



w-mail

3rd Trimester 2015
Cultural Festival // Hit the Beat
2015 Summary // BVET-Update
and Team // Achievement Grade
13 Results // Volunteers // Report
of ASPNet // Portraits Team



Top row: Jumaa Alweendo (head boy), Martin Hanke (deputy head boy) and Zephania Kameeta (treasurer). In front: Natascha Wentscher (head girl), Ninah Allen (secretary) and Jamilla Kakuva (deputy head girl)

The Learner Company of the Waldorf School Windhoek

“Module Learning” – highly praised and implemented everywhere, from Primary School all the way through to University, for being the “ideal Teaching and Learning Method”. It follows the reputable idea of dividing the learning content into modules, which are then taught to the learners in a clear, structured manner. The learning success can then easily be measured with the help of an exam and/or test at the end of each module. In this way, each subject is taught in comprehensible portions, which are easily digestible. But is the content also understood? Are there links between the content of different modules? Probably not. It can be likened to the intravenous transfusion of nutrients – chewing, swallowing and digesting is not required, and the now-redundant organs cease to function. It is the same with learning: practicing perseverance, to “chew” on questions, to digest learned content ... which organs would wither?

Recently, criticism has been expressed using the drastic, but suitable term “Bulimia Learning”,



Erich Kunderer with learners, grade 7

to express doubts with regard to Module Learning (DIE ZEIT N° 24).

“The teacher must not spare the learner the application of his or her own cognitive efforts, but should rather challenge them in this regard.”

This advice is given to the Teacher by Rudolf Steiner for the teaching of learners from the age of 12. He relentlessly encourages teachers to create worldly connections in the lessons, to pull the threads of practical life into all aspects, ...“as the burgeoning thinking finds its goal in the logical, realistic acting.” It is easy to see that Module Learning is incapable of fulfilling this need.

Learners Representative Council (LRC)

For the first time in the history of Waldorf School Windhoek, an LRC has been elected by the student body. The aims and objectives of the LRC are to promote good relations between the parents, teachers and learners; to represent the learners, their interests and aspirations; to show leadership and initiative; to assist in school discipline; to uphold school pride and traditions; to contribute to a positive school spirit; and to assist in maintaining all school facilities. We are proud of you and we wish you a very successful year. May you lay strong foundations on which your followers in future can build on. ←

The search for a learning platform which caters to all these aspects, and the unclouded joy of the Grade 6 pupils in practical work, lead us to start a pupil company. With everything that goes with it: determining and procuring materials, calculating prices, percentages, wear and tear of tools, compiling orders and advertisements, establishing contacts with companies and quality control. We take care to use our resources wisely and recycle, concepts which any production company needs to take into account. Above all we aim to produce a beautiful, useful product.

It all began with the production of hand brooms, which were so beautifully finished, that they caught the eye of

parents, who bought them. We even found customers at the Greenmarket. In the meantime we have grabbed the attention of the Gondwana Collection, which sells our hand brooms and brushes as handcrafted Namibian products in the Souvenir Shops in their lodges. Now another Guest Farm has shown interest. To expand our product range, the pupils are thinking about building a Finnish plucked string instrument known as a ‘kantele’, and developing a mathematical domino, as well as toys. Parents are invited to support our Pupil Company with their knowledge and skills. →

Why make Brooms and Brushes?

The artistically created usage shape is the current topic of the Woodwork Lessons in Grade 6. The initial/introductory questions should be open ones: What do we need brooms/brushes for? A nearly infinite number of possibilities opens itself up: Each serves a specific purpose, each has a useful/sensible size, material strength, proportion... Up to this point the purpose defines the shape. All this seems clear from the beginning, but for a pupil of this age it is discovery in the sense of "if ... then". The clarification of the questions about the purpose is a matter of the mind.

Now you are confronted with the question regarding its shape. This is a matter of fantasy. With brooms/brushes it reaches an especially high volume, as is the case with only very few products. This is obviously a perfect task for our pupils. From the idea all the way to the finished product, a multitude of detailed work is incorporated to form the whole.

The pupils of Grade 6 and also some pupils from Grade 7 come to the workshop on two afternoons and work for two hours.



At the end there is some time to reflect on what has been done and learned. Each pupil writes a short report. Participation is voluntary but not random. This means, that the decision to participate is connected with regular attendance. The profits flow into the class kitty on a pro-rata basis to finance the class outing.

Due to their love of the terms Manager and Master, each pupil fulfills a managerial role, such as Marketing, Quality, Material, Tools etc, beside their duties in producing the brushes. The responsibility still lies with the teacher, but the pupils experience how their own confidence, and that of the teacher in them, grows when they work reliably.

A thanks to all those who support this project: the pupils, the parents, the colleagues, Mrs Brodie, who supports us with pictures and advertising material – through her spontaneous presence she shows the pupils that there are things that cannot be postponed indefinitely. And a hearty thank you goes out to Mrs Sonja Noirfalise-Corsini from *Gondwana Collection*, which gives us marketing advice and places our products in their lodges. *Erik Kunderer, Class Teacher and Woodwork Teacher* ➔



On stage at the Warehouse Theatre

Hit the Beat 2015: AIDS/HIV awareness

Once again a hit the beat project has come to an end. This year the project was embedded in the PEPFAR sponsored project: "Silent words – sing out loud!" during which the entire high school was part of an AIDS prevention project. For three weeks in June, the learners once again chose different workshops in drumming, stick fighting, dancing, poetry and garbage music, and of course everyone participated in the choir. In many areas themes concerning AIDS were portrayed: for instance the dancers tried to show different types of relationships and of course the poetry was fully focussed on the topic. Many poems had been written by the learners themselves during our project week in February – it was very touching to hear how the learners described AIDS in connection with fear and courage, but also hope for new forms of respectful relationship. In addition, the choir tried to touch this theme by singing songs like "That's what friends are for", or "Give us hope".

After our dear drummer Tony Muirhead passed away and could not participate in the project, we discovered three local artists: Faizel Browney (dance), Nyasha Joshua Kuchekana-Chirau (drums) Tapuwanasche Munyayi (drums) who took on workshops and added in fiery African rhythms. Retha Landsberg (tambourines) and Norman Skillen (poetry) also joined in with workshops adding new colors. Sarah Situde, a former learner at WSW, conducted and sang African choir pieces. And, as in the past years, Carmen Voigt (dance),

Luigi Scarano (poetry) and Felix Spitta (hip hop/camera) were the center of our dynamic team. Gonzo N Friends also came with a new constellation and proved once again to be very hardworking and enthusiastic with singer Markus Sprengler coaching amazing solos from the learners.

Throughout the three weeks the learners proved to be hardworking and enthusiastic about the entire program. An exciting rhythmic pulse could be experienced throughout the day and it was very impressive to see every year how the learners become more creative and more independent in developing their own ideas and choreographies. The teamwork was amazing, as well as the fact that many learners took on leadership tasks and workshop leaders could lean back and let the learners take over in some areas. The idea behind the AIDS project was to develop high self-esteem and assertive behaviour which are the key qualities necessary in any prevention programme – this aim was certainly reached – how wonderfully proud the learners stood on stage and promoted their message: "AIDS is real but we can do something about it by taking on responsibility and acting as well as speaking out and then we become unstoppable!"

I enjoyed every moment of the project, every single learner grew close to my heart and the continuous support and backup of the teachers at WSW was fantastic. I very much look forward to continuing this work – WSW can be proud of its learners indeed! *Simone de Picciotto (Project director and former teacher at WSW)* ➔

Big Walk 2015 – Thank you for your support

On 8 August 2015, a warm Saturday morning, the primary school gathered for their annual Big Walk. The approximately 5 km-long route on the farmland behind the school had plenty of variety to provide a challenging walk for all who took part. Several children did more than one round, even including a couple of grade 1. Lavinia in grade 5 and Daniel, Immanuel and Johnny in grade 6 all went 3 times. Well done!

Prizes were awarded to the best learners in each grade; determined by the number of rounds they went and the time they took. After the walk there were refreshments on sale and games to play. The morning was rounded off by the delicious potjie lunch. Thank you very much to the wonderful parents who prepared and cooked!

It was a very successful event at which we raised over N\$ 13 000 for our playground upgrade and sports equipment, as well as adding always-welcome funds to all the class kitties. *Kathi Damon* ➔



Big Walk 2015, 8th August 2015 (both pictures)



Summary Report of ASPNet Objective-Related Activities at WSW 2015

Over the Winter-Spring holiday, all member schools of the ASPNetwork in Namibia, which are the schools partnered directly with UNESCO to apply UNESCO Objectives to move toward Millennium Challenge Goals through education for sustainable development and global citizenship education, participated in a conference.

At this conference, the main topic of discussion was the learner camp held every two years. After being made aware of the background and best practices at schools in Namibia and around the world, the conference began to plan the upcoming conference for the 2016 school year. The overarching theme of this camp will be UNESCO at 70: World Heritage in Young Hands. Learners who attend this camp will present a site in their region which should qualify for World Heritage Site status, and defend their choice.

The following are ways in which Waldorf is already supporting the ASPNet and UNESCO goals, and we hope to increase the direct partnership with UNESCO and our fellow ASPNet schools in the coming years. Preparing for the camp will be a great way to further this goal.

WSW and ASPnet Pillars of Learning

Learning to Know

We ensure that through the Waldorf and NSSC curriculum, we prepare our high school learners for the world after school with education in Geography, History, Physical Science, Biology, Mathematics, English and Afrikaans/German. We strive for excellence in the field of academics.

Learning to Do

With the Waldorf curriculum, we base most of our lessons around projects in all subjects, which lead to a practical application of the knowledge and content learned in the subjects. This leads learners through a process of applying old content and creating new content. Additionally, we include music and hands-on practical trade training through our Basic Vocational Education and Training program. In grades 8 and 12, learners are also required to complete an independent project on a topic of their choosing, which gives them practical experience creating an output and presenting their experience.

Learning to Be

This is perhaps the strongest linked Pillar between the ASPnet objectives and Waldorf pedagogy. The major focus of Waldorf Education is on helping learners build themselves into well-rounded, self-motivated, proactive people who seek to learn, help and better the world throughout their lives. Through the Waldorf curriculum, we build up learners' self-esteem and help them to find what fields they are strongest in, identify areas of growth, and support this growth in all areas.

Learning to Live Together

The learners of the Waldorf School Windhoek are children and young adults from all cultural and social backgrounds of Namibia. It is one of the daily tasks of the teachers and learners to bridge these differences and find a way of understanding each other. The international Waldorf curriculum, with its holistic approach, not only aims to gain understanding, respect and knowledge for other cultures, but also nurtures self-confidence through the respect of cultural roots and identity. We also include a social practical experience in Grade 11, which strives to bring learners into the broader Windhoek/Namibian community and actively helping those in need. ☺

Michael Merle – Waldorf High School Coordinator from South Africa

This July, we were blessed to have the presence of Michael Merle, the Waldorf high school coordinator for Southern Africa to the International Association for Steiner/Waldorf Early Childhood Education (IASWECE). He was happy to share his experiences of Roseway Waldorf School in Durban building up excellent National Exam results alongside a strong Waldorf curriculum. He held five main seminars centering around the themes of "Balancing NSSC with Waldorf" and "What Makes a Good Waldorf High School."

Mr. Merle's self-described controversial statements started with asserting that a Waldorf High School must have a watershed, or separating point, between Waldorf curriculum and the National curriculum, after which

the two will no longer cross or meet. He suggested that this watershed between Waldorf and NSSC curricula come as late as possible based on the school's needs.

The next controversial statement was that grade eight should still be in the primary school. However, due to the national placement of grade eight in a high school we place it into the high school. The high school and primary school staff have come together to create an integrated concept for a middle school. This would include establishing English as the medium of instruction for some subjects and having high school teachers teach some main lessons beginning in grade six. The class teacher from the primary school would work together with a high

school class guardian in grade eight to "hand over" the class to the high school. Finally, Mr. Merle controversially posed a question: Does Waldorf School Windhoek High School want to be a true Waldorf School? He delved deeper into stressing the importance of having a dedicated teaching staff, hardworking learners and committed parents to the concept of a school where young people are taught to move, to make, to think, to question, and to find answers through subjects used as tools to help teachers and learners work together to build strong-willed young people. We would like to thank Mr. Merle for his guidance, support and advice as we strive to build our young school up into our second seven year phase of development. ☺

Great Achievement grade 13 learners 2014

At the end of grade 13, our learners always take the Namibia Senior Secondary Certificate (NSSC) examination. German is one of the subjects most of the learners take. Last year, in 2014, four of our grade 13 learners achieved positions amongst the top 20 learners in the country. René Bader attained a second place nationally in German as a First Language Ordinary level. In German Foreign Language Ordinary, Stereling Uri-Khos was placed 9th, Dylon Kruger 11th and Nita Pallett 14th. Congratulations to these learners. A word of appreciation also to Mr Peter Tantius, who was their teacher. ←



Neville Koopman, Maria Naures Stephanus, Sebastian Zink and Nicola Brodie

BVET-Update

The Waldorf Curriculum is in general practice-oriented and therefore the *Basic Vocational Training* is a welcome addition to our school. We planned to integrate practical skills into the curriculum of our high school for a long time. A role model is one of our partners in Germany, the *Hiberniaschule*, which gave more than an impulse to our concept. Through a number of visits and with experts from Hiberniaschule coming to our school to give guidance and support, we were able to find our goal and ways to reach it in the vocational training. Grade 8 started at the beginning of 2014 with soft

skills subjects like computer literacy, math for business, HIV awareness etc. Now, with the start of the 3rd term in 2015, we are able to offer practical training in the following subjects, with the following trainers:

- **Electric and Solar Energy:** Neville Koopman
- **Hospitality and Tourism/Food and Beverages:** Maria Stephanus and Ernst Ludwig Cramer
- **Agricultural/Horticulture:** Sebastian Zink
- **Office Administration:** Nicola Brodie

We are happy to announce that the training will take place in the recently completed workshops of the Arts and Crafts Centre. In

grades 8 and 9, the learners will have the time to experience practical skills in all the subjects offered. By the end of grade nine they hopefully are able to choose one of the subjects in which they want to be trained throughout grades 10 and 11. When the learner completes grade 11, they will have obtained a qualification according to the NTA level 2 (level 3 in electrics as level 2 is not offered).

This means afternoon lessons from 13:30 to 15:30 for all learners from grade 8 up to grade 11. A challenge for some, but also a great opportunity for everyone to receive a broader education and provide a better opportunity for all in their future. ←

Our new BVET-Team:

Neville Koopman

I'm a native Namibian. I studied at the Polytechnic of Namibia towards obtaining my National Technical Diploma in Electrical Engineering. Promoted to Chief Technician during my studies, and later on pursuing an opening as the Branch Representative in Swakopmund was a huge achievement in my career at Telecom Namibia.

I also had the opportunity to be acting Branch Manager for one year before I resigned and moved to Oranjemund. I had a very successful 8 years in Oranjemund at Namdeb as Supervisor of their Telecommunication division. Namdeb offered Voluntary packages and I seized the opportunity to start a new endeavour in the petroleum field. Buying a Puma service station in Windhoek Central town and operating it for 5 years was another achievement in my career.

At the tender age of 47 years, I simply have an urgent need to transfer the knowledge I have gained to our young generation. It was always a dream to become a teacher/lecturer/training consultant as my personality and past experience will enable me to make a positive impact on any individual. ←

Maria Naures Stephanus

Matisa (meaning Hello in Damara). I am Maria Naures Stephanus, aged 31 and the mother of two lovely children. I finished my grade 12 at Concordia College in 2003. I had a strong interest in the Hospitality Industry, which is why I worked in a coffee shop in 2006. In 2007 I was awarded a bursary to study in Zimbabwe at the Bulawayo Polytechnic for the National Diploma in Tourism and Hospitality Management.

I decided to join the teaching industry in order to share my knowledge. I worked at the ILSA College and Triumphant College on contract as a Travel and Tourism lecturer. In 2013 I joined the Protea Furstenhof Hotel as a Food and Beverage Manager in order to gain more experience and identify challenges in the industry, since my interest is in training hospitality. Last year I worked for the Southern Cross Training Centre as a Hospitality trainer, teaching NTA level 1 and 2. I am privileged to join a lovely and friendly team at the Waldorf School as an Accommodation Services and Food and Beverage Services teacher. I am honored to be able to share my knowledge with the learners and to be part of the Waldorf School Vocational teaching team. ←

Sebastian Zink

Born and grown up on a farm in Germany, I did my agricultural studies and soon I went with the DED (German Volunteer Service) to South America (Bolivia) to work with agricultural cooperatives and later on with the Albert Schweizer Stiftung to central America leading a experimental-/education and production farm in the highlands of central Mexico. Back after 8 years and thanks to my experiences in Latin America I got a chance to work in Switzerland with Latin children coming out of failed adoptions. At the same time I started my studies for social pedagogic at the University of Applied Sciences. The following 30 years I worked in different Swiss institutions mostly with difficult children and adolescents.

I came to Namibia in March 2014 with Inter-team, a Swiss development organization, to lead the practical training at the Agricultural Trainings Center Krumhuk. I changed recently to the Waldorf School Windhoek. My hobbies are (or better most of them have been) speleological excursions, diving, climbing, travelling, photography and a view little things more. ←



Sophia & Konrad Hildesheimer

We are the new hostel parents. Who are we? Konrad is a musician, Sophia is a theologian and housekeeper and we are both eurythmists. We are pleased to have this new role, with the children and adolescents, with their parents, with the colleagues and the staff, with a new life in Africa and the adventure which began in a completely different environment. Here's to good cooperation!

From September there will be more eurythmy at WSW! Movement, which enthralls becoming a human being, making one skilful outwardly and inwardly. I look forward to meeting all the learners, their parents, the colleagues and the whole school community. May we have a lovely collective collaboration with the willingness to learn something new. With heartfelt greetings. ←



Genie Jacobs

Beginning of August Genie started as our new accountant. We welcome her and wish Genie a fulfilling time at the Waldorf School Windhoek. She is replacing our former accountant Zelwa Klein. Zelwa worked for the Waldorf School Windhoek many years. ←

Minberg's moved back to Germany

Cornelia and Markus Minberg left our Hostel. At the end of the second trimester Mrs Cornelia, Class teacher Grade 2, Mr Markus Minberg, Grade 9 and BVET teacher, and the hostel parents, left our school to go back to Germany. We wish them all the best for their future and thank them for all their contribution to our school. ←

Join in: Parents Association (PA)

The Parents Association of Waldorf is an integral part of the school community. As parents, it is our duty to uphold, support and maintain the spirit, values and mission of the school which eventually is to the benefit of each and every child at Waldorf School Windhoek.

The Association is aimed at running specific projects, such as fundraisers, and continually act as a support function to the teachers at school functions. Each parent has different fields of expertise and can thus provide assistance to the teachers in specialised activities such as outings and skills development.

As part of the "decision making" structure at school, the Association is in a perfect position to influence the future development of the school and provide each parent with the day-to-day issues, plans and needs of the school on a regular basis.

The philosophy of our unique school requires each and every parent to live and develop the goals of the school even at home. It is the duty of the Association to empower the parents with this philosophy and above all, to let this uniqueness flourish in our school and Namibia as a whole.

Without the parents, the Waldorf community would be incomplete. Let us parents show some support by attending the next PA-Evening on Wednesday 7th October. ←



Welcome to our Cultural Festival Sat 17 October 2015

Programme Saturday 17/10/2015 public day

08:30 High school choir
09:30 – 10:00 **Keynote Speaker:**
Hon. Minister Zephania Kameeta – Ministry of Poverty Eradication and Social Welfare (to be confirmed)
Topic: Education – The Key to Poverty Eradication

10:00 – 10:30 *Learners Trimester Festival, Choir, Zauberflöte*
10:30 – 11:00 **Guest Speaker:**

Ulrich Kleber – Germany
Waldorf approach, contributing to education
11:00 – 11:30 *Learners Trimester Festival, Choir, Zauberflöte*

11:30 – 12:00 Maranatha Choir

10:30 – 14:00 **BVET Market Place:** Exhibition of Vocational Training Providers (Networking, information sharing and discussions)

Closing Maranatha Singers
12:00 – 14:00 Different Cultural Food, Catering by 'Food & Beverage'
BVET Group at WSW, *Socialising*

Programme Friday 16/10/2015 stakeholder meeting

10:00 Opening: Choir
Programme introduction:
Christian Bosse (CEO WSW)/
Matthew Shikongo (Board WSW)

10:30 – 11:15 **Guest Speaker:**
Representative from NTA
Topic: The need for VET at schools

11:15 – 13:00 **BVET Market Place:** Discussion
Stakeholder meeting
Topic: Investment in the future – VET at schools
Moderation: Alpheas Shindi (GIZ-ProVET)

13:00 onwards *Socialising:* Catering by 'Food & Beverage'
BVET Group at WSW // Lize Ehlers, music



Felix, Leni, Antonia, Constantin

Goodbye to our Volunteers 2014/15

Hello everybody, Unbelievable, but true; our year as volunteers at the Waldorf School is close to its end. We four look back at a year full of new experiences, open and friendly children, and colleagues and fun in the hostel, afternoon care, primary and high school. We experienced and got to love Windhoek and Namibia with all its different faces and warm people.

At this point, we would like to say thank you to those persons responsible at this school who gave us the chance to become members of the great hostel and AC family, or the school family in general.

And a special thanks to all the Waldorf students. We got the chance to work and live, laugh and sometimes even fight with you. Although we came here to support you during your school career, so that you can learn from us, actually it was YOU we learned from and experienced ourselves in a new role. At the moment it is really hard to believe that we will be gone soon, leaving all you awesome, extraordinary children behind. We would love to take you all with us back to Germany because we know we will miss you a lot. Keep going and see you again soon. ☺

Events Oct–Dec 2015

Wed 7. October

☞ PA Meeting (Parents Association)

Fri 16. October

☞ Stakeholder Meeting BVET

Fri/Sat 16./17. October

☞ CULTURAL FESTIVAL

18.-25. October

☞ Midterm Break

Wed 4. November

☞ PA Meeting (Parents Association)

Sat/Sun 6./7. November

☞ Grade 8 Year Projects

Wed/Thur 2./3. December

☞ Grade 12 Class play

Fri 4. December – START HOLIDAY

☞ School closes at 10:00 am

18. January 2016

☞ First school day (Grade 2-13)



Florian, Katharina, Daniel, Lisa

New Volunteers 2015/16

Florian (19): I come from Penzberg, a small town close to Munich in Bavaria. I passed my A-levels at a state high school in June this year. I am very glad to do my voluntary year at the Waldorf School Windhoek and I am looking forward to working in the hostel for the next year.

Katharina (19): I'm from Marburg (Germany). I attended a Waldorf School and passed my A-level exams in June 2015. I am very interested in working with children, especially in primary school, so I'm glad to have the chance to experience this work in my voluntary year. Here in the Waldorf School I will work in the Afternoon Care and the Primary School.

Daniel (21): I come from Berlin, Germany. I studied for 9 years at a Waldorf School. I did vocational training as a sports assistant and worked for two years as a layer manager in a pizza delivery service. I will work in the Afternoon Care. I am glad to be here and I am looking forward to having a nice year.

Lisa (22): I come from Germany. I went to "Realschule" and afterwards I did vocational training in a hotel. The last two years I've done my A-levels. Now I am very glad to work here at the Waldorf School Windhoek as a volunteer in the hostel.

Dani-Lou: (19): I come from a very small town in the south of Germany where I went to a Waldorf School (Tübingen), from which I graduated this year. I always wanted to travel after finishing school, but I also wanted to do something worthwhile and challenging, so becoming a volunteer at the Waldorf School Windhoek was the best choice I could make. I enjoy doing arts and crafts projects as well as sports like yoga and tennis, and being outdoors. I am very grateful to be here: working with kids, being part of a community like this and getting to know new people and a new culture.

Eva-Maria (19): I come from a little town near Bremen, a city in the north of Germany. This summer I finished my school career. In my free time I like to go to music festivals with my friends and I like to spend time with my family and our dog. ☺

Waldorf Pedagogy Training

We started with our new internal Waldorf Pedagogy Seminars. The aim of these monthly seminars and lectures is not only to train our new Waldorf teachers at the school but also to invite all interested to participate.

Anna

Since the first of July I have been lucky to be here. HERE in Namibia and HERE at the Waldorf school. My name is Anna Pawlovsky and I teach German in the high school. I come from a small village near Munich and studied Special Needs Education there. I am here with the BLV (Bayerischer Lehrerverband) and will be here until December. In January another student from Germany will come to continue my work.



It is a great and special opportunity for me, not only to travel through Namibia, but to really live and work here. The experiences of a new culture and new tasks are even a joy and a challenge for me. I happily look forward to my time here in Namibia with my colleagues and my pupils and to understanding and learning the Namibian way of life. ☺

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