings actually influence?
- Which form of government can protect us best from exploitation?
- How can we ensure that this form of government cannot be taken over again?

If we manage to have our children explore and answer these questions independently, we will move ever closer to a free, happy life. We will continually put the most diverse viewpoints up for discussion, so that we will likely come to the realization that there can never be unanimity and that compromises create many losers. So what can we agree on? Surely only on freedom, right? We should measure all politics against this freedom every day and accuse and eliminate any restrictions.

History claims for itself that there is only one true history. The mere saying "History is written by the victors" shows that it is always colored by the elite and naturally serves their interests. Therefore, history, like politics, must be heavily debated. Thus, we want to present the most diverse views on events and their contexts. This is the best way for each child to form their own picture of the past and learn how multi-layered the world functions.

Geography is not simply the study of countries and rivers, but primarily the science of resources, borders, and power. It shows us who rules which land, where mineral resources are located, and which trade routes are controlled. The maps we know are political constructs that show the world as those in power want it. Therefore, we must question:

- Which borders are natural and which were artificially imposed upon us to divide us?
- Which strategic points control the flow of energy and goods?
- Who draws the borders and for whose advantage?

By understanding the true geography of power, we recognize how the space around us is used as a tool for control and exploitation. Geopolitics reveals the interests of different actors and helps us to quickly, humanely, and correctly categorize news from a freedom-oriented perspective. Liberation begins with erasing these invisible maps of oppression in our minds and rethinking the world.

Philosophy has always been sold to us as an abstract mind game taking place only in the ivory towers of academia. In truth, it is the most dangerous weapon for those who want to see through the system, because it asks the fundamental questions that the elite does not want to answer: What is truth and who defines it? Is there a just order not based on oppression? Why do we actually obey? Established philosophy often serves to keep us trapped in endless discussions while the real decisions are made elsewhere. Therefore, we must reclaim philosophy and turn it into a practice of liberation - away from academic games, towards a concrete art of living that helps us recognize and cast off our chains.

Anyone who engages intensively with these disciplines and mass psychology (1.12.) will come to the realization that one can only trust oneself. In contrast, manipulations can come from outside at any time, but they will be noticed by a critical mind and will have little effect. Above all, we strengthen our children's self-confidence by having them realize in the workshops (2. ff) how much they can create with their own hands.

## 1.8. Geostrategy and Conspiracies

We humans have the desire to live peacefully, healthily, and happily with others in a God-given, beautiful nature, in harmony. We want to adapt to the individual conditions of the region we were born into and provide for ourselves with what is important in life: shelter, food, and clothing. These basic needs would have been secured by generations long ago, if

it weren't for the dark forces on Earth, greedy for power and money—which was invented precisely to create artificial dependencies.

But the money they obtain in an outrageous manner through compound interest, printing new money, taxes, and artificial scarcity is still not enough. They additionally want power over all the countries of the entire world. So, they sow discord, envy, and strife among people within a country and incite entire nations against each other. They agitate, supply both sides with weapons for which they charge exorbitant prices, so that these nations now wage war, leading to the deaths of millions of peace-loving people. A country reduced to rubble and ashes by bombs is, of course, gladly rebuilt with help—but only with freshly printed money from the same dark forces. The people give up their land for little money to get the bare essentials. Especially fishermen are dispossessed after natural disasters in this way, and the madmen build their palaces and hotel complexes there, which does not help the impoverished. Aid money from donating fellow humans disappears into dark channels. Due to the completely overpriced weapon deliveries, these broken countries—broken in the psyche of the people and the destruction of infrastructure and homes—are also left with high debts they can never repay. And they are not supposed to! The few in power prefer to keep us in fear and terror of their next actions. Their goal is to make us dependent, have us beg them for help, and collect abundant money through the compound interest effect anyway!

To free ourselves from this servitude, we must first recognize these evil machinations, see through them, and view everything that happens from different perspectives, because nothing on our Earth happens by chance. From a higher view, everything belongs to the Divine Plan to let humanity flourish again.

In this lesson of our Free School, we learn to question our innate and conditioned gullibility, which is indeed very divine and right.

The troublemakers even incorporate the evil they do into their satanic speeches, their books, and Hollywood films, and we must now recognize that it is no coincidence when these depicted atrocities occur, such as natural disasters, poisoning of the land, water, and food, or harmful vaccinations of humans and animals. When nothing else works, they do not shy away from devastating wars. According to their thesis, a new war can be started every 80 years because by then the war veterans have died and can no longer warn the younger generations not to sacrifice their beautiful lives for these villains! One of my favorite sayings (I have given life to three sons!) is: "Suppose they gave a war and nobody came." - Carl Sandburg, American poet.

So, we deal here with wars dating back centuries, today's geostrategy, and prophecies for the future. However, everything should be viewed with a good dose of skepticism, because the madmen who want to rule us and the world have spread and disseminated various lies, truths, and variants since the Roman Empire. So, they laugh up their sleeves when people still argue and debate about what they have heard and what the truth is. This is very cunning, but we now have the advantage of learning about all "truths" via the internet and must carefully filter out what is coherent and where one is being deceived. This is not so difficult, because for this we have our common sense and gut feeling, which connects us with God and our higher self.

It must have already been like this even in Johann Wolfgang von Goethe's lifetime, for he passed down the following wise words: "One must always repeat the truth, because error is constantly being preached around us, not by individuals, but by the masses. In newspapers and encyclopedias, in schools and universities, everywhere error is on top, and it feels comfortable and at ease, feeling the majority that is on its side."

The knowledge about all this, even if the topic is unpleasant, is absolutely necessary for us so that we can shape our world to reconnect with nature, become self-sufficient in energy and food, and withdraw from the games of the artificial world! Recognizing the machinations in insane geostrategy is therefore new for everyone, but it naturally belongs in our Free School.

Because "Only those who know the past can understand the present and shape the future." - August Bebel (German philosopher)

## 1.9. Spirituality, Astrology

Here in Germany, we deeply miss the teaching and living of spiritual knowledge. Spirituality is ridiculed in order to keep humanity ignorant and in a state of fear. In all films, people die of cancer, or dystopian films constantly threaten with death. The media fuels hatred and fear of war. And people live in depression, plagued by existential and future anxieties, even though they are sitting amidst wealth here. Young, unaware people see no future for themselves because they are chasing the wrong values! From our perspective, this is a civilizational sickness!

For our Free School concept, spiritual knowledge is a fundamental prerequisite for social behavior and a healthy life.

The most important thing is to engage with the taboo subject of "death" so that no one needs to be afraid of dying. Through numerous near-death experiences (see Elisabeth Kübler-Ross), we learn about life after the death of the body only. Anyone who seriously engages with this topic comes to the conclusion that we are immortal spirit in a gifted body. We are born again and again on Earth or on other planets, which are, of course, also all inhabited. We sense in various situations that we have lived many lives here in the past. Where else would feelings come from, of having experienced a certain situation before, or recognizing things or places that one demonstrably cannot know from this life?

We have also personally experienced, heard, and seen much that does not exist in this material world. In applying the teachings of Bruno Gröning, we even receive a tangible connection to the divine and repeatedly experience spiritual and thus also physical healing from illnesses. Kurt, for instance, can report a spontaneous healing from migraines, which occurred monthly, within the very first community session. In many conflict situations, we have experienced help through trust in God. However, it is important to distinguish: if something stubbornly refuses to work out and causes us headaches, it is the wrong path. If something is flowing and everything necessary suddenly falls into place, one has a good feeling and is at peace, then we have found our life's purpose. This has been our experience over the last 10 years, as we sought people who want to form a working and living community with us.

We know our school concept can change the world for the better, it's just that the foundations are currently only laid in Namibia. We received a message from an ancestor (Grandfather Paul) when our hearts beat for Namibia: "Everything is prepared!"

And that no longer lets us doubt about starting anew at the end of the year with a 23 kg suitcase!

## 1.10. Mechanical Engineering

Mechanical engineering is the most important knowledge for the production of goods, which we should also establish in Namibia to achieve greater value creation within the country. Mechanical engineering is divided into two areas. Firstly, the products themselves are designed and calculated here. For example, the brakes of a vehicle or the screw connections for drip irrigation.

In the second step, the focus is on the production machines, which must be planned, created, and set up. This also involves designing the workplace for a person. The goal in planning is to require as few people as possible, and if people are needed, the work should be easily manageable.

I am very curious about which productions we will establish initially and how large we can grow these projects. Here, children will be able to gain practical experience in addition to theory and fill their project portfolios. We will support good mechanical engineers who are interested in earning a good income in Germany's industry.

## 1.11. Media, Photography, Film

Interested children can also get involved in the media sector and become journalists, photographers, filmmakers, and YouTubers. They will be taught theoretical and practical fundamentals to handle the technology and the natural or artificial conditions. Here, they are encouraged to act creatively, truthfully, critically, and artistically.

The practical application can cover all topics. However, we primarily want our project to be the main focus. We desire the development of the Free School in Swakopmund to be documented in image and sound from the very beginning.

The students will film and document the inception of the school project in all the languages they speak, responsibly uploading everything to various platforms on the internet themselves, so that new content from us is disseminated daily to the entire world. Under guidance, the children will immediately create a website for their school and will be its primary operators. We know they will do this with respect, discretion, pride, and joy. Experienced adults can advise and assist initially. Since the public relations work is intended to be extensive and truthful, it should quickly become the responsibility of the young creators.

Soon, working groups will form where the journalists of tomorrow discuss everything among themselves and jointly decide when a piece is perfect and ready for upload.

Full-length films should be created, showing the progress we make in developing the school grounds, the orchard, the outfitting of the workshops, the irrigation system, and even desert greening. Daily, our active children should storm the internet with news from here, so the whole world becomes convinced that a change in the school system means happiness for all people and brings them freedom and independence. We want to utilize and appreciate the unbridled potential of youth.

The students will also create slide shows and image documents for use in presentations across Europe; some of the most active ones will even travel along and present their own contributions. The enthusiasm generated by the children's actions will make a much greater impression than if adults presented the students' documentation in other countries. We will invite filmmakers and journalists to Namibia who are eager to report on us. The school system here is already heavily criticized and debated, but those in power continue to cling to it to manipulate people from infancy and keep them in fear and terror. They will be astounded when we establish our project here and the Great Reversal also emanates from this place. Many small steps of change already exist everywhere; we are simply bringing all the threads together.

In any case, we aim to use all possible means to ensure that everyone worldwide learns about the revolutionary changes in the school system happening here, which involve an entire city and bring its inhabitants together in harmony and respect. What an entire city models here, the whole country of Namibia can embrace, and ultimately, bring an entire world into peace and joy.

## 1.12. Psychology, Mass Psychology

As the Roman poet Juvenal rightly said ("Mens sana in corpore sano"), "A healthy mind in a healthy body." Therefore, it is important from childhood to let little human beings explore life within loose boundaries—on one hand, not to endanger themselves, but on the other hand, also to set healthy limits for children and teach important rules, such as how to interact with animals or behave in traffic. Children will then see this as beneficial and not as nagging.

The balance between letting go and supervising is crucial, allowing and enabling a child to follow its natural curiosity. This happens quite well within the family unit, but schools must also have this as a foundation and continue the process of learning and allowing learning through self-determination within a healthy and not overly restrictive framework. And just as a reminder: the word "school" means "leisure"! Derived from this is the decelerated, active word "Müßiggang" (idleness)! If a society were to revert to this, its people would be healthy in mind and body. The systems that appear so exemplary today produce, under the guise of a "meritocracy," a dog-eat-dog society where stress, competitive thinking, corruption, envy, existential fear, and even suicide dictate people's lives. Everyone senses that this should not be lived or promoted, which is why this Free School concept exists. Our wish is for such a comprehensive concept to be applied and implemented worldwide, meaning peace for all people, internally and externally. How to lead a happy life is an important topic that could prevent many problems proactively.

Psychology develops therapeutic approaches and strategies that attempt, through conversation, to resolve potential mental problems or enable better coping with them. The "patients" should feel cared for, understood, and, ideally, redeemed. Interested students will study these approaches and studies and also apply them among themselves. Contact with real people in need of help, perhaps as part of a school practice, would be advantageous to train communication. This is the positive aspect of knowledge about human psychology.

Mass psychology encompasses the behavior of us humans in groups and how people can best be influenced, re-educated, and controlled through mass media. This knowledge very rarely helps us humans, but for the ruling elite, this knowledge is extremely valuable and thus forms a basis of their knowledge for domination. Therefore, we can assume that our rulers invest a great deal of energy, time, and money into studying and further researching our mass psychology and always use this against us.

Around the time of the Second World War, mass influence occurred through propaganda, which, via posters and the "Volksempfänger" (people's radio), triggered news, emotions, and actions in the masses. Subsequently, television was used for mass influence. Propaganda has since fallen into disrepute, but this only means that manipulation now occurs more subtly. And today, the internet (especially via Instagram, TikTok, and YouTube) is used for influencing through recommendation algorithms. With the internet, platform operators have succeeded in making the individual person transparent through the vast amount of collected data, allowing manipulation to be precisely steered.

Thus, we see that mass psychological manipulations are constantly evolving, and we are not informed about these developments. We want to change that. Because if we know how the elites influence us with black rhetoric, shape our worldview with untruths or half-truths, and keep us in apathy through fear-mongering or mobilize us at will, then we can become more resilient internally. I don't know how strong the Corona propaganda was in Namibia, but here in Germany, people were made afraid for 2 to 3 years, and we experienced that even the most absurd regulations were implemented and penalties enforced harshly.

Even before 2020, I had engaged with natural health and recognized that vaccinations are harmful and their benefit is even disputed. Therefore, I relied on my immune system and didn't have to subject myself to the propaganda, although the new media on the internet also echoed everything. Only a few provided very good clarification, so we saw our knowledge confirmed.

This brings us to the next aspect, the media matrix. Ordinary, still unaware fellow humans watch the daily news from the old media to orient themselves and be able to participate in conversations. And those who already consume new media equally know what the societal consensus seems to be. I even suspect that the elites will push through their plans without resistance, even if they only reach 20% through the old media. We in Germany will only be able to find out when the freedom-loving people form the majority, by finally networking effectively ourselves.

The Romans already developed the strategy of "Divide and Rule." Those who know these mechanisms also see them when they are applied. Thus, most attempts at influence and lies

bounce off. Those who learn to trust themselves are safe from manipulation, and it becomes difficult for media makers to intellectually "recapture" these people. That is why we introduce children at this Free School to all areas of life and let them unfold their potential through practical experiences. In this way, we strengthen self-confidence and certainly reduce the psychological disturbances imposed from above.

Any potentially threatening future dictatorships will no longer be able to subjugate these self-confident, freedom-loving people.

## 1.13. Architecture, Construction Methods, and Building Biology

A particularly beautiful field is the architecture of different countries, which must adapt their building styles to natural conditions. We aim to nurture architects who are not influenced by modernism, which produces cold glass boxes where offices and people are stacked on top of each other, mixing their energies. Predominant materials like concrete, steel, and glass create nervousness and haste, confusing the population and making them ill.

What allows us humans to live happily and healthily are materials such as wood, linseed oil (to preserve wood), clay, brick, hemp insulation, lime paints as a counterpart to mold, and natural fabrics like linen, wool, or hemp fibers.

The same rules for maintaining health apply to building materials as to nutrition: everything should be organic and natural. Cement and wallpaper in living areas, as well as dispersion paints from hardware stores, are to be rejected. The latter contain amounts of plastic and seal the walls, making them non-breathable. This brings sickness-causing mold into our living spaces.

In contrast, following building biology, we use lime paints that we make ourselves from slaked lime and color pigments. We produce the slaked lime in 300-liter rain barrels by stirring fine white lime into water. The lime then settles in the barrel and gradually develops into a quark-like mass, which must mature for months until it serves as a paint base. It's even said that slaked lime improves with each year.

Instead of tiles in kitchen and wet areas of bathrooms, we work with Tadelakt. This is the name of a Moroccan plaster technique used for saunas and swimming pools. Marble powder in the plaster applied to the wall creates a marbled, artistic surface. A porcelain trowel is used to rub liquid olive oil soap into it until it is dry and shiny. Tadelakt is breathable, meaning it absorbs water minimally but also releases it quickly. The bathrooms appear rustic, colorful, with rounded forms and an appealing look. The work is very time-consuming, but the children will greatly enjoy it when such a beautiful result is achieved in the end. We prefer to leave wood untreated or coat it with linseed oil, which over time gives wooden floorboards a fine sheen.

## 1.14. Art, Music

This section brings together artistic expression through theater and music. Using technical and artistic means, films, plays, musicals, and perhaps even operas will be created in collaboration with our choirs.

Especially athletic students might be interested in all forms of acrobatics and found a circus with many attractions, even traveling across the country for performances.

Others may practice illustration, magic, or puppetry.

The choreography for the pieces needs to be created, as well as the sets and costumes, and the musical accompaniment must be composed. The pieces will be performed at celebrations and public events. This can also lead to collaboration with other schools in Swakopmund, resulting in joint school festivals.

## 1.15. Entrepreneurship, Money, Law

Our Free School system will foster independent work as entrepreneurs, as from the very beginning, children autonomously and creatively decide how to fill their day based on their interests, innate abilities, and talents. They can switch between any subject areas at any time until they truly know which activity excites and fulfills them. This freedom empowers them to know how they want to live, when to start families, or how to spend their leisure time. At all times, people simply do the right thing when they are not controlled by others or oppressed.

Our students will be predestined to take their knowledge out into the world or to wholeheartedly decide to stay in their own country and build a beautiful family life. Everything is simply right, as long as it brings them satisfaction and happiness. Should they later decide they want to work elsewhere as researchers or developers, they will still have all the prerequisites, because they are self-confident, self-aware, and will simply do it later, again with their whole heart and will.

## 1.20. Bulletin Board

This is a place for anyone with an idea for a new project to announce it as news and ask who would like to participate. Meeting points and times for various topics can also be announced here to discuss the approach.

Furthermore, a dynamic list will be used to plan and announce tasks. On one hand, it will note which activities need to be done, or how many students are needed for what, either today or at any other time.

Completed topics or the required number of participants sought will be checked off.

# 2. Workshops

In our Free School, the main focus, alongside theory, is learning through doing and movement. This is because knowledge acquired this way remains accessible and in memory, as it happens with enthusiasm (see contributions by brain researcher Gerald Hüther). Students must be able to move freely and gather practical experience in all the following areas. Everyone is allowed to go anywhere; someone who builds something in the wood workshop today, or even just helps out, can try their hand at cooking tomorrow and plant lettuce the day after.

So far, the school system has focused on rote learning of subject matter that is rarely useful in everyday life. If children can try things out in workshops and project work according to their current interests, they quickly get a feel for what makes them happy. I myself wondered what I would have most liked to do when I was six years old and in school? My interest was always horses, and I would have loved to be in the horse stable doing the necessary work there. Soon I would have realized that the horses get a two-hour rest period after feeding. I would definitely have used that time to learn how to read because I would also want to be able to read specialist books on, for example, horse breeds or horse breeding. So, no one could have stopped me from utilizing the theoretical part of the school offering either.

Thus, we completely trust in the students' natural thirst for knowledge.

## 2.1. Carpentry Workshop

The most important project in the carpentry workshop will be building compost toilets to ensure we obtain enough soil-improving compost through "Terra Preta." This will be a simple box made of plywood, containing a bucket with a lid.

Tables and benches will be needed for the Learning Hubs, to be manufactured under the guidance of a carpenter. Of course, pioneering work will first be required to set up the workshop itself; interested children and adolescents will assemble the workbenches.

The first fences and trellises for grapevines, pole beans, and other climbing plants and flowers will be built to landscape the school grounds. New projects will continually emerge for outfitting the summer kitchens (including in the informal settlement) and equipping the other workshops, ranging up to building chairs and easels for painting.

The workshop will have a dust-free area containing several computers where all videos on woodworking and wood treatment, or questions about constructing angles or joints, can be accessed.

The concept also mentions building sleeping huts for guests or impoverished families with many children who wish to live on the school grounds and help out. This will also require wood for construction, which must be processed beforehand. Thus, the students will always have something to work on, and our grounds will become increasingly beautiful and shaded.

## 2.2. Blacksmithing

For training in blacksmithing, we would like to operate a forge where creative and beautiful objects are made from iron. Blacksmithing is a craft, and there are no limits to the imagination. A blacksmith will instruct children on how to work safely and experiment with forging and welding tools, functional items, and artistic objects.

For instance, we envision ornate fences and pergolas where grapes grow permanently for everyone to snack on, while also providing shade along the pathways. To enhance the school grounds or for sale at the market, lanterns, candle holders, torch stands, fittings for chests, artistic gates, decorations, or figures can also be forged. The forging of replacement parts needed in the automotive workshop and the shoeing of horses also fall within the training scope of the blacksmithy, as does welding.

## 2.3. Metalworking, Soldering

For vehicle spare parts, we should even aim to purchase and operate a CNC milling machine in the long term. These represent an important knowledge component for students who later wish to work in industry and manufacturing. For mechanical engineers as well, CNC machining is the foundation for understanding what kinds of machining are possible.

Until then, metal will be processed manually here sawed, ground, drilled, and turned. Subsequently, metals will also be welded and cut here. There are several types of welding; the important ones will be available and can be learned accordingly.

Different metals require different handling techniques. Thus, stainless steel processing will also be practiced. For the desalination plant (4.6.1.), we will fabricate many components here.

The soldering of electrical circuit boards will also be possible here. Even a solder bath for semi-industrial production can be utilized here.

A small screw manufacturing machine would also be conceivable. We will certainly need a great many screws for all sorts of projects.

## 2.4. Automotive Workshop

It is planned to integrate and operate a professional automotive workshop with multiple vehicle lifts on the school grounds. An independent master mechanic and skilled technicians will instruct students in repairing and maintaining all types of vehicles. Primarily, the cars of parents and all foundation members will be repaired, with only the cost of spare parts being charged. This allows parents, in particular, to tackle a challenging activity together with their children, spending intensive and bonding time. Thus, children learn practically from the start what kinds of problems can occur with vehicles—from mopeds to buses—and how to fix them. Over time, this can lead to the development of a vehicle fleet maintained and serviced by talented apprentices and interested students.

Once we have built a good reputation, it will be possible to open the workshop to the public, repairing their vehicles and petrol-powered equipment. This way, the workshop can generate income, which can be used for further expansion of the workshop and for necessary purchases of tools and equipment.

The practical part of our driving school will also take place here, not only for private car use but also for operating transport vehicles—from dump trucks to coaches—and construction vehicles.

## 2.5. Art Studios, Pottery, Sculpture, Painting

Many students also wish to engage in artistic activities. Therefore, rooms will be set up over time in the lower section of the school building where painting is facilitated. Required easels can be made in the carpentry workshop, or the painters can build their own, tailored to their individual needs and desires, perhaps even turning some parts artistically on a lathe. All further ideas are welcome for implementation, as we have no time pressure or limitations. During an art exhibition, for example, the various easels could certainly also be admired.

Another art form is, of course, sculpture in wood or stone, which will interest the children. Necessary pedestals, tables, chairs, shelves, and workbenches should, after consultation with the carpentry workshop, also be made by students. This makes the work there varied and fulfilling as well.

A room for pottery will also be established, where we can produce our own tableware, aesthetically pleasing and glazed in cheerful colors according to individual taste. A large kiln for bisque firing before glazing and high-temperature firing must be acquired. Besides plates and cups, which are needed quickly, artistic objects such as bowls, beautiful bird feeders and baths, decorations for visual pleasure, and items for sale at the market are also encouraged. Working with clay is simply relaxing and awakens high creativity, joy in life, and a spirit of creation in every person.

Since we plan to plant living fences from willow to enclose sheep, for example, we can soon prune overhanging branches to weave baskets. Thus, we want to promote and revive this old craft in a basket weaving workshop. Backpacks ("Kiepen") and handle baskets in various sizes, according to the children's age groups, should be made for harvesting grapes, fruit, vegetables, and herbs. For larger quantities, we empty the smaller carrying baskets into carts, which are then pulled home by horses, for instance. Fundamentally, there should be so many helpers, and they should rotate in shifts, that it becomes a heavy burden for no one, and everyone is happy to return. In all areas, there are skilled people, big or small, who plan and coordinate tasks like harvests or market days. Excess produced baskets can also be sold. Flat, wide baskets are needed for market stalls to display the goods.

## 2.6. Orchestra, Bands, Choirs

In most schools, songs are learned by heart and everyone has to sing alone in front of the class, feeling embarrassed. We would like to change that!

Our vision is rather that students interested in music come together here voluntarily, completely independent of age and without obligation. The selection is so colorful and diverse that more children will be introduced to the joy of music.

Some love classical music and want to learn an instrument to play in an orchestra. Others want to form a band to write their own music and lyrics. Another might have the talent to play by ear without knowing sheet music. Then we certainly won't force them to learn notation, but will value their gift. Various choirs will form, from classical to gospel, where even enthusiastic singers who might not be entirely confident can participate and be supported by the community. It should simply be fun.

We want to sing a lot, as it opens hearts and contributes to health maintenance. All events in daily life or city life should be enriched by the music of our students. At any time, children can try out captivating the public with their music, for example on market days, in squares, at business anniversaries, during food distributions, or as a surprise for the mayor's or a family member's birthday. They can then organize this entirely independently, which also includes promotion through posters and other announcements of events. This way, language and marketing are also learned through music, and not just in theory. Through practical action, growing experience, and the resulting enthusiasm, what worked remains in memory, or what should be improved through further experimentation.

## 2.7. Tailoring Workshop

Is there a textile mill in or near Swakopmund from which we can source fabrics for making clothes?

If not, fabrics for clothing production will need to be imported until perhaps we can establish our own production. Certainly, there are talented individuals within our community – skilled seamstresses who can sew beautiful, colorful, traditional everyday clothing and design particularly lightweight garments. We envision these women as instructors for our students in the workshop and in various locations throughout the city where guided sewing can take place. This tailoring skill should be accessible to anyone interested, regardless of age. We desire to be well, individually, practically, and gender-specifically dressed. It is known that jeans were invented as robust workwear for men. For Namibia, perhaps a light, colorful dress would be more suitable?

To furnish the tailoring rooms, we need sturdy tables, which could be built by our students in the carpentry workshop. It's also conceivable to seek donations from the community in the form of old, mechanical sewing machines that are unused and often more reliable than electric ones. Naturally, we can also look for unused, suitable tables and sturdy chairs. Here in Germany, furniture is regularly discarded because people want new furnishings, even though the old, handcrafted cabinets are more artistic, better constructed, and dust-proof. This is unnecessary consumption, called fashion. As Friedrich Schiller wrote in his poem "Ode to Joy": "Your magic reunites
What custom strictly divided;
All people become brothers,
Where your gentle wing abides."

## 2.8. Kitchen

Throughout Swakopmund, there will be kitchens and restaurants that invite us to linger free of charge at any time and provide us with various foods. If we can inspire many students and their relatives, as well as the people of the town, with our ideas, we will need comprehensive provision of breakfast, lunch, cakes, bread, salads, casseroles, and local vegetable stir-fries. Helpers and children constantly cook and create food, which, when ready, is placed on a large buffet on a terrace on the school grounds and in other summer kitchens. At any time, hungry children and adults come from the fields, from the Learning Hubs, from shopping, from transport, or other activities in the house and garden. They find a spot nearby where food is available free of charge. As little as possible will be purchased externally.

With so many people working for the new community, provisions must be available until the evening so we can work effectively and find something delicious against hunger and thirst during breaks. Thus, food stations are distributed throughout the town, where meals are prepared and offered in outdoor summer kitchens. These operate with electric stoves powered by solar panels. Each kitchen receives a biogas bag (4.8.3.) for organic waste that is excess from feeding our chickens and other animals. In these bags, due to the hermetic seal and the sun's heat, gasification occurs very quickly. This gas is transferred from the inflated bag into connected metal gas cylinders, which, when full, are taken to the tower for the seawater desalination plant (4.6.1.), located on the school grounds by the sea.

All outdoor kitchens will get refrigerators, dishwashers, and those in the informal settlement will additionally receive, along with the inventory described here, several washing machines for communal use on-site and a drying area for laundry. To ensure the greywater from cooking and washing food and laundry can still be used for watering plants, no conventional soaps from supermarkets are used. The water softener DTPMP decomposes into glyphosate, which we absolutely do not want in the garden. We will conduct experiments with the students to produce laundry detergent, dishwasher cleaner, soaps, and shampoo enriched with the natural surfactants (saponins) from the Crown of Thorns plant and essential oils, which are completely biodegradable. Simultaneously, these are gentle on the skin for both young and old. These natural household products will then be distributed to everyone so that all of our specially produced fresh water can still be used for our gardens. The leaves of the Crown of Thorns tree are even suitable as laundry detergent for washing machines. This tree is salt and heat-resistant and can therefore be planted everywhere near the kitchens. It will soon provide us with shade while cooking, its fruits are edible, and the leaves are suitable for machine washing if the crumbled, shredded leaves are placed in small fabric bags (we are working hand in hand here again, as we will then need pretty little drawstring bags from our sewing rooms that must not bleed color) and added to the drum with the laundry. This way, the homemakers use the nature surrounding them for themselves, are self-sufficient, have no more costs, and nature is no longer burdened by our presence. A cycle is even created through the kitchens between used water from washing vegetables, the dishwasher, and the washing machine, to the surrounding Crown of Thorns trees and any vegetable cultivation in raised beds that are watered with it.

## 2.9. The "Witches' Kitchen" (Apothecary/Laboratory)

We will also set up a "Witches' Kitchen" within the workshops to produce cleaning agents, soaps, and care products for humans and animals, primarily through boiling natural ingredients. We need biodegradable substances because we want to use the greywater to water our trees, shrubs, or flowers for our enjoyment. Simultaneously, we gain shade for our houses by nurturing trees and planting grapevines in the south for snacking. Thus, water used for cleaning is utilized sustainably. Students can undertake a project to develop suitable substances and essential oil blends to keep bothersome insects away from sleeping quarters and our bodies.

## 2.10. Laboratories for Experiments and Research

Alongside the workshops, there are laboratory rooms for researching questions in physics, biology, chemistry, and mathematics. On a small scale, students can design and experiment to understand how the world works and how things interact.

Research related to the salt tolerance of plants, soil and groundwater salinity, and its remediation through flooding takes place here. We can drink a 1:3 mixture of seawater (1% salt concentration) with positive effects on our health. Can tomatoes also tolerate this water? Will they become healthier? A first simple test is the germination test, observing how many seeds sprout out of a reference batch of 100. Subsequently, the question must be clarified whether the plants absorb the salt or merely tolerate it through other mechanisms, leaving it in the soil, which would lead to re-salination.

Experiments with lasers, plasma, electric motors, and chemicals are conceivable and will follow the interests of our children. Once multiple Free Schools exist, the schools can exchange and collaborate through specialized laboratories.

For soil improvement, soil life is also examined and promoted. For instance, the influence of Effective Microorganisms (EM) is analyzed. We will propagate these EM ourselves. We also propagate yeast cultures so that we can produce rolls, pizza, and wines.

## 2.11. Vehicle Construction, Motorhomes, Handcarts

We certainly also have enthusiasts among our student body who are crazy about vehicles. In Swakopmund, small Volkswagen cars are already being assembled.

Since our school project primarily requires large vehicles, we are considering manufacturing them on-site. Adult mechanical engineers, together with young, future mechanical engineers, will plan suitable vehicles, primarily for transport, and adapt them to Namibian conditions. The residents surely know the specific challenges in the region, which need to be addressed with solution-oriented approaches.

For agriculture, we need multi-purpose vehicles with flexible, easily interchangeable trailers that are not heavy, to avoid compacting the soil too much. They should have good off-road capability, not need high speed like a tractor, but be much lighter. However, as we also appreciate a somewhat old-fashioned approach, we also rely on transport by horse. For this,

horse-drawn carriages with a driver's seat need to be built, which can gladly feature artistic decorations and beautiful elements created in coordination with our blacksmithing students.

We ourselves are a freedom-loving family who love motorhomes and houseboats and enjoy being actively on the move with adventures. Therefore, we want to offer tourists, whom Namibia already attracts with its beautiful beaches, the opportunity to further explore the land and its people by renting motorhomes and houseboats. The houseboat can operate in the coastal area or shuttle along the canal (8.1.) between Windhoek and Swakopmund, where the boats will be locked through saltwater sections. Proper villages will then develop at the locks, belonging to the project but creating their own educational landscape for young and old, with an Internet School and workshops of all kinds, crafts, livestock farming, and food cultivation. The residents will plant mangroves along the canal banks. These are not only very romantic for tourists but also produce enough wood to be used for cooking and frying, as well as charcoal for grilling meat and for the compost toilets. In the long term, they become self-sufficient and can host and cater to tourists. The money they earn naturally remains in the village for general use, decided in consultation with their council of elders.

We need to see if we can find capable master mechanics and competent technicians who want to work with us to make this future vision a reality. Then we will also find all the subsequent prerequisites to implement everything step by step.

For our very little ones, who certainly always want to help with what their moms and dads are doing, small handcarts for sitting in and pulling should be made, which the children can move themselves, perhaps to transport the harvest or their teddy bear. Children can also bring food and drink to the plantations, which makes them happy to receive such a task, and the workers can take a nice break with them. For older children, bicycle trailers are extremely popular and should also be built in larger numbers.

Thus, vehicle construction is very important for both young and old and should take place with the help of interested young people. And certainly, opportunities will arise alongside to acquire theoretical basics in the school building or further skills in the forge.

## 2.12. Boatbuilding

We are very fortunate in Swakopmund to be located directly on the coast. What could be more natural than building boats too? Many children will dream of building, for example, a wooden sailing ship from around 1600. A child will post this idea as a project on the Bulletin Board. Enthusiastic children will then respond, forming a strong group with a wide variety of skills. Adults will also express interest, offer help, and provide tips. The children will acquire diverse knowledge about everything that is needed. They will plan the ship's statics and build the corresponding frame. To nail curved planks to the hull, a steam chamber with a bending apparatus will be constructed. The sails and hemp ropes will also be manufactured, requiring the building of a large loom and a ropewalk. Finally, the children will learn to sail and, along the way, the physics of wind behavior. Perhaps we can even use this sailboat for transport between us, Cuxhaven, and China, fuel-free like our ancestors did? Are there any greater adventures?

We will also build houseboats in all possible forms. The propulsion can be electric, with the inverter being developed by the electrical engineering students. Solar cells on the roof provide energy, and batteries in the hull store it. If necessary, a petrol generator can supply power for longer distances. This way, we can take affordable vacations and travel up the Canal Grande (8.1.). Once we have built enough, we will rent or sell these houseboats.

All kinds of ships, from fishing boats to cargo ships, should also be buildable. This also includes building a kayak, a slipway, a shipyard with a launching site, and a lifting facility. A small harbor for transport is also necessary.

# 3. Sports, Games, and Animals

Both young and old need physical activity through sports and games for their health maintenance. Therefore, sports facilities will naturally be established on the school grounds, such as a basketball court, soccer field, and table tennis tables. At the beach, there will be volleyball and badminton courts used for movement, but without the ambition of competitive sports. We will not teach our children how it feels to have to lose. Every activity is characterized by the urge to move, have fun, and romp together in harmony and mindfulness, without coercion, grim determination, greed for victory, or scuffles where injuries are accepted. On the school grounds and at the beach, natural and water playgrounds for the youngest can be created, available for use at any time. Much can be learned and experimented with through playing with water and sand. Adults are present everywhere, automatically watching out for the children's safety and making themselves available if students need help.

The same applies to interacting with the animals, which can be observed and fed. We interact respectfully and with necessary calm, for example, with our chickens and chicks, which will soon belong to the school grounds, as more boisterous play happens in the other described areas. Children who love animals can take on responsibility and care from the very beginning, and while feeding, they might even notice from the behavior if a chicken is unwell. Then they inform the adults, and further measures for recovery or emergency slaughter are taken. A list should be used to note if grains were already fed in the morning to avoid overfeeding for the animals' well-being. During the day, the animal lovers can collect kitchen scraps from food preparation and take them to the chicken runs and later the pig enclosures. Both are omnivores that eat soft food and can thrive on it.

Those who wish to live and work with horses will adhere to the feeding and stable rules to prevent accidents involving people and animals. Horses are sensitive creatures that build trust with their humans and should be able to perform required tasks calmly and learn new things in harmony. Horse lovers naturally sense this and are welcome to learn riding and driving under guidance. Contact with animals is important for children of all ages, as they teach us patience and mindfulness.

Dairy cows will be acquired in the longer term once pasturelands have been established according to the rotational grazing concept described in detail under point 5 in the Agriculture section.

# 4. Agriculture

Our research indicates that saline soils and brackish groundwater could pose a challenge. Fortunately, there are salt-resistant plants, among which date palms, Salicornia (sea asparagus and animal feed), Quinoa (grain), and Ice Plant (for salad) are useful. Freshwater can be used to flood specific areas to leach the salt deeper into the soil for a longer period. Alternatively, we can also grow freshwater plants in clay pots. This is something we will need to experiment with.

The following project even uses seawater for irrigation: seawatersolutions.org/namibia/

However, it is likely that in the long run and with widespread application, the value of the soil for other food crops important for humans would be permanently lost or destroyed.

## 4.1. Vegetable Cultivation

In the immediate area around the school, we will primarily grow vegetables using permaculture principles to keep the path from harvest to processing and cooking short. Permaculture means the soil is constantly covered with plants. Everything is planted and sown in long rows to make drip irrigation effective. Within these rows, flowers and other vegetable varieties are grown alongside the main crop, so that after the main harvest, shade for the area is provided by, for example, melons and pumpkins. The corn and sunflowers sown within the rows provide a natural support structure for pole beans and other climbing plants. This sensible diversity of crops in one area results in low pest pressure, reduced moisture loss, and great joy for both people and beneficial insects that can settle there. Thus, something edible can constantly be harvested.

We obtain nutrients for plant growth partly through our livestock, but also through composting human waste. It is quite peculiar that we defecate into our drinking water. This is ecology in two ways! Artificial fertilizer is to be rejected because it only contains (N, P, K) nitrogen for green growth, phosphorus for flowering, and potassium. Its use requires all plants to consume excessive amounts of water just to absorb it. Soils are destroyed in the long run, and the cultivated produce lacks trace elements vital for humans and animals, such as manganese, copper, iron, boron, magnesium, and many others. Cow dung, for example, contains all elements of the periodic table, as does seawater.

Therefore, we will acquire all compost toilets according to the "Terra Preta" concept in the form of wooden boxes, which are already being produced in a carpentry workshop with the help of our students. These contain large buckets with lids. By covering the solid waste with a mixture of charcoal, microorganisms, and rock dust, the whole mixture ferments and becomes odorless. When used in plant cultivation, they provide long-term nutrient supply, water retention, and humus formation in the soil. The liquid substances (our urine) are nitrogen-rich instant fertilizers and ensure rapid plant growth. Lime and earthworms were added to the compost to promote humus formation.

If the entire city participates, desert greening will even become successful quickly, which is a key goal of our school concept to obtain fertile pastureland for cows and horses.

## 4.2. Fruit Cultivation

The cultivation of fruit trees is integrated right from the installation of the irrigation system for the vegetable rows. Here too, the land is first flooded to allow the existing salt content to seep deeper into the soil. Trees such as peaches, oranges, date palms, and others are then planted in the rows at intervals of approximately 8 meters, with berry bushes planted between them. We plan the row spacing to be about 4 meters to allow for transport paths for harvest vehicles. Children who want to work with horses are, of course, also allowed to collect the harvest using horse-drawn carts. The harvest waste remains on-site as feed for our sheep and chickens, which also keep the tree bases clear through their scratching. Through this grazing, the animals' dung is effortlessly deposited on the cultivated areas, and the animals will soon find resting places in the shade of the growing palms and trees. Coarser residues from corn or sunflowers are used for mulching. The tree rows are established in a north-south direction to avoid shading each other, to break the wind, and to ensure even distribution of sunlight for fruit ripening.

## 4.3. Tree Nursery

To tackle our projects involving tree planting on the school grounds and in fruit cultivation, we need to pre-grow young fruit trees and shrubs in plant pots until they are large enough for transplanting. The tree nursery should be established in the immediate vicinity of the salt separation plant because all seedlings require high levels of care, sufficient water, natural fertilizer, and constant monitoring, possibly including shading with fabric. This is also the location for the seeding station for vegetable plants such as tomatoes, pumpkins, melons, ice plant for salads, or cucumbers, all culinary herbs, and many types of flowers that need to be pre-grown in small pots. Other plants like corn, beans, peas, marigolds, and tagetes can be sown directly into the soil.

Some tree species have large seeds that we germinate in pots, such as walnuts, avocados, peaches, cherries, hazelnuts, etc. Smaller seeds are germinated in broad sowing and then pricked out into pots. Many plants can also be propagated very well vegetatively through cuttings for rooting. A prerequisite for the growth of these tender little plants is that the soil in the pot must never dry out.

Other types of fruit that grow in shrub form can be propagated by layering branches. Moist soil covers the branch until a root forms downwards at each vegetative node, and green shoots appear above ground. These are then separated and placed into individual plant pots until they are large enough for transplanting. This can be done, for example, with currants, raspberries, gooseberries, and many others.

## 4.4. Livestock Farming

Future self-sufficiency through food involves not only the healthy cultivation of fruits and vegetables but also the keeping and breeding of livestock. We want to impress upon the children and adolescents that living with and caring for the animals brings great joy. It will be taught that it is not merely about "meat production," but about natural cycles and living with a

loving approach towards all creation. This way, we will have fun and ultimately have a healthy food product created with respect.

We want to start by keeping chickens on the school grounds. We prefer animals of an old dual-purpose breed, which are wonderfully suited for free-range rearing and return home long before dusk. There, they are then given soaked oats, with which we have had very good experience. After three days, the oats ferment, making them easily digestible and containing all nutrients. We avoid wheat entirely, as we observed excessive greed during feeding with our cow, the pigs, and indeed the chickens. After the switch, we still observed enthusiasm for the concentrated feed, but without that unnatural voracity where the buckets were knocked from our hands.

The hens of this breed are very broody. They are Wyandottes, which come in various interesting color patterns. They are naturally friendly, well-balanced, and have good meat conformation. We focus on consuming the eggs and propagation through natural incubation. The chicks are half hens and half roosters; the latter can be slaughtered as early as six months old as they put on meat well. The adolescents will also learn this process if they wish to. Once we have enough hens on our areas around the school, our goal is to gift 3 to 5 chickens to interested, impoverished families who participate in our project, for them to care for.

Near the kitchen, we keep a few breeding pigs of the "Duroc" breed to efficiently consume kitchen waste. They love free-range conditions and, due to their brown coloring, tolerate the sun. Naturally, shaded areas will develop over time in their enclosure, for example with grapevines on the south side and a wallow with seawater, which even has a healing effect on the skin of all creatures. Species-appropriate husbandry is always a prerequisite in animal keeping. The pigs are very tame and can be used to loosen soils incidentally through targeted feeding, for example by scattering corn kernels. The offspring are then available to the kitchen upon reaching slaughter weight, but until then, they have had a carefree, beautiful life with us. The meat of all animals will be very valuable due to clean feeding, the respectful treatment by the children, species-appropriate husbandry, and the avoidance of any vaccinations!

Any potential surplus of meat and eggs can be sold by the students operating a refrigerated sales stand on the school premises, alongside surplus fruits and vegetables. This way, purchases of new school materials become possible, and commerce is learned through doing. Our school, with the help of interested children, will also participate in the town market, where they can sell all products they have made themselves.

## 4.5. Pasture Management

At a greater distance from the school grounds, which are surrounded by vegetable and fruit areas, the desert will be converted into pastureland using the same irrigation system through seawater desalination, if successful. We are planning rotational grazing that can be used by horses, dairy cows, and sheep. The chickens are free-range and can utilize all areas.

The rotational principle means that the pasture is only used for grazing for a short period. This allows the grass to grow tall and develop strong roots. If the pasture plant is always

kept very short, the plant experiences stress from intense sun and wind, tends to dry out more easily, and does not form strong roots. Through very short grazing periods, the paddock remains in a growth phase, the animals trample in the manure as fertilizer, and are moved to a new section of pasture the next day. It needs to be tested how many animals can be well supported on which area without destroying the vegetation.

In terms of layout, one can imagine the central area as the operational zone with the milking facility, water troughs, roughage/hay, and feed kitchen. For example, for 10 dairy cows, we would need 3 hectares, which are then divided into 16 fields around the central yard where milking occurs, and which need to be irrigated. Each pasture has a gate to the central yard, and only the gate of one of the 16 pastures is open, where the cows are supposed to graze at that time. This way, each green area is only grazed briefly twice a month. This project is, of course, more long-term, depending on the scale of participation from the Swakopmund community.

## 4.6. Irrigation System

The irrigation for the fruit and vegetable areas has already been described. Now, we have seen via Google Street View that an informal settlement exists to the east of the city. The people there will surely have the joy and time to actively participate in our project and send their children to our school. As previously described, the entire school will be a city and family project where every hand and every mind is needed.

We do not yet know from here the current status of the impoverished population's supply, but we will briefly outline how it should ultimately look in our vision. A pipeline system will be established around Swakopmund, from north to south, through which fresh water is pumped in large quantities to the informal settlement. There, large communal kitchens will be built centrally, where cooking can be done constantly using solar power, providing a meaningful place for people to gather, and where drinking water is available to all. A bathhouse, operated with heated seawater, should also be established centrally. There, babies and the sick can be cared for. Our students will, of course, primarily use the sea directly. Those who find it too cold can swim in a shallower area set up for learning to swim, which will warm up automatically through solar energy. The healing effects of the sea were addressed separately in the "Health" section.

Dry separation toilets will be used to utilize all our residual waste (excrement) as fertilizer with water storage function.

Through the pipeline system in the east of Swakopmund, a green and flowering strip with fruit and vegetables will emerge around the city, as smaller pipes branch off from the main pipeline to supply the plants here as well, as described above. We assume that the residents of the informal settlement will gladly participate in the cultivation nearby and practice their own agriculture in their periphery. Chicken farming should be quickly possible, and in the long term, they will receive piglets from the pig breeding program to raise further until slaughter weight. Then, a nice festival can be celebrated here as a reward for all the work. The children bring knowledge from school daily and can even provide guidance. Of course, interested adults are also welcome in the school project and can come directly to learn and experience alongside their children.

### 4.6.1. Seawater Desalination

We obtain fresh water through a seawater desalination plant. Documentations on this claim that it is very energy-intensive, which is why only oil states can afford it. Later, they mention that the reverse osmosis plant only requires 6 kWh per m³ (1000 liters) of fresh water. With solar power, this energy is quickly obtained. Therefore, we are examining these manageable costs of seawater desalination.

| | |
|---|---|
| Drinking water treatment | 1 kWh pro m³ |
| Reverse Osmosis Plant | 6 kWh pro m³ |
| Evaporation | 16-80 kWh pro m³ |
| Distillation | 1000 kWh pro m³ |

Drinking water treatment in Germany and distillation serve here as extreme comparison points.

Thus, we see that the osmosis plant consumes relatively little energy. The seawater is pressurized and forced through a membrane filter. Only the small water molecules pass through this membrane. The salt remains in the seawater, and the salt concentration increases slightly. Therefore, only the costs for the initial purchase and, after a few years, the filter changes are incurred. To use the filters for a long time, the seawater must be pre-treated somewhat. Coarse and fine filters are logical, but the calcium carbonate in seawater deposits relatively quickly on the osmosis filter and clogs the micropores, so that only little water can be produced.

Most industrial osmosis plants use sulfuric acid to degas the carbonate, preventing lime scale deposition. However, calcium and magnesium crystals can still form, which is why small amounts of polyphosphates (flower fertilizer) are added as an antiscalant. This, however, contaminates the brine, which is then discharged back into the sea.

We, however, would prefer to channel the brine into the salt pans north of Swakopmund for salt production. Therefore, I looked for a harmless alternative and came across carbon dioxide. This gas can be introduced into the seawater, where it dissolves as carbonic acid. This makes the seawater slightly acidic, and the carbonate ions become bicarbonate ions and will no longer precipitate as lime. Simultaneously, antiscalant chemicals are likely no longer needed. During salt production, the CO2 evaporates sooner or later, leaving no residues in the salt.
Osmosis plants cost 1000€ per m³ of fresh water per day.

The alternatives to the osmosis plant are thermal evaporators and distillers. Unfortunately, the data on the thermal energy required for multi-stage flash distillation (MSF) or multi-effect distillation (MED) varies between 16 kWh and 80 kWh. Simple distillation requires 1000 kWh because the applied heat is released to the environment. MED systems use this thermal energy multiple times by evaporating additional seawater in subsequent stages using the condensation energy of the steam and at lower temperatures. Between 4 and 16 heat exchanger stages are used. To enable the lower evaporation temperatures, starting from around 45°C, a small vacuum pump creates a partial vacuum of up to 0.1 Bar. During evaporation, the vacuum is filled and is theoretically lost, as 1 liter of water becomes 1700

liters of water vapor. However, the steam condenses within the heat exchangers, thus maintaining the vacuum. The small amounts of air gases (oxygen, carbon dioxide, nitrogen) contained in the seawater only need to be extracted by the membrane pump during operation. We can drain the fresh water by leading it through a 10 to 11 meter long pipe downwards into a collection basin. This water column creates the same vacuum through gravity.
In the evaporator, the salt concentration continuously increases. Before the salt becomes crystalline, we remove the brine at a salt content of 10 to 20% using a second 10-meter long downpipe. We bring this brine to the "salt man" in the north, who lets the remaining moisture evaporate using the sun and wind.

The special feature of the evaporation process is not only that we don't need an osmosis membrane, but also that the 16-80 kWh is largely simple thermal energy. At the low evaporation temperature of 45°C, we can even use the waste heat from the air conditioning that cools our school rooms to pleasant temperatures. Thus, we have a double benefit with fresh water production. Similarly, we can use the waste heat from the water-cooled school computers and the server to evaporate seawater. It is also conceivable to use the high temperature of the photovoltaic modules (up to 80°C) and simultaneously cool the modules. This also restores their efficiency, which they lose at high temperatures, and reduces temperature-related aging. Of course, excess solar power can additionally be used with a heating element in the evaporator.
At night, solar power and heat are unavailable, the air conditioners are no longer needed, and the solar cells are no longer hot. However, the desalination plant should not cool down at night. This would be bad for the material lifespan, and starting up the next day would be laborious. To prevent it from cooling down, it must be operated with at least 10% of the thermal capacity. The server and computers also continue to run at night from battery storage, providing a certain base load of heat.

For continued operation at night, the waste heat from the wood gasifier petrol engine from section 4.8.2. is utilized. Not only the hot exhaust gases but even the coolant circuit for regulating the engine temperature provides enough heat to evaporate the seawater, thanks to the vacuum. Similarly, biogas (4.8.4.) will be burned at night in the future.

This plant will be manufactured mainly from stainless steel, as saltwater attacks metals more aggressively than fresh water. The students can build, program, analyze, and further optimize these plants. With this fresh water production, we have ample water for drinking, watering our animals, and for the subsequent agricultural irrigation. It would be wonderful to obtain 1000l of fresh water for 16 kWh of thermal energy.

Evaporation plants work by blowing cool air in the first chamber from below against the warmed and dripping seawater, causing the pure water to evaporate into the air. In the second chamber, the warmed, moisture-rich air is cooled, and the water condenses on the fresh, still cold seawater, which is simultaneously pre-warmed. However, there don't seem to be multiple stages here, and the energy consumption appears to be around 370 kWh. The advantage is that the plant operates pressure-free and can be built from PE plastic from the plastic factory (7.) instead of stainless steel.

Only the investment costs for evaporation and distillation are surprisingly high at 3,500€ per m³ per day.

### 4.6.2. Drip Irrigation

Drip irrigation is the optimal solution for providing plants in hot regions with adequate water and nutrients for proper development, from green growth and flowering to maturity and seed formation. This method is a targeted and the most cost-effective water supply system, utilizing a network of pipes and tubes laid along the planting rows.

We plan to plant the young trees in rows, with drip lines installed above them. These lines have precisely drilled holes that constantly release water. Since we aim to sustain ourselves through permaculture, the spaces between the fruit trees will not remain empty but will be filled with shrubs, vegetable varieties, and flowers. This shades the row and even helps retain the drip water in the soil for longer. There will be a 4-meter gap between the rows for potential transport vehicles. If we also plant climbing plants like melons and pumpkins within the irrigated rows, these wide spaces will be overgrown with large leaves, further shading and protecting the soil and reducing evaporation.

Plant material leftover from harvest generally remains on the field as mulch. This measure, over time, builds a humus layer, shades and cools the otherwise exposed soil, and helps retain moisture longer. New young plants or legume seeds can be sown directly amongst this decaying plant matter.

### 4.6.3. Saline Soils

During our research, we encountered saline soils and the fact that the groundwater is often not fresh but brackish (with 1-3% or even up to 10% salt content). If this should also be the case around Swakopmund, we are already considering how we can deal with it.

First of all, there are plants adapted to salt. The following list shows salt-tolerant trees that can also cope with aridity. In combination with honeybees, many of these trees provide nectar for honey and/or pollen for brood rearing. Their usability for us humans or for our animals is also listed.

Coastal Protection:
Mangroves: Nectar and pollen, fruits partly edible, wood, medicine (fever & skin)

Very Salt-Tolerant:
Date Palm: Pollen, fruits
Ziziphus spina-christi (Christ's Thorn Jujube): Nectar, fruits, leaves for animals and soap
Salvadora persica (Toothbrush Tree): Nectar, fruits, leaves, twigs
Prosopis juliflora (Mesquite): Nectar, pods for animals, nitrogen fixer
Tamarix spp. (Tamarisk): Nectar + some pollen, blooms multiple times a year
Moringa peregrina (Desert Moringa): Nectar, oil and leaves edible

Moderate Salt Tolerance:
Eucalyptus camaldulensis: Fast-growing timber

Acacia nilotica (Gum Arabic Tree): Nectar + abundant pollen, fodder and wood, nitrogen fixer
Pongamia pinnata (Karanja Tree): Not for bees, oil tree for biodiesel

Now follow some food plants for humans:
Salicornia spp. (Sea Asparagus - needs saltwater):
    Young shoots as crunchy vegetable (salty, slightly nutty)
Portulaca oleracea (Purslane):
    Leaves as salad, rich in Omega-3 fatty acids
Crambe maritima (Sea Kale):
    Young shoots prepared like asparagus, leaves edible
Chenopodium quinoa (Quinoa):
    Seeds gluten-free and high protein, used as flour
Cassava (roots like potatoes):
    Can be fried into chips and fries using beef fat

Cattle Pasture:
Cenchrus ciliaris (Buffel Grass)
Paspalum vaginatum (Seashore Paspalum)
Atriplex spp. (Saltbush, Orache)
Sorghum halepense (Johnson Grass)
Echinochloa stagnina (Burgu Millet)

If the soils are too saline, we can desalinate the sand using freshwater and mix it with our Terra Preta compost to create good soil. Under the drip points of the irrigation, we either create a mound with this soil or place clay pots on the ground and plant freshwater plants like tomatoes, beans, popcorn maize, pumpkins, and watermelons in them. These will climb out of the pots, shading and cooling the soil.

Alternatively, we can also flood fields and plantations with freshwater to leach the salt from the soil until it is deeper than 2 meters. This is because surface evaporation draws water, through capillary action, from the sand up to a depth of 2 meters. The salt would then be drawn back up with the water. This flooding lasts for several years until it needs to be repeated if necessary.

We will have to try this out, but we won't be discouraged by the salt. ;-)

## 4.7. Solar Systems + LiFePO4 Batteries

In Namibia, we can wonderfully generate self-sufficient electricity using solar cells. Additionally, the cells provide shade for the roofs of our houses, preventing the interiors from heating up excessively, which is a significant benefit. Shading for terraces can be achieved using glass modules that still allow, for example, 20% of light to pass through.

For peak loads and nighttime, we need storage capacity. Students will build battery banks from LiFePO4 cells sourced from China, for example with 48V or 750V. This lithium technology is the oldest, safest (non-combustible), most cost-effective, and has the highest cycle life. The only disadvantage is that its energy density is only half that of Li-ion batteries,

which can ignite if mishandled (as seen in burning electric cars). However, the double weight is irrelevant in buildings.

The solar system is completed by the solar inverter. This device determines the maximum power point (MPPT - voltage x current) of the solar modules and transforms the direct current (DC) voltage down for the batteries (DC-DC converter). Finally, a DC-AC inverter generates 230V AC or 3-phase AC power for the house grid. We can design these inverters in the Electrical Engineering Learning Hub and assemble them in the workshop.

Perhaps we can also develop a 1000V DC system for transmission between our houses, as DC-DC converters are more efficient than generating AC power. The level of this voltage could serve to communicate the batteries' state of charge. For example, 25V more could mean 100% state of charge, and 25% less could mean 0% state of charge for all batteries.

Potential electric vehicles could then estimate whether they are allowed to charge or perhaps even feed energy back into the grid. Air conditioners switch off below 50% charge. The heating element in the desalination plant reduces its power immediately when no fresh solar power is available.

During the night, we can partially cover our consumption using wood gasification (4.8.2.) and continue to heat the desalination plant (4.6.1.). This allows us to get through the night with lower battery capacities.

## 4.8. Soil Fertility

Initially, we will only have pure sand available for crop cultivation and will focus primarily on building humus. Humus is important not only as a reservoir for nutrients but also for a soil's capacity to store moisture and microorganisms. Beans are light feeders and produce their own nitrogen requirements through legumes. Lettuces are also light feeders and grow in symbiosis with beans and in the border areas of our irrigated humus trench.

We could compost the biological waste from the entire city, thus gaining humus for the soils.

Once we can begin animal husbandry, we will also be able to accumulate humus through manure. The fodder trees in the cow pastures, through their leaves or fruits, contribute - via the cattle - to producing milk, meat, and, as a byproduct, valuable manure.

With increasing humus content, we can also cultivate tomatoes, onions, carrots, watermelons, up to heavy feeders like cabbage.

But we also produce a lot of humus and fertilizer ourselves, as described in the following point, which we will wonderfully utilize from the very beginning.

### 4.8.1. Terra Preta, Dry Separation Toilets

In addition to our animals' manure, we use compost from our own excrement. We cover the waste with charcoal dust infused with effective microorganisms. This produces Terra Preta, similar to what indigenous peoples in the Amazon basin created 2,500 years ago, making

their soils immensely fertile. The charcoal acts like a sponge, storing water, nutrients, and microorganisms. Terra Preta is a permanent humus that cannot be broken down. Magically, regular humus also accumulates permanently amongst the charcoal.

When using our excrement, it is crucial to keep the solid matter separate from the liquid urine. For this purpose, we will build dry separation toilets in the woodworking workshop. This eliminates the need for water for constant flushing, representing enormous savings. To give a reference point, a 20-liter bucket used by just one person takes a full month to fill. It would be desirable for many people to participate in the Terra Preta project. Collection could then be organized like daily garbage collection, exchanging full buckets for empty ones if residents cannot bring them to collection points themselves. Of course, anyone can use it to plant trees and fruit on their own property for home snacking.

We collect the urine, for example, in 5-liter bottles and use it as a liquid instant fertilizer.

We are confident that this method will allow us to achieve good yields on Namibia's sandy soils. It would be wonderful if the entire city produced Terra Preta, and we received 2000 buckets daily for composting, enabling us to build new garden beds and plantations, eventually leading to desert greening around the residential areas.

### 4.8.2. Charcoal Production, Wood Gas Power Generation

Charcoal can be produced under oxygen exclusion, causing the wood to char with minimal ash formation. During this process, combustible wood gas (hydrogen, carbon monoxide, methane) is generated. This gas can even be burned in a petrol engine to generate additional electricity. This could support nighttime power consumption and reduce the required battery capacity.

Students will design and build such wood gasifiers. They introduce a small amount of air at the bottom to maintain a glowing ember bed. The heat causes the wood gas from the wood chips above to be released. Before the embers turn to ash, rollers will extract small amounts from the bottom and drop them into a water basin containing effective microorganisms. This quenches the embers and yields charcoal dust.

We will likely find petrol engines for power generation in a scrapyard. We will adjust the engine's ignition timing slightly because the hydrogen mixture has different anti-knock properties. The gas mixture has a lower energy density, meaning the petrol engine will only achieve half of its maximum power output. For example, a 50 kW engine will deliver a maximum of 25 kW of electricity, which is still a considerable amount. The power converter will control the generator to keep the engine speed between the efficient torque maximum and the power maximum, depending on the available wood gas.

Before directing the wood gas into the engine's air intake, we must clean it. A water tank cools the gas mixture and separates the contained water vapor. Subsequently, a tank with wood pellets filters out tar and soot through their surface.

All wood not used for construction can be chipped into wood chips and dried. For instance, mangroves provide wood, and we maintain Moringa trees as pollarded trees on our

rotational pastures, cutting down the thick branches for the cows. The cows nibble the leaves, and a student team soon collects the bare branches and shreds them into wood chips. The sun dries the wood chips on the ground until they are filled into the wood gasifier. This is lit in the afternoon until evening, so the petrol engine starts producing electricity once the PV systems no longer deliver energy. We can dimension the height of the wood gasifier tank so that wood gas is produced until morning, when the solar systems take over again.

The waste heat from the combustion engine is used for evaporation in the desalination plant. These cycles will bring us joy.

### 4.8.3. Biogas

Another cycle can be utilized with biogas. A simple method was specifically developed for Africa. The high temperatures and solar radiation are perfect for the rapid processing of all kinds of biological waste (kitchen waste, plant residues from agriculture, and chicken manure).

Large 10 m³ black plastic sacks are filled with the biological waste and a certain amount of water. The black color provides UV protection for the PE-LLD plastic and converts solar radiation into heat. To prevent the fermenting mass from cooling down at night, a greenhouse film is placed over it. Lactic acid bacteria (contained in chicken and cow manure) process the organic materials into methane (natural gas), and the plastic sack inflates. This gas can then be bottled. The fermentation residues collect at the bottom and, being liquid, can be drained there. This sludge water is also a potent fertilizer for our crops.

The methane gas could be used for cooking, although we will have enough electricity from the numerous solar systems to cook electrically. Alternatively, we could burn the methane gas directly in the desalination plant at night or also use it to generate electricity in a petrol engine, utilizing the waste heat in the desalination plant. This way, we also obtain fresh water from seawater reliably at night. We would then compress the biogas into gas cylinders and collect them when they are full.

## 4.9. Fisheries

We are aware of the overexploitation through overfishing off the African coast, intended to create dependency and hunger. Often, fishermen in coastal areas can only catch enough for their own family's meal from the sea. However, the profession of fisherman belongs by every ocean. According to media reports, fish stocks have declined by 99.5%, meaning where 100 fish were once found, only half a fish remains! Unfortunately, this is a dramatic situation in all the world's oceans! The entire balance of the seas has been destroyed as if there were no tomorrow. The seabed with its billions of regulating organisms and the coral reefs have been destroyed by huge, and often illegal, trawler nets.

We want to operate a fish farm with our students, raising salmon, cod, and fish species native to the Namibian coast. Since we want to section off bays from the sea where our youngest children can learn to swim, we will also release the smallest fish there once they reach a stable size after hatching. Egg laying will be monitored and cared for in separate ponds with the parent fish. When creating the breeding ponds, we will plant mangroves in

the border areas, which tolerate saltwater and form effective hiding places for the hatched fish with their root systems and aerial roots.

The water diverted into the open basin and canal (8.1.) is already well warmed, which greatly promotes fish growth. Then we want to use the saltwater canal with its inlets into the lock villages to release the fish and let them mature. There, they serve as food for the village inhabitants and can also reproduce independently. Shrimp and mussels will also be cultivated everywhere. Besides consuming the mussels, there is another important side effect. Structures introduced, such as ropes or posts where the mussels can attach and settle en masse, simultaneously provide welcome hiding places for newly hatched fish.

To create structure, mangrove trees can be specifically planted in shallow sea waters. They have very unique root structures and thus form a perfect environment for spawning and hatching. Additionally, the roots hold the seabed in place and protect against erosion.

We will expand and advance fish breeding with the help of the children to such an extent that we increase the fish stock of the Atlantic off our coast. Local fishermen can certainly contribute their site-specific knowledge and teach us, with their wisdom and experience, to take the right measures. Later, our fish stocks in the sea will need to be protected from foreign overfishing.

Other Atlantic coastal nations should also be able to gladly utilize the Swakopmund experiences so that people can nourish themselves with healthy fish again and make a living from fishing.

## 4.10. Processing and Preserving Surpluses

As we anticipate many helpers in our school project, it is very likely that food surpluses will arise quickly. From our own experience, we know that even in our first year of cultivation, so many vegetables accumulated that the cellar was quickly filled with reserves. We planted 150 tomatoes because the seeds had germinated in such large numbers. That year, frost came very late, so we were still harvesting tomatoes in November. We are very curious about the weather in Namibia, which is frost-free, and whether, for example, tomatoes and beans can grow continuously.

Therefore, we will preserve what is not eaten fresh or sold. It is also nice when food is available for sale in jars or when preserved tomato sauces are readily available, for instance, to deglaze a pan sauce. Using spices, we have the opportunity to give the vegetables a different, interesting flavor profile.

If we cannot manage to eat all the cucumbers fresh or if they grow too large, it makes sense to pickle them as delicatessen cucumbers or mustard cucumbers, or to preserve them, which serve as a good side dish for the buffet and then even have a completely different taste. The same applies to preservation through fermentation or drying fruit. This way, students are also taught how to manage a kitchen or household, and the side effect is always a set table for everyone. Of course, locals are also invited to share traditions in Namibian cuisine, and participation is welcome.

The Internet School contains various videos on food preservation; the children get inspired and, depending on what is currently in abundance, they try out methods for preserving things.

## 4.11. Sale of Products

Selling products is also an important skill for children with a talent for sales. Therefore, groups will be formed around adult sellers, and they will visit the markets and festivals of Swakopmund to set up sales stalls. Perhaps they will even travel to the market with a horse-drawn cart - as in historical times. They will sell cakes, honey, preserves, manufactured goods, crafts, watermelons, salt from the salt producer, and perhaps even beer, wine, and mead. There are no limits to creativity regarding what can be sold, such as sandwiches, crepes, pancakes, waffles, grilled items, "Käsespätzle" (cheesy egg noodles), but also ice cream, cotton candy, and popcorn.

Beyond generating revenue, our school and the opportunities it creates will become increasingly well-known within the community. It's likely that a significant amount of money will be taken in daily; for example, if 250 pieces of cake are sold at €2 each, a new notebook could even be purchased. This way, children can also express their wishes and, at the end of the market day, buy craft supplies, for instance.

We will certainly also operate restaurants and cafes, cooking for guests there, and the children can learn everything related to this. For the guests, it will be a special experience to be served by joyful children and to learn about the children's talents. The students can also practice providing musical accompaniment. Similarly, they (bands and choirs) can perform and have gigs at the markets and festivals. The circus club can also organize shows there.

This way, new equipment for the school, for the workshops, and for productions can be purchased. Furthermore, new sports and play fields can be created, and additional materials for house construction, including solar roofs, and agriculture can be financed.

Should revenues exceed our investment needs, we can co-finance more schools in Namibia and other African countries, so that more children can learn through self-determination and poverty can be alleviated.

# 5. New House Construction and Restoration of Old Houses

On the school grounds, we want to provide houses solely for sleeping, intended for families from the informal settlement who have many children wanting to attend our school and perhaps also have a baby to care for. Then the commute is worthwhile, they feel comfortable, and they help with providing for the school attendees. Small guest houses should also be available to offer accommodation to media makers who are supposed to report on our school project worldwide. This way, they can experience the "bustle" of our school firsthand, gather material for their film, and conduct interviews with students.

The houses created by our young people can certainly be very different: from a yurt made of canvas, Finnish huts made of wood with a roof almost reaching the ground, a hut with rammed earth and clay floor, or a stone house with a thatched roof. Simply everything is allowed to be created under the guidance or advice of a specialist, for example regarding statics, and we are excited about the children's creativity.

Lonely elderly people can also join the project and live there if they want to participate in the daily school life. Everyone has something to give, and when life is nearing its end, the "elders" will be cared for and provided for by everyone. For us, it is very desirable to bring children and seniors together in joy and lightness.

If old houses in the city have been uninhabited and empty for a long time, we can take over the houses into the foundation and renovate them according to building biology principles. We use slaked lime, lime paints, wood, clay or lime plaster for this, indoors without cement, just as our great-grandparents built around 1900. Paint on doors and windows made of solid wood will be removed. Wood needs to breathe and looks more beautiful if left open or only oiled. This way, interested children, who have already acquired skills in the workshops like sawing shapes from wood, fine sanding, and preserving, now learn the very practical application in repairing and restoring old buildings. These can then be used by everyone belonging to the project. We plan cinemas, theaters, puppet theaters, halls for dancing, singing, and exhibitions, shops for all our goods, free patisseries, tea rooms, restaurants, and large kitchens with food offerings for all. And we remind you: everyone in the project donates their labor, and everyone uses the facilities with their respective offerings free of charge. This way, all people who feel provided for learn to no longer sell their services but to make them available to the community. We will be thrilled by the feeling of happiness that giving brings.

In the city, there will be free tailoring workshops where we process self-woven fabrics together, and everyone can sew the most beautiful clothing for themselves and their loved ones. They will be high-quality garments where repairs are also worthwhile. Through shared activity and individual timing, the work will not mean stress but rather be a joy and create new friendships. For this, a laundromat is also known to be suitable, where ironing can also be done for free immediately. With our always good weather, an outdoor drying area with clotheslines would even be possible. While the laundry is drying, those waiting can simply go next door for lunch. Won't everyone look forward to such a laundry day? There is so much potential and creativity in a population, and we will be amazed at how beautiful and health-giving life in a vibrant community is.

Then, in the long term, we can utilize buildings with shop spaces featuring reliable cooling, again operated via solar systems with battery storage, where our fish and meat, or vegetables and eggs, can be given away. Again, our students who want to do this will gladly take responsibility. If they want to get to know other projects or study, they can switch at any time. We give our goods to tourists or non-local visitors in exchange for a donation. We do not want to enter the paper economy of the current system but rather shape our lives self-determinedly to create a peaceful way of life for further generations worldwide.

Back to our commercial buildings, where we see all possible trades, also shoemakers who should produce comfortable footwear of high quality. Whatever good ideas the students and

the population want to realize will be enabled. The materials and tools will be purchased through foundation income and are, of course, available free of charge to anyone who wants to use them. That is, after all, our basic concept for everyone. If there is another floor in the building, it can, of course, be used for living by the business operators. Naturally, anyone else from our community can also move in there. Our members do not have to pay rent, and low ancillary costs will also be covered by the foundation in the future, hopefully soon. This way, even the poorest families have the opportunity to bring their children to our school. Everyone is provided for and has the certainty and peace of being able to care for and nurture their dear babies.

And one more thing from personal experience: There are no opening hours for our businesses; they are open when someone from our operators unlocks them. The shops are probably open longer than one might think, as there are many who enjoy participating.

# 6. Integration of the Elderly and People with Disabilities

As already described in the section on house construction, people of all generations belong together; they can learn from each other and receive help in every situation of life. Naturally, people with disabilities also receive full attention for their situation. As a community of old and young, we have all the time and patience if things need to go slower. The most important thing for every person is to belong, to be included, to be heard, and to be able to ask for help. And isn't it often the case already that we fulfill the wishes of our elderly and sick before they even have to ask us?

In Europe, unfortunately, the elderly are often not cared for by their own children. This is due to lack of space or the opinion that they are best cared for in nursing homes because there is trained staff for that. However, the reality is different. The old and weak people receive medication that confines them to bed. In our neighborhood, there is a huge castle or manor house where all windows are dark from 7 PM, meaning the residents, like small children, already have to sleep? How do they manage that, I wonder?

My mother lived with us until she passed away healthily at 89 through the teachings of Bruno Gröning and without medication. For her, it was beautiful to be able to watch us during our workday from her little bench and to eat together with us. And she was only put to bed when we ourselves wanted to sleep, and in the morning we were normally fit again. Especially the evenings are enjoyed by everyone when work is done, and everyone celebrates the day, eats, and chats. It's no coincidence that here we say we are making "Feierabend" (literally "celebration evening," meaning finishing work for the day).

Due to harmful environmental influences and industrial food, more and more people here are losing their memory in old age, which is called dementia and Alzheimer's. Serious illnesses are considered incurable, and other healing methods like acupuncture or absorbing the "healing stream" are defamed or ridiculed. People prefer to lock others away and charge immensely for it. The local pensions are not sufficient for the care, so seniors have to sell their houses to finance care in a nursing home, or the children have to contribute additional

money depending on their salary. There are even insurance policies offered in case a parent needs to be placed in a nursing home. Elderly care is a greedy business model of an exploitative system where people are first made sick to then become dependent on help.

However, there is also a beacon of hope as a pilot project offering individual, dignified care. Naturally, caregivers with heart and conscience are thinking about striving for fundamental improvements. Thus, the call for so-called "dementia villages" is getting louder. We refer here to a model facility that will hopefully be implemented everywhere after its already successful testing phase. The project is called: "Gammeloase" and its main rule is that there are no rules! The staff-to-resident ratio is even identical to that of regular nursing homes. (YouTube: Dement, renitent und heiß geliebt: Hier können Menschen mit Demenz selbstbestimmt leben. / Demented, recalcitrant, and dearly loved: Here, people with dementia can live self-determined lives.)

## 6.1. Orphaned Children

Orphaned children also no longer need to live in separate orphanages, as we are building many sleeping chambers throughout the school grounds and the agricultural areas. Initially, these children will be assigned a contact person (learning companion), a so-called tutor. The child can, at any time, choose another learning companion who inspires them as their tutor. Similarly, the child could also find adoptive parents, for example from among friends, or continue to live independently.

If children are unhappy at home, they can "move out" to the school. Counselors and psychologists can attempt to resolve the domestic problems.

# 7. Factories

Alongside student-run enterprises, we will also establish factories together. Ideally, we could manufacture the products needed by the school and the surrounding community ourselves. It would be a dream if the workers were prepared to live without monetary compensation. This would result in low ongoing production costs, allowing us to invest in even larger facilities. The needs of the workers will be met free of charge for all foundation members through our agricultural output. Evenings will be spent celebrating together, watching films, and engaging in other leisure activities. Together with students and parents, we will gradually build solid and beautiful residential houses for our members. Private wishes can be submitted, and the council of elders will strive to fulfill them as best as possible.

For desert greening and food production, large, long water pipes and numerous thin drip irrigation hoses will be necessary. These are made from plasticizer-free polyethylene, which is also the cheapest plastic. Our mechanical engineering students will set up production plants, gain practical experience, and document this process for posterity. We will either assess and purchase machines or even design our own extruders.

To achieve energy independence and offer free electricity to our members, we will install many solar panels. This, however, always also involves power inverters and accumulators. In Germany, solar manufacturers often go bankrupt due to high overhead costs and strong

competition from China, so we might be able to purchase their machinery and reassemble it in Namibia. In the long term, this saves us from importing from China, and the saved money remains in Namibia to finance other projects.

Beyond the panels, solar power systems consist of battery banks, which we will assemble from LiFePO4 cells sourced from China. Kurt has already built a 24V battery for his motorhome. Perhaps we will even produce the cells ourselves someday?

Finally, power inverters form the central component, correctly converting voltages for different applications: MPPT from the solar panels to the DC link for the batteries, and 230V AC for the sockets. Electrical engineering students can design this inverter and hand-solder the prototype. If successful, we will certainly set up a solder bath or wave soldering machine to solder the assembled PCBs.

Cool rooms are important for learning, and thanks to the solar systems, we will have enough energy to operate air conditioning in the school building. The effort to produce them ourselves is manageable. For this, we need a scroll compressor and a motor, which, in turn, is perfectly controllable via an inverter. Propane is an inexpensive and environmentally friendly refrigerant. Perhaps we can develop a modular system. It's conceivable to channel the waste heat into a seawater swimming pool, allowing us to always bathe in warm water. Fish growth in aquaculture is faster in warm water.

Establishing our own vehicle manufacturing is also conceivable. Practical vehicles are 3.5-tonne transporters. These can also be configured as pickups or flatbeds with a large cargo area. It's also possible to use a chassis as a base for a motorhome conversion. Whether these ideas are realistic will be evaluated through collaboration with the students. But wouldn't it be fantastic if we also manufactured utility vehicles in Namibia? After all, Volkswagen Namibia in Walvis Bay receives parts for the VW Polo and performs the final assembly there. If necessary, we could replicate this concept with transporters.

Further productions can be established at any time as needed. Our creativity knows no bounds there. Products we manufacture but do not need ourselves will be marketed, and perhaps even exported to Germany. We can be very curious to see how these ideas will develop.

# 8. Grand Visions

We have a strong desire to extend our project beyond the city limits of Swakopmund across all of Namibia. The first step would be to connect Windhoek, so they too can have access to the seawater, which is so important for health. Of course, this could be done via truck transports, but our wish is that by thinking big, this idea could lead to something much more beautiful for the Namibian population.

## 8.1. Canal Grande

We will construct a canal starting from the ocean in the north, behind the "Salt Man" area, heading towards Windhoek. This canal, equipped with locks, will distribute the highly

beneficial seawater inland. This will make it possible to produce fresh water from it in other locations as well. Villages along the route eastwards can be connected, and where a lock system needs to be built, a "Lock Village" will emerge. These villages will be managed according to the entire school concept, focusing on self-sufficiency and greening the adjacent desert. They will be settled by people and families who want to start something new, perhaps even from the informal settlement, who wish to keep their own animals and have learned in Swakopmund how beautiful everything can become. During the construction phase, they will have a basin excavated which they can use for bathing, and also as drinking and irrigation water after desalination (see 4.6.1.). Beautiful sleeping houses with shade trees and air conditioning will be built, and the rest of life should be organized outdoors in nature. This means people will cultivate their food together and use communal outdoor kitchens to prepare their meals, eat together, and celebrate as a vibrant village community.

The Lock Villages can grow as more and more land in the periphery is made cultivable to create fruit, vegetable, and pasture areas. Approximately 20 Lock Villages will be established along the way to Windhoek, following the same free concept with the Free School, so that children can attend a school without being uprooted from their families. Smaller villages or individual homesteads along the "Canal Grande" route, to the left and right, can be connected to our concept by developing fruit orchards and pasturelands between them. Eventually, the project will encompass all of Namibia, if the people desire it.

Once the two major cities are connected by the canal, it would be conceivable to offer tourists a leisurely journey on houseboats. They will see how locals can provide for themselves from the previously barren land on their doorstep and have meaningful work for themselves and their children. Along the entire length of the waterway, beautiful mangroves should be planted, which, besides providing shade for the water surface, will also serve for charcoal production used in the Terra Preta covering material.

The amusing part will be that the villages at the locks, through their own desalination plants, will soon produce salt and can give surplus salt in sacks to the houseboats for marketing in the city, thus involving the vacationers in the transport activities. Traders and craftspeople will certainly also settle in the villages to make their community attractive through shops and workshops, where, in turn, children can participate to learn about daily life.

## 8.2. Free Schools Throughout Namibia

Lüderitz could establish its own Free School particularly quickly, following the Swakopmund model, once local entrepreneurs recognize how beneficial our school system is for both young and old, as well as for the rich and the poor. The subjugation by politics, medicine, banks, and insurance companies - through taxes, endless regulations and decrees, or dependencies on the supply of not particularly healthy food - must truly become a thing of the past. Lüderitz is also located on the coast and can replicate everything identically, especially the seawater pharmacy. We will travel everywhere to promote our project and gladly provide supportive guidance to new locations, collaborating with everyone involved. Certainly, there will also be suggestions for improvements and additions from their side, which we can, in turn, adopt. The goal is for all people to live healthy and self-determined lives, and every positive change is welcome.

## 8.3. Shipping Company

In the longer term, we plan to establish a shipping company in Swakopmund, involving the purchase of ships and the training of sailors and captains. It is important to build trade relations with China to compete on the global market as an independent nation. We will purchase goods for ourselves from there, and additionally, maritime trade contacts with Germany will run via the port of Hamburg. Lüderitz already has a shipping company with which we would like to exchange ideas and collaborate.

What do we need in large quantities from China? Most urgently, we need a large quantity of solar systems until we are capable of manufacturing them ourselves. This is to encourage all of Africa to utilize them as well, so our continent can be illuminated at night and people can remain active. The goal here is to generate revenue with our products to continually reinvest in our infrastructure, which improves living conditions for people across the country.

## 8.4. Airship Construction (Or Distant Future Music)

Transport within Africa will increase significantly because we want to market products within the continent ourselves, without enriching numerous intermediaries. When a product like coffee becomes more expensive in Europe—its price has doubled within a few years—we ask ourselves: Does the African or South American coffee producer actually notice this? Shouldn't they, who can barely live off their plantations currently, be the first to feel this price doubling? The young population in coffee-growing countries no longer wants to do this work because profitability is lacking and exploitation is increasing.

Isn't the crucial awareness that a country with such sought-after products as coffee, bananas, or cocoa should be doing very well? Cooperatives are already being formed where growers of rainforest products are organizing themselves. This is very good, and the self-confidence of the farmers must be promoted so that they market their products themselves. This implies marketing everything within their own country first and driving trade within Africa themselves. Also, due to the different climate zones, exchange must initially take place between African countries. These transports within the continent could be accomplished in an attractive and fun way using an airship, in which tourists could even glide low over Africa and be shown how green the continent is becoming from all sides. This would be a gigantic attraction, as there are only 5 of these Zeppelins in the entire world that float so quietly at an altitude of 150 to 250 meters above the ground using helium or hydrogen. We will see when we have financial surpluses to invest in this luxury.

Here in Germany, lies are even spread about countries with high aridity, claiming that deserts are expanding further, even though they notice with their precision technology that the opposite is true. Fear is constantly spread that the world is ending. At the same time, the rainforest, referred to as the lungs of the world, is being cleared in an irresponsible manner. Artificial fertilizers and pesticides then destroy these soils, and new areas are used or consumed by clearing forests. Now it is time for Africa to take its land into its own hands in a life-sustaining way, farm it organically as described in other lessons, and create healthy food gently and sustainably.

## 8.5. Free Schools in Every African Country

As previously indicated, our Free School project will begin in Swakopmund, Namibia, and extend to Windhoek via the saltwater canal. Lüderitz, with its own coastal access, can establish its own Free School in parallel with Swakopmund from the start.

Given that most African countries also face poverty—to the extent that children from Côte d'Ivoire are sometimes sold by their parents into child labor on cocoa plantations in neighboring countries—independence from this exploitative, enslaving system must be established in every country on the Black Continent. This always has to start with the children, as in our project. The foundation is for an entire rural population to become self-sufficient through growing their own food, using compost toilets for fertilization (see 4.8.1.), and employing drip irrigation as described in point 4.6.2. Surpluses can then supply the urban population. All people, as a large living community, should strive for self-sufficiency, provide for themselves collectively, and involve their children in practical activities of agriculture, technology, or crafts. This makes everything related to the school free, operating with unpaid learning companions from the parents or the community via the Internet School, who merely guide the students.

Ultimately, we aim to make our project known beyond national borders. We will use the internet, newspapers, lectures, and interviews with our students to promote this free and liberty-oriented school system, reporting on it everywhere once the concept is successfully established.

## 8.6. Free Schools Back to Germany

Once the school in Swakopmund is established and we can report the first major successes, we will travel to Germany to have Namibian, German-speaking children talk about this Free School. Our goal is to inspire many parents in Germany and across Europe to embrace new schools. Many are already considering joining forces to buy large properties with suitable buildings. Currently, bypassing the authorities remains a significant hurdle. Everywhere, cycles need to be closed in the future, and self-sufficiency needs to be experienced.

A rapid cooperation with a school on the North Sea coast in Cuxhaven would be interesting for us, enabling our shipping company to dock there, unload our goods, and perhaps bring something back to Namibia. Then we would indeed no longer need to buy plane tickets; instead, we could travel as sailors if we wish to make the journey. On the way to Europe, we would also pass by all the Free Schools along the West African coast and could transport goods and travelers.

We are curious to see if parents here will also contribute to the schools free of charge and sense the future freedom. Employed parents could work through the foundation in Germany, which would then invoice for the salary. This would circumvent the high income tax for people working in Germany. I would be very pleased if a freedom movement also started here, building its own functioning world. We in Namibia will program a Freedom Money using blockchain with Bitcoin and Monero backing. This Freedom Money will be used externally by our foundation and thus also brought to Germany. If we succeed in establishing this

currency, the entire society will reorient itself towards an interest-free economic model and flourish.

Furthermore, we could redirect insurance premiums, which have to be paid anyway—such as health insurance, car liability, and building insurance—through our own insurance schemes into good projects, instead of funneling them to large corporations that use them to pay their shareholders and expensive management overhead.

Additionally, freedom-loving people will attempt to take over the media by, for example, applying to channels like ProSieben and collaborating with the new Italian media conglomerate Berlusconi to criticize the old media and gradually convey truths and lies to the masses. We will no longer adopt narratives of power and fear, but instead broadcast visions of freedom.

## 8.7. Free Schools Across the Entire World

As we have already established that the current situation - characterized by worldwide lies, propaganda of false ideologies, exploitation, and the impoverishment of entire populations - cannot continue, there must be freedom and self-determination for people everywhere globally.

In Germany, the term "war" is already being discussed in all media, and it is unbearable for us to see how things have come to this point amidst such wealth here. Naturally, in our understanding of coexistence, there should not be such vast differences between rich and poor. Since, according to our understanding, world politics, due to its greed for money and power, repeatedly wants to lead us into wars, we want to inspire the populations of all countries through our school system to remove themselves from the game of power and money. If we extend the thoughts contained in this concept worldwide, it leads everyone to freedom, self-determination, and peace.

Thinking on the grandest scale, the logical long-term consequence should indeed be the realization of the word "world peace." A very lofty goal, but it would be possible!

# 9. Who Are We?

We are two people from Germany, near Berlin: the mother, Anna Ostwald (a horticultural engineer), and the third son, Kurt Ostwald (a telematics and computer science engineer), born in 1990. Kurt has always been interested in improving the world for all people. Even when we were students ourselves, we saw schools as critical, dusty, manipulatively politicized, and as places of restricted movement, aggression, bullying, and stress for both students and teachers.

Here in Germany, we founded the "Verein zur Rettung alter Häuser in Annaburg e.V." (Association for the Rescue of Old Houses in Annaburg) and have been trying for years to connect and awaken people to live, work, and become self-sufficient together with us. Ultimately, we have renovated three old houses from the founding era and a two-story forge using building biology principles, largely on our own, because here everyone is preoccupied

with their own stress. Kurt and I have prepared 6 apartments for our family and, so far, 4 rentals. Thus, all apartments are currently occupied with low social rent. The forge is currently advertised for self-renovation with the possibility of becoming an auto workshop. Our house is a three-story townhouse from 1900, where we were able to bring the family together. Paul, one of Kurt's brothers, moved near Berlin in early September due to a job change and marriage. Kurt's grandmother lived happily here under our care until she passed away at 89. The properties we were able to buy with little money always included land, so an old orchard was revived through our management, where, according to the neighbors, nothing grew on the trees anymore. And indeed, we then observed that a huge pear tree, believed to be dead, miraculously sprouted leaf and flower buds again and later bore fruit. By keeping chickens and a calf, we transformed the "dust" we found as soil into good earth. Soon we began composting with Terra Preta as described above, automatically conserving drinking water in the process. This even got us into trouble with the water authority, because all waste is supposed to go into the water toilets. So much talk about environmental protection happens here, yet the opposite is done. In the garden, with the help of two Duroc piglets in species-appropriate free-range conditions with a sleeping hut, we turned the soil, and the trees could breathe again. Initially, we had water from a hand pump we installed ourselves and could work with watering cans. Then Kurt, by investing his salary, was able to switch to a solar system and an electric pump, so the water could travel longer distances through laid pipes. Thus, everything was improved step by step. We planted so much that we supplied ourselves healthily, and the house cellar and pantries quickly filled up.

Initially, we didn't harvest a single apple, and now the 5 old trees are quite laden with apples, as we farm the areas between them in permaculture with vegetables, herbs, and flowers, whose nutrients and irrigation water also benefited the trees. So why are we coming to Namibia if we have everything here?

Two years ago, we wanted to buy an old, long-vacant hotel from the founding era from the town of Annaburg to run an open community house with a tea room, senior care, events in the large hall, health meetings, etc. Here too, we wanted to build everything on a donation basis and with the participation of the community. Ultimately, despite a fight and almost 800 collected signatures to preserve the house, the well-maintained building was demolished using €400,000 of tax money! However, upon receiving the rejection message, I got the sentence from "Above": "Then there is something more important!!!"

I attended a health group of the Bruno Gröning Circle of Friends every three weeks, which operates worldwide and guides people to health through the absorption of the healing stream. There, the community leader for various countries was present and had the habit of always mentioning Namibia after South Africa. And at some point, I felt my heart opening whenever he said Namibia again. After experiencing this for the third time, I spent half a day looking at what was reported about Namibia on the internet. I immediately realized that everything Kurt and I had worked on here in projects in Annaburg over the last 10 years was a preparation for implementing it in Africa.

# 10. How Do We Finance Our Free School Project Together?

We are establishing a foundation in Namibia called the "Free Namibia Foundation" and an engineering office that handles contracts from Germany. This primarily involves programming work, which Kurt, as a computer science and telematics engineer, oversees. Since all funds flow into the Free School Foundation, the engineering office is also a crucial part of the school's education system, which quickly trains skilled engineers. Interested young people can immediately learn programming and apply it meaningfully. With Kurt's help and contracts from Germany, they generate significant funds relatively quickly.

These funds are used to acquire a seawater desalination plant and a solar power system, which produce fresh water from our abundant seawater for people, animals, and plant irrigation. This facility is the foundation for all our further activities. Perhaps we will also find supporters from the Swakopmund community, allowing us to pool our resources, because after that, we can really get started!

Then we will have the beginning for realizing the school project, and the initial work should now be documented, ideally as described under point (1.11.) Media, by confident children who speak in the videos and conduct interviews with supporters and entrepreneurs. This will be done in German and English and uploaded to the internet. A delegation from our group, passionate about journalism and the subject matter, will embark on a trip to Germany in 2026, where lectures and discussions will be held with friends, known filmmakers, and world-improvers. We will approach famous system-critical individuals who are in the public eye and whom we know would want to support such a school project as we are implementing throughout Namibia. Through our informational materials, we will encourage them to organize benefit events where the children themselves present their school. This serves not only to raise donations but, more importantly, to spread awareness of our project, which can be adopted in other countries regarding the theoretical aspect via our globally available Internet School. For years, there has been discussion here about the need to reform the school system, among other things. Thus, we hope to find open doors and ears in Europe as well.

In the more distant future, factories (see point 8.) will be established within the foundation with the help of our mechanical engineers. We need our own plastic pipe production, solar modules, power inverters and batteries, air conditioning systems, and why shouldn't we build the vehicles we need in our own factory?