

Siemens Stiftung Annual Report 2010



Siemens Stiftung
Annual Report 2010

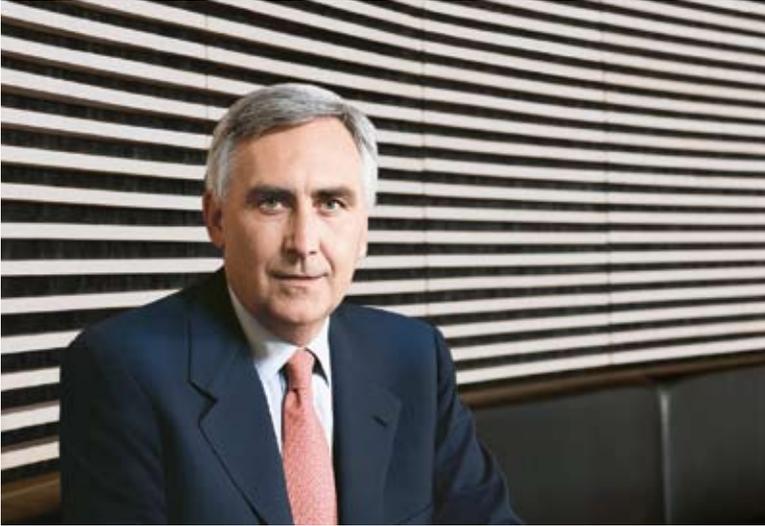
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The Siemens Stiftung is on track!



Dear partners and friends of the Siemens Stiftung,

You have before you the Siemens Stiftung annual report for fiscal year 2009/2010. The very scope of this publication underscores what a busy year it has been for the foundation. We completed the setup of our staff and organization, and our employees are already well under way with their projects.

The Board of Trustees has followed this activity with great interest while developing, focusing and fine-tuning its strategy and objectives.

The Siemens Stiftung has set out to make a meaningful contribution toward reducing poverty in underdeveloped regions, especially when it comes to providing people with the basic services of water, energy and preventive healthcare services.

The foundation will also act as an international advocate for better education in the form of motivating, twenty-first-century science and technology curricula.

And we will design interdisciplinary projects that integrate people to their full potential, including their cultural and social needs, with a commitment to developing cultural identities.

The Board of Trustees is especially pleased about the foundation's new program Encourage. Empowering People. This initiative approaches development cooperation with social entrepreneurial project ideas capable of delivering effective and sustainable solutions to the problems facing societies – acting in behalf of the common good but with entrepreneurial ideas and tools.

This fusion of charitable and entrepreneurial thinking seems especially appropriate to us for a corporate foundation.

The findings of the strategic process and the detailed objectives of the Board of Directors, which will be presented in greater depth through the project descriptions in this report, enjoy the unqualified support of the Board of Trustees.

The Siemens Stiftung can build upon this foundation to initiate projects with a specific focus on supporting education, fighting poverty and promoting culture while bringing on board influential partners and building an international reputation through success.

The other five Siemens foundations in Argentina, Brazil, Colombia, France and the United States are also active in their respective social environments working for the common good and promoting education, arts and culture. Through these efforts, they are continuing an identity that goes back to the company's founder, Werner von Siemens. The Siemens foundations stand for responsible corporate governance and for the traditions and values associated with the name Siemens.

It is in this spirit that the Siemens foundations are tightening their network and making greater use of their synergies for efficient projects. Under the leadership of the internationally oriented Siemens Stiftung (Germany), the foundations will intensify their collaboration and coordinate their missions more closely in the years to come.

The founding of the Global Alliance of Siemens Foundations last year represented an important first step.

In the period under review, the Board of Trustees fulfilled its duties as defined by law and set forth in the foundation charter. It advised the Board of Directors in the management of the foundation and supervised that body's activities.

In two regular sessions, the Board of Trustees was fully briefed by the Board of Directors on the progress of the foundation's work, the strategic planning and development, and the results of ongoing projects. After thorough review and consultation, the Board of Trustees adopted the resolutions of the Board of Directors.

The Siemens Stiftung coordinates effective projects for sustainable development, works with experts to develop advanced models and concepts, and bridges the gap between private enterprise and civil society. The Board of Trustees, looking at the achievements so far and the current findings, feels that the Siemens Stiftung is on the right path and can say with confidence: the Siemens Stiftung is on track!

The Board of Trustees thanks the Siemens Stiftung's

Board of Directors and employees for their dedication.

For the Board of Trustees

Peter Löscher

President of the Siemens Stiftung Board of Trustees
Chief Executive Officer of Siemens AG

Munich, February 1, 2011

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Evolution and reorientation



Dr. Stephan Heimbach

Chief Executive Officer,
Siemens Stiftung

Director of Corporate Communications and
Government Affairs, Siemens AG



Ulrike Susanne Wahl

Member, Board of Directors,
Siemens Stiftung

Chief Operating Officer



Georg Bernwieser

Vice Chairman, Board of Directors,
Siemens Stiftung

Chief Financial Officer

Dear friends and partners of the Siemens Stiftung,

The Siemens Stiftung experienced a very dynamic second fiscal year in 2009/2010 as the Board of Directors and employees worked to further define the foundation's work, realign its strategy and strengthen its organization.

The Siemens Stiftung's structural buildup phase has been largely completed. With the formal transfer of the employees of the former Siemens Arts Program and a team from Siemens Corporate Communications at the start of the fiscal year, the Siemens Stiftung is now fully staffed. Together with the original team, which had initiated the foundation's operations in the Education & Welfare sector on January 1, 2009, the Siemens Stiftung had an average of 33 employees in fiscal year 2009/2010. Overall, the employees did an excellent job of transitioning companies into the Siemens Stiftung while day-to-day operations continued.

The process of strategic (re-)orientation, content development and further organization was completed on schedule. To prepare and plan new projects for the years to come, it was essential that we have an in-depth strategic discussion about the foundation's goals, regional focus, areas of specialization, profile, processes and methodological approach. We also needed to develop an adequate organizational structure.

The initial classification of the foundation's work and workforce into the three areas of Education & Welfare, Society & Technology and Arts & Culture evolved in the

course of the strategic development into an organization based on three distinctly project-oriented fields:

- Developing basic services – strengthening social structures
- Improving education and promoting social mobility
- Developing cultural identity

The Siemens Stiftung will carry out its future activities within this integrated, interdisciplinary framework in keeping with the principles outlined below.

The foundation's objectives:

- Help alleviate poverty and provide people with the basis for better opportunities in life
- Support the expansion of basic services institutions in developing regions to stabilize and strengthen local social structures
- Invest in educational projects, with a special emphasis on scientific and technical education, to help more people live securely and advance socially
- Help communicate culture and nurture an active cultural scene

The Siemens Stiftung is currently focusing its activities on the regions of Africa, Latin America and Europe. Other objectives include making the projects more international, collaborating with knowledgeable partners and broadening the cooperation in the network with the five other Siemens foundations in Argentina, Brazil, Colombia, France and the United States.

The Board of Directors places special emphasis on developing a sustainable approach for the foundation's development projects. In the future, the Siemens Stiftung will support nonprofit, social entrepreneur initiatives – projects that apply entrepreneurial tools to deliver effective, long-term solutions to social, economic or ecological problems at the local or regional level in developing regions. With this approach, we wish to reach out to and involve the people in these regions, strengthen their independence and accommodate their needs. This work led to the adoption of the new program Encourage. Empowering People, outlined in detail in section 3.1.3 of the report.

To provide a sustainable basis for the foundation's work in this field, the Board of Directors initiated two interdisciplinary teams for Africa and Latin America. Their job will be to continually analyze the situation, prevailing conditions and opportunities for action in these focus regions, including input and evaluation from experts.

The Siemens Stiftung has reached out to various contacts, expanding its network to include relevant organizations and broadening its dialogue and collaboration with powerful partners in Africa, Latin America and Europe.

The project findings and strategic development ideas were presented to and approved by the Board of Trustees.

The following is a sampling of objectives and priorities identified by the Board of Directors for fiscal 2010/2011:

- Developing basic services – strengthening social structures
Water and healthcare projects that were started by Siemens AG and taken over by the Siemens Stiftung will be completed as scheduled in three or more years. Future projects will be implemented as part of the Encourage program and conceived as social businesses so that the projects generate income for the local population and solidify their independence to a greater degree than before.
- Improving education and promoting social mobility
To promote scientific and technical education with a real-world approach, the Siemens Stiftung works with teachers, educational experts and others to develop an integrated concept for high-quality, interlinked, educationally coordinated experimentation kits along the entire educational chain – from preschool through secondary school graduation. A pilot project for preschools is under way in Chile.

- Developing cultural identity
In keeping with the Siemens Stiftung's integrated, interdisciplinary approach, the cultural programs collaborate with and complement the programs in the other two sectors to initiate art, music and theater projects as well as discussion forums and platforms for intercultural exchanges and knowledge-sharing. Theater academies for young playwrights from South America and Europe are one example. In this way, the Siemens Stiftung provides an effective impetus to tap into the potential of active cultural scenes and develop this potential through international exposure. Our objective is to open fertile experimental forums for examining the present while strengthening the cultural identities of the people.

Effective September 30, 2010, the Siemens Stiftung joined the Transparent Civil Society Initiative. This reflects the foundation's commitment to providing the public with clear and transparent information on its structure, its mission, and the source and disbursement of its funds.

With this, the foundation commits to publish ten relevant categories of information about its organization – developed by leading civil society groups under the leadership of Transparency International in Germany – and to make this information easily accessible to the wider public. In taking this step, the Siemens Stiftung seeks to do its part in the broadest possible consensus for action within civil society to establish the key parameters for effective transparency.

The Siemens Stiftung performed well financially despite a difficult market environment. Following the volatility of the financial and economic crisis, some of the international securities markets saw significant rebounds at the beginning of fiscal year 2009/2010, but by early 2010 the developments in the euro zone had led to new turbulence. Despite this, the Siemens Stiftung managed to grow its ordinary income.

We wish to thank the Board of Trustees for its consultation and constructive support of our work, and we wish to thank the Stiftung's employees for their personal commitment and tremendous motivation.

Munich, February 1, 2011



3

Siemens Stiftung operations



As already outlined in the report by the Board of Directors,¹ the Siemens Stiftung restructured its projects in the period under review and realigned its strategic priorities into three categories:

- Developing basic services and strengthening social structures
- Improving education and promoting social mobility
- Developing cultural identity

The initial classification into the areas of Education & Welfare, Society & Technology and Arts & Culture has been abandoned. Ongoing projects taken over from Siemens AG for continuation or completion by the Siemens Stiftung can generally be assigned to the new categories, even if they were planned and implemented under different premises. Existing projects have not been altered in their substance. The financial report² still refers to the former designations of Education & Welfare, Society & Technology and Arts & Culture.

The alignment with the objectives of the new categories is intended to lend future projects of the Siemens Stiftung a more integrated structure: social objectives interrelate to educational work – especially with an eye toward achieving a long-term impact – but also with cultural aspects. Cultural awareness is the foundation for the distinct identity and social development of a people. New Stiftung projects are intended to reflect this awareness as much as possible.

Another important “internal” project has been to better interlink and coordinate the existing Siemens foundations: The six independent foundations in Argentina, Brazil, Germany, France, Colombia and the United States have agreed to coordinate their strategy and programs more closely through the Global Alliance of Siemens Foundations. Representatives of all the foundations met in June 2010 at a workshop in Munich to align their strategies, projects and communication activities. The aim is to utilize synergies and initiate partnerships. The international efforts of the Siemens Stiftung are embedded into the work of the local foundations.

¹ See section 2, Evolution and reorientation, page 6.

² See section 7, Financial report, page 59.

3.1 Developing basic services and strengthening social structures



Developing basic services and strengthening social structures – this new area of focus enunciates a key guiding principle of the Siemens Stiftung. The Siemens Stiftung helps alleviate poverty through local and regional projects, laying the foundation for people to have a dignified life and stabilizing and developing local social structures. To reach this goal, the Siemens Stiftung initiates the development of essential infrastructure – especially for drinking water – in areas where the water supply is unreliable or absent altogether. An important element in this effort is to combine the provision of drinking water with health and hygiene education to prevent disease wherever possible and lower the mortality rate, especially among children.

In the following, we report first on the project areas of Water and health and Disaster relief and prevention that the Siemens Stiftung took over from Siemens AG. We then introduce the Siemens Stiftung's new strategic program Encourage. Empowering People. As the Encourage program expands in the years to come, the Siemens Stiftung will develop future projects that go even further toward realizing the idea of sustainable development.

3.1.1 Water and health

The United Nations, in its 2010 Interim Report on the Millennium Development Goals, is guardedly optimistic about achieving the drinking water goals by 2015. At the same time, however, the clear message is that much remains to be done in some regions and that clean water supplies remain a problem in many parts of the world.³

Despite measurable progress in most regions of the world, WHO and UNICEF estimates put the figure of people without reliable access to clean drinking water at over 880 million, and there is still a significant infrastructure gap between urban and rural regions. Latin America, for example: 39% of the rural population in Peru, 31% in Bolivia and 23% in Colombia still have no reliable source of clean drinking water.⁴

Action is still urgently needed in the poorest and most underdeveloped regions of sub-Saharan Africa, where more than 40% of the population must subsist without clean drinking water. Shortages are often much higher regionally and locally. In Africa, up to 300 million people would still need to be supplied with fresh drinking water by 2015 in order to reach the target set forth in the Millennium Development Goals. This illustrates the scale of the problem. Moreover, we can expect the painstaking progress to be offset by population growth.

The projects that the Siemens Stiftung took over from Siemens AG in 2008 have been continued on schedule during the period under review. With these projects, the Siemens Stiftung is delivering effective aid for sustained improvement to the local drinking water infrastructure. Mobile water filters, a proven solution requiring no energy supply, are used alongside other simple technologies to turn contaminated, disease-infested water into clean drinking water. The membrane filters form a physical barrier that remove suspended solids, turbidity, bacteria and viruses. Oil and soluble contaminants cannot be filtered out, however, so water tests are performed as needed to ensure that the water filters are working reliably and can provide clean water.

The water committees established in the communities take responsibility for day-to-day operation, servicing and maintenance of the filters and purifiers. The Siemens Stiftung partners with local and international organizations

³ United Nations, *Millennium Development Goals*, 2010 report

⁴ World Development Indicators, World Bank, 2010,

<http://data.worldbank.org/sites/default/files/section3.pdf>

to offer the necessary training so that members of the local community can learn the skills to pass along and apply in other locations. Of equal importance are the educational programs providing information on water and the environment, essential hygiene, methods for obtaining drinking water, waterborne illnesses and sanitary facilities. Only in this way can infective diseases be effectively stemmed and long-term health gains achieved.

Reliable access to water in these regions means huge time savings for many people – often women and children. Time that must otherwise be spent on unreasonable efforts to obtain life-giving water. Time that can be better spent on family or education, for example. In extreme cases, a reliable water supply can even prevent potentially dangerous conflicts.

The Siemens Stiftung places special emphasis on developing projects to become self-sustainable over the long term. Project initiatives should have the potential to produce their own revenue or generate local income when the Siemens Stiftung's support ends. The aim is to strengthen entrepreneurial thinking, personal responsibility and initiative so that projects will be able to fund themselves and help solve a social problem through social entrepreneurship. This is the approach the Siemens Stiftung takes with these and future projects.

In fiscal year 2009/2010, the Siemens Stiftung donated funds and materials (water purifiers) to support water supply projects in the following countries:

Angola

In Angola, the Siemens Stiftung collaborated with Save the Children Germany in initiating a water project to supply ten water stations in schools and health clinics in the Kwanza Sul and Huambo provinces with safe drinking water. Experts conducted water tests at each of the ten water stations installed from April to October 2010. Save the Children offered community workshops on the subjects of water, the environment, health and hygiene to prepare the communities of Capinãla, Malanga, Ngulawa, Dondo and Chilumbo (Huambo province) as well as Quibala Town, Cadá, Kitambi, Somue and Kimone (Kwanza Sul province).

A total of 261 women were recruited in these communities to act as volunteers, teaching hygiene and leading the community workshops. Fifty members of the community (five per station, including one health expert) were selected for the water committees.

Ethiopia

The project in northeast Ethiopia started back in 2008 as a Siemens AG initiative together with the Stiftung UNESCO and the organization HOPE'87. The Siemens Stiftung has continued the project since 2009.

The barren region is beset by high temperatures and widespread drought. The Afar people have adapted to these

extreme conditions with a semi-nomadic lifestyle. Many of the wells and water sources no longer provide enough water for the people and livestock, however. Getting water is an ordeal that involves traveling long distances. This heightens the risk of conflicts over water, because access to potable water is critical to the survival of families.

The aim of the joint project is to provide water and sanitary facilities in a way adapted to the regional conditions. Water stations are improved and new wells or basins are built along the routes used by the Afar. This is complemented by the installation of SkyHydrant water filters, which prevent diseases spread through contaminated water. Four water filters already provide clean drinking water for thousands of people in the Argoba Special and Dulecha districts, and five more are to be installed at other water stations. Here, too, the local population forms water committees that are responsible for their water stations. Two garbage pits and two latrines currently under construction in the communities of Dulecha and Gachenie will improve sanitary conditions.

Education and information on topics including "conflicts" are available through 6 Mini-Media Clubs (30 members) in the schools and 24 HTP Committees (HTP = harmful traditional practices, 5 members each) in the communities. The first signs of changed behavior can already be observed.

Among the main difficulties this project faces are the remoteness of the locations, lack of paved roads, difficult environmental conditions and unstable food situation in the population. An attempt to dig a well near Asabahir failed because not enough groundwater could be reached.

Burkina Faso

The joint project with the Stiftung UNESCO and the organization HOPE'87 was implemented as planned and completed successfully in the period under review. Five water filters were distributed as part of the project. Four water filters for a primary school and one for a women's shelter were installed in the region surrounding the capital, Ouagadougou.

Kenya

As already mentioned, the Siemens Stiftung strives to link development projects – including water projects – more closely with income-generating measures so that the projects can be functionally and financially self-sufficient when the Stiftung's support ends. Two projects in Kenya launched in partnership with the Global Nature Fund and the Kenyan company Pureflow are achieving this objective. The Global Nature Fund and Siemens Stiftung collaborated in developing and financing the project to construct two water stations in the north of Nairobi. Pureflow is responsible for consultation and implementation.

The first station in the Kilimambogo region opened back in early September 2010, supplying up to 20,000 liters of drinking water a day. It is located next to a school so

that children have access to clean water. The water is also available to all the other residents of the surrounding villages in exchange for a small fee that pays for maintenance of the station. A deposit system has also been set up for bottles and canisters to ensure that they are not already contaminated when people come to get water. Construction of the second station in the Maragua district is under way.

Indonesia

Five villages in the region of West Timor in Indonesia have access to clean drinking water since the summer of 2010 thanks to five SkyHydrant water filters donated by the Siemens Stiftung. Uncovered ponds that had been responsible for transmitting disease now provide clean drinking water for over 2,400 people during the dry season.

The Siemens Stiftung supported the project by donating mobile water filters and educating the local population in how to use water sustainably.

The Siemens Stiftung's partner in this effort is the international relief organization CARE, which joined with other organizations to draft a needs assessment and in 2009 launched the aid project Foster (Food Security for Timor) with support from the EU.

Indonesia is not actually within the regions where the Siemens Stiftung focuses its efforts, but the project was already under way when the strategy, regional focuses and project prioritizations were adopted.

Status of projects in fiscal 2009/2010: an overview

Country	Number of purifiers, concept	Training	Region/city	Partners
Angola	Project for 10 schools and health centers for some 6,000 children with families; 10 water filters installed	✓	Huambo Province Kwanza Sul Province	Save the Children
Ethiopia	Project for 4 water filters, installed for a primary school, health station, water station for one village; 3 water sources were tapped and 3 wells, 2 waste collection facilities and 2 pit toilets built	✓	Northeastern Ethiopia	Stiftung UNESCO HOPE'87
Burkina Faso	5 water filters donated: 4 for a primary school and 1 for a women's shelter; project complete	✓	Ouagadougou	Stiftung UNESCO HOPE'87
Indonesia	Project for over 2,000 people; installation of 5 purifiers	✓	West Timor	CARE
Kenya	3 water filters for Bethsatha orphanage for 330 HIV-positive orphans and 270 foster children in families; project signed but not yet under way	✓	Kisumu, Lake Victoria	Stiftung UNESCO
	2 water stations, each with 2 water filters for school and community	✓	North of Nairobi, in Kilimambogo and Maragua	Global Nature Fund, Pureflow



What the projects have taught us:

- The SkyHydrant has proven itself to be a viable filtration technology.
- Providing the kiosks – the water tanks and stands that enable use of the filters – turned out to be more difficult than envisioned.
- Unfortunately, the clean water is frequently contaminated by dirty containers (bottles, canisters). There needs to be greater awareness of this problem. Deposit systems are one possible solution.
- Linking educational programs (teaching hygiene, training members of water committees) and
- Participation – close cooperation with local leaders and harnessing the experience and recommendations of the communities in planning and implementing, and
- Ownership – the active participation and personal responsibility of the communities and the handover of projects to their control are critical to the long-term success of the project.
- A small fee for clean water is accepted and provides revenue for maintaining the facilities and income for those who run the water stations.
- Collaborating with various experts (where available) – for agriculture, water, health, education, etc. – can significantly enhance the impact of the programs.

The Siemens Stiftung is applying these insights and the approach of social entrepreneurship with its aim of sustainable development to design a model offering water kiosks as financially autonomous micro-businesses. In the next fiscal year, the Siemens Stiftung will join the Australian SkyJuice Foundation in a pilot project of water kiosks as social businesses – a model more easily replicated and regionally adaptable. The idea is to address the shortage of clean drinking water and generate income in conjunction with other community-building programs. First and foremost, this means systematic educational programs on the topics of water, hygiene and the environment, adapted to local cultural norms.

The “water miracle” of Kilimambogo

For years, the children of Kilimambogo suffered from numerous diseases. Since the Siemens Stiftung built a water kiosk, all that is past: the Kenyan village finally has safe drinking water.

Elisabeth M. Girau fought for clean water for years. The director of the Watoto Wenye Nguvu orphanage on the banks of the Thika River knows the harm that can come from contaminated drinking water. “My kids got sick over and over again,” she says. “They had diarrhea, worms, typhus – even cholera.” The rural settlement of Kilimambogo (Buffalo Mountain in the local language), some 60 kilometers north of Nairobi, lacks access to clean drinking water. Water is collected from the rivulets that flow from the water source in which the livestock drink or is taken directly from the river. These dark waters contain not only sediment but also all variety of bacteria and viruses. Elisabeth M. Girau: “We used it to cook. My kids drank it.”

All that is past now. Since September 2010, the newly built water kiosk – a small stone structure with a fresh coat of blue-white paint – sells drinking water. “The water kiosk is a miracle,” laughs the mother of 92 orphans. Girau loves to laugh – about life, about serendipity, and above all about herself. Her middle initial M could stand for Madame, the title of respect by which she is universally addressed here in Kilimambogo.

Madame Girau knows, of course, that it was not a miracle but the Siemens Stiftung in partnership with the Global Nature Fund that brought the water kiosk to the Kenyan backwoods. She knows that the company Pureflow supplies the filters and teaches the community how to use and maintain the membrane technology. And the staff of the 47-year-old know that it was their passionately dedicated director that spoke to the Kenyan Ministry of Water to get her “miracle.”

The Thika River meanders by just one short kilometer from the water kiosk. A diesel pump and pipeline help bring the river water to a container on the roof of the water kiosk. From there, the murky water drips down to two so-called SkyHydrants that provide effective, sustainable water filtration: the water passes through a plastic tube a meter and a half long and filled with over 20,000 membrane fibers. These fluoropolymer fibers are as thin as a human hair and filter out not only suspended solids but also bacteria and viruses, transforming some 10,000 liters a day of river water into drinking water. A small tube leads from the SkyHydrant to the water tank from which the people of Kilimambogo get their water. “Since the kiosk opened, no one has had any diarrhea,” says Elisabeth M. Girau. Two months without any of her 92 kids getting sick – that’s unprecedented.

Some of her social workers sit with community representatives on the twelve-person water committee, which meets once a month. The various districts have sent respected individuals as delegates to the water committee. It’s important for the long-term success of the project that the beneficiaries are also the owners and play an active role in making it last. The committee organizes the sale of the water and uses the proceeds to pay for maintenance and repair of the pumps, pipes and filters. Water, hygiene, education: for the social workers in the orphanage, it all belongs together. In Kenya, only 12% of the rural population has access to a regular water supply. Kilimambogo and Elisabeth Girau’s orphanage are now among that number. For the 350 students and orphans and the 500 residents of the community, the UN Clean Water Millennium Goal has become a reality.

What’s more, the kiosk also provides employment in a village where there are virtually no paid jobs for women. Nineteen-year-old Miriam stands in the small stone building wearing a white apron and white rubber boots. Six years ago, Madame Girau made it possible for her to attend secondary school. Now Miriam sells the precious water. The price for 20 liters is three Kenyan shillings – about three euro cents. The shy young lady keeps meticulous records of each liter. Currently, she sells 1,000 liters a day. So far, all the proceeds go to maintaining the station, including Miriam’s salary. “Our goal is to sell 5,000 liters,” says Elisabeth Girau. More and more people are learning of the blessings of clean drinking water. Until recently, 18-year-old David also went to a swampy water source each day to get water for his 14 family members. Now he loads three 20-liter canisters of fresh water onto his rickety bicycle. “We need to count every shilling,” he says. “That’s why we use the kiosk water only for drinking, not for washing.” A second project following the example of Kilimambogo is now scheduled to begin. The hospital in the small city of Maragua, 55 kilometers from Nairobi, will be the site of the second Siemens Stiftung water kiosk in Kenya.

Anna Schuster
Source: agentur.zs

ENYE NGUVU SAFE WATER KIOSK



SIEMENS | Stiftung

pureflow
WATER SOLUTIONS


Sky Juice
FOUNDATION



3.1.2 Disaster relief and prevention

Natural disasters can't be prevented, but there is much that can be done to mitigate their catastrophic effects for the people they strike: through acute emergency relief, assistance in rebuilding and preventive measures.

Developing and emerging nations in tropical and subtropical regions in particular are more strongly afflicted by weather-related disasters than the industrialized nations of the north. Disease can be spread through contaminated water especially fast in warm climates. That's why the greatest challenge is to quickly provide clean drinking water. This challenge is present in the case of earthquakes as well, of course.

The Siemens Stiftung provided assistance in the wake of major disasters in the following crisis regions in fiscal 2009/2010 – by supplying SkyHydrant water purification units and making financial donations.



Southeast Asia

Hurricanes, earthquakes, floods – the people of south-east Asia were beset by multiple natural disasters in the week of September 26 to October 3. Typhoon Ketsana moved from the Philippines to Vietnam and Cambodia, leaving behind a path of destruction. Hundreds of thousands were left homeless. Floods and landslides cost many more their lives. Shortly thereafter, an undersea earthquake with a magnitude of 8.3 on the Richter scale unleashed a tsunami that devastated parts of the Samoan Islands. Just a few hours later, the earth shook in Sumatra.

To help bring immediate relief to the victims of these disasters, the Siemens Stiftung donated €20,000 to the German Red Cross and another five SkyHydrant water filters to the Vietnamese Red Cross so that victims could have access to clean drinking water. In Vietnam, the filters are also a contribution to long-term disaster prevention, because the country is regularly hit by severe storms in which important infrastructure is destroyed.

Haiti

Two hundred thousand dead, three hundred thousand wounded, half a million refugees, three million people affected: that was the terrible toll of the earthquake that hit Haiti on January 12, 2010, completely destroying the infrastructure in the poorest country in the Caribbean. The Siemens Stiftung donated ten SkyHydrant water filters to the German relief organization arche noVa and another ten to the American organization Project Hope, plus €40,000 to the German Red Cross, to help this long-suffering people.

The Siemens Stiftung also joined Siemens AG in initiating a call for donations within Siemens, with the company doubling every employee donation. This matching yielded a total of some €1.5 million in donations.

The water filters were installed in various regions of Haiti and will provide long-term access to safe drinking water. Part of the donation went toward direct emergency relief for a mobile clinic, while another part went toward temporary housing for homeless families.

Chile

An earthquake with a magnitude of 8.8 hit Chile on February 27, 2010, causing major devastation. Here the Siemens Stiftung donated ten water filters to the Chilean fire department. They will be used to provide drinking water in the afflicted regions. The logistics – supply, distribution and handover of the filters – was carried out by Siemens in Chile.

From aid to prevention

In the first fiscal year, the programs for acute disaster relief were initially coordinated within the Siemens Stiftung. In the course of the strategy discussions and the development of the activities of the Siemens Stiftung in fiscal 2009/2010, an agreement was reached with Siemens AG to return the disaster relief responsibilities to the Corporate Sustainability department of Siemens AG. What counts here is that the company, through its global presence and technical and logistical skills, is able to coordinate disaster relief efforts faster and more thoroughly and, thanks to its large workforce, mobilize more donors than the Siemens Stiftung.

The Siemens Stiftung will instead focus in the coming year on a disaster relief pilot project that was prepared during the period under review. There are good reasons for this:

- **Prevention works:** Experts agree that every dollar invested in disaster prevention saves some four dollars in disaster relief. Preparing people better for possible and probable threats through targeted preventive measures alleviates human suffering in the wake of natural disasters.
- **Disaster prevention is underfunded:** The willingness to donate and help is maximized if the media transmit images of the destruction around the world. The positive results of preventive measures are much less visible, because in a best-case scenario there is simply less suffering after a disaster. That's why it's harder to obtain and invest funds for preventive measures.
- **Capacities:** Disaster prevention projects are not designed to be reactive (following the disaster) but proactive and long-term. This makes it easier for the Stiftung to plan and – with an eye on the financial and personnel capacities – more effectively implement them.

Disaster prevention includes not only technical measures such as tsunami or earthquake warning systems but also outreach, training and education. When disaster strikes, knowledge and awareness of dangers and "correct" behavior can save lives or reduce harmful effects. For this the Siemens Stiftung is investing in outreach efforts at schools and community centers. The partner in these efforts is the German Red Cross (DRK), which has made disaster prevention a new focus in recent years.

One project developed with the DRK, to be implemented in Central Luzon province of the Philippines in the coming fiscal year, envisions close cooperation with communities to develop joint emergency disaster plans and procedures. Although the Siemens Stiftung focuses its efforts overwhelmingly in Africa, Latin America and Europe, the priority is on need, because the Philippines has been regularly hit by the most severe storms and earthquakes (high vulnerability).

Goal for the coming year

Successful implementation of the Philippines project, including:

- Continuing education for some 150 teachers
- Teaching materials for 50 schools and some 13,700 students on the topics of the environment, climate, health and hygiene
- Outreach to some 12,800 additional residents through simulation training and the like
- Disaster readiness training for volunteers and multipliers



3.1.3 Encourage. Empowering People – new strategic approach to development cooperation

The projects that had been transferred from Siemens AG to the Siemens Stiftung were completed as planned. In fiscal 2009/2010, the Siemens Stiftung made preparations for new projects in the coming years. New development projects required an in-depth strategy discussion about goals, focuses and methodology.

- What are the hallmarks of successful development cooperation?
- How can we alleviate severe social and ecological problems in developing and emerging nations and achieve sustainable development?
- How exactly must development projects be designed to reach the people?
- How can the optimal effect be achieved with limited resources?

These questions are not new. They've been part of the development policy debate for years. For despite decades of development aid, the standard of living in many developing regions has barely improved.

Despite the best intentions of developmental policies, people especially in the poorest countries have been accustomed to the role of passively accepting handouts rather than being empowered to help themselves.

An interdisciplinary team conducted in-depth research and discussions on these questions in order to clearly position future projects of the Siemens Stiftung. The result was the program Encourage. Empowering People – a new project approach in development cooperation guided by the following principles:

- The Siemens Stiftung sees its development projects as

Encourage. Empowering People

The Siemens Stiftung's Encourage program supports social entrepreneurs in finding effective, long-term solutions to economic and social problems through entrepreneurial means.

Social businesses

- focus directly on the basic needs of people,
- strengthen people's independence,
- sustain themselves,
- do not skim profits but instead
- reinvest them solely in the expansion of their activities and charitable causes,
- base their work on a fair partnership with the socially vulnerable,
- develop additional projects based on local needs and conditions to improve the quality of life and structures (community impact).

The Siemens Stiftung is teaming up with its partners to found new social businesses or expand existing social businesses in Latin America and Africa. The Siemens Stiftung is taking an integrated approach by simultaneously initiating and supporting complementary educational and cultural projects in these regions.

a contribution to help achieve the United Nations Millennium Development Goals in the areas of education, drinking water, health, the environment and economic development. The projects aim to improve basic services in developing and emerging countries and to stabilize and strengthen social structures.

- Social entrepreneurship or social business: although there is still a certain leeway in how the substance, terminology and definitions of this subject are interpreted in the public debate, the Siemens Stiftung shares the view of many experts that this approach is the key to sustainable development at the local and regional level.
- All people ultimately seek autonomy and self-determination in their lives and wish to overcome their problems themselves. The Siemens Stiftung wants to help people help themselves through relatively modest start-up assistance.
- Through small social entrepreneurs, the development projects of the Siemens Stiftung help overcome deficits in basic services (such as water, healthcare and energy) and resolve social and economic problems, create income for the population and generate revenue that allows that the projects to continue on their own or that can be reinvested in other social needs such as education or health-care. Over the long term, this can give rise to other income opportunities that alleviate poverty in the immediate vicinity.
- Social entrepreneurs do not give away their products and services – drinking water, electricity, healthcare,

etc. – but sell them at a price that poor people can afford. This strengthens local markets and makes the community more independent. The aim is to underscore the value of service and awaken self-interest to promote initiative and entrepreneurial thinking. At the end of the project, responsibility for the small businesses is transferred to the community.

- A complex web links together many of the problems facing humanity and the environment. When planning projects, it is important to examine the larger context and find integrated solutions. This helps to focus efforts where they do the most good and achieve a sustainable impact. Another option is to integrate artistic paths to provide motivation and communicate knowledge.
- Educational programs in the broadest sense are a core component and characteristic of the Siemens Stiftung projects. The transfer of knowledge – whether it's the skills needed to manage a small business or confront environmental problems, vocational or technical training, or education on medical and health issues – empowers people to successfully overcome their problems and challenges over the long term. The Siemens Stiftung feels that education and qualification are the most sustainable form of development aid.
- Success requires close collaboration with the beneficiaries in all phases of the project, the involvement of the community, transparent decision-making processes, communication "among peers" and respect for culture, value and the dignity of human life.
- The Siemens Stiftung partners with a scholarly network of universities and research institutions both in Germany and in the project regions of Africa and Latin America. This promotes research into the social entrepreneurial aspect in development work and enables scholarly evaluation of the projects. The aim is to achieve functional project models that are easily transferable and can be adapted to other regional and cultural contexts.

The above elements describe the Siemens Stiftung's approach for its commitment to development cooperation and are the foundation of the new program Encourage. Empowering People under which new projects are being developed. The name of the program underscores that future projects will be guided by the principles of encouraging and empowering people. The following projects were launched in the period under review:

Community Impact Development Group for Social Entrepreneurs

Over a billion people currently live on less than one U.S. dollar a day – a situation that no one should have to accept. That's why the fight against extreme poverty and hunger is at the top of the United Nations Millennium Development Goals.

Social businesses can be an effective tool for the sustained improvement of living conditions among the world's poorest citizens.

The Siemens Stiftung has joined with Ashoka, an international organization that assists social entrepreneurs, in a joint effort to identify and support social entrepreneurs who are already active. This was the impetus for establishing the Community Impact Development Group (CIDG). This international network is dedicated to helping people who wish to make the well-being of the community their "business," giving them the opportunity to share their experience, apply different insights to their own concepts, hone their ideas and – if possible – even meet potential investors for their projects.

The aim is to implement a structure that transcends the individual projects and offers social entrepreneurs advice, dialogue and help so they can help themselves. The Siemens Stiftung partnered with Ashoka in the period under review to prepare a conference, to be held in October 2010, that will bring together social entrepreneurs (so-called fellows) from Africa, Asia and Latin America. The event will focus on the question of how simple technologies can be used to improve the living conditions in developing and emerging countries. A detailed conference report will be issued in the 2011 annual report.

Wanted: social innovation

Technology for human needs – this is the motto for the partnership between the Siemens Stiftung and Ashoka. The partnership serves as a platform for international social entrepreneurs: What do social entrepreneurs expect from the Siemens Stiftung?



Good ideas are like seeds: they need a rich soil in which to thrive. The Siemens Stiftung supports projects dedicated to the objective of improving the living conditions of society through ideas and entrepreneurial thinking. The Siemens Stiftung is partnering with Ashoka, a nongovernmental organization (NGO), to offer eleven successful social entrepreneurs from Africa, Asia, Central America and South America the opportunity to share ideas at a conference in Munich in October 2010. Bringing together these Ashoka fellows to learn and share experiences and expertise is part of the Siemens Stiftung program Encourage. Empowering People.

"The name of the program represents the foundation's commitment to creating income opportunities by investing in personal initiative and entrepreneurship," says Siemens Stiftung COO Ulrike Wahl. "This is how we help people in developing countries help themselves." The initiatives that the foundation sponsors practice innovation, offer training, generate income and function according to free market principles. "This also ensures that their solutions to social and economic problems are sustainable," says project manager Sabine Baumeister. Innovation, training and

sustainability are three of the qualities that the Siemens Stiftung looks for in projects it supports. The projects also are well established in their respective communities and have found an appropriate technical answer to an urgent social problem.

The Peruvian industrial engineer Albina Ruiz developed a well-functioning solution for the garbage problem in her country, for example. Currently, only about one-third of the garbage is disposed of properly. So she launched a community-based garbage collection project in the capital, Lima, that is environmentally friendly, reduces health risks and creates income for the city's poorest residents. The idea has since been exported to Chile, Bolivia, Ecuador, Venezuela, Mexico and India. Despite this considerable success, Ruiz hopes for more encouragement in Munich: "I would like to learn from other social entrepreneurs – for growth strategies, for example." She expects that the partnership with Siemens Stiftung and Ashoka will give a boost to her project and others.

"All of us showed courage in aligning our businesses with socially conscious principles," says Ruiz. For this reason,



any support is welcome. "The commitment of the Siemens Stiftung can provide important feedback on our strategies and mobilize technical support."

Sameh Ghali, a social entrepreneur from Egypt, hopes for a long-lasting, global partnership between the two event organizers and the fellows: "With participants from the four corners of the world, it's really a tremendous opportunity to share ideas and experience." Ghali hopes to gain more from the Siemens Stiftung than merely expert advice. "We fellows should take the opportunity to help one another by creating awareness." Ghali will gladly share what he knows. He formed the NGO Together Association to supply underdeveloped regions in Egypt with affordable, environmentally friendly wastewater mini-plants.

Sergio Oceransky is also counting on in-depth exchanges in small groups through his dialogue with the Siemens Stiftung. "But the foundation could also be helpful in the search for potential investors," he says. Oceransky is working to set up regenerative energy sources for remote villages in Mexico. "I want to collaborate with the Siemens Stiftung and Ashoka on a fund for community projects."

Ashoka, the Siemens Stiftung's new partner, shares the high hopes of the invited social entrepreneurs: "This offers our fellows an ideal opportunity to learn together and strengthen their business model," according to Felix Oldenburg, Director of Ashoka Europe and general manager of Ashoka Germany. Over the long term, the partnership between the Siemens Stiftung and Ashoka should yield a rich repository of ideas, methods and sample approaches on the subject of social entrepreneurship that project organizers around the world can tap into anytime.

Markus Wanzeck
Quelle: agentur.zs

International Research Network for Social Economic Empowerment (IRENE | SEE)

The Siemens Stiftung, in establishing the International Research Network for Social Economic Empowerment (IRENE | SEE), is creating an international scholarly framework for the activities of the Encourage program. The idea is to burnish the program's image through quality control and evaluation rooted in scientific research and analysis, paving the way for sound recommendations for future projects. Major preparations were made for this part of the Encourage program in the period under review.

Zeppelin University in Friedrichshafen is partnering with four universities in Africa and Latin America to develop a joint list of topics and research and with the Siemens Stiftung to coordinate the language of research grants. The research network will examine the applicability, benefit, limits and long-term impact of social economic empowerment projects in selected Latin American and African countries. The Siemens Stiftung is financing the awarding of research assignments in the form of PhD or postdoc appointments at all five universities. The Siemens Stiftung will fund the IRENE | SEE project for three to four years.

Researchers will identify differences, ambivalences and comparable structures among and within certain problem areas, individual societies, countries and regions. The aim is to develop projects that better reflect the specific conditions in each locality, yield more fitting and culturally appropriate solutions and thus endure over the long term.

The Siemens Stiftung also hopes to gain legitimacy for its own efforts and create a multiplier effect: ideally, the findings from this project should yield recommendations and insights of relevance to other companies or foundations, policy-makers, NGOs, scientists and society while inspiring additional projects. The findings will be made available to members of the public who are interested.

Income and employment through waste management in Bolivia

Like many big cities in developing and emerging countries, Bolivia's four major metropolises face the problem of growing mountains of garbage without a functioning municipal waste disposal system capable of coping with the situation. Over 3,000 tons of garbage accumulate each day in La Paz, El Alto, Santa Cruz and Cochabamba. Environmental consciousness has not yet taken hold, so there are often enormous mountains of organic, recyclable and toxic waste in open landfills and "wild" dumps. Widespread poverty is inducing more and more people to seek extra income by collecting garbage. Much of this activity involves women combing through mountains of garbage at night for recyclable materials in disgraceful conditions and at serious risks to their health.

The Siemens Stiftung has partnered with Swisscontact (Swiss Foundation for Technical Cooperation) and DEZA (Swiss Agency for Development and Cooperation) and consulted with the authorities in the four municipalities in a project to improve waste management through better garbage collection and professional recycling. Project details:

- Build up ecologically effective private-sector collection system with separation and recycling
- Use economic potential of recyclables to generate a more stable income for garbage collectors
- Integrate current garbage collectors into the program, improve their working conditions and reduce the risks to their health
- Reduce the amount of garbage in the landfills of the four cities by some 20%
- Pass along knowledge and increase awareness in the population for environmental, waste management and health issues

Garbage collectors living in extreme poverty are given training and consultation and an opportunity to develop into small business owners. Their previously informal status is legitimized, and their entrepreneurial activity raises both their income and social standing. Some 300 jobs are either created or professionalized.

Another project partner, the Fundare Foundation for Recycling, is working with municipal authorities to ensure the necessary publicity and education campaigns on the topics of the environment, garbage separation, recycling and hygiene in the various quarters. Environmental awareness is essential to improving the urban environmental situation over the long term.



Results since the project launch in 2009:

- Collection points, known as *ecovecindarios* (eco-quarters), have been established in 58 quarters throughout the four cities. Environmental analyses (assessments) have been conducted in 94 quarters.
- Seventy-four collection systems for recyclable materials are in operation. The collection and recycling volume has increased sharply, reducing garbage volumes in the target areas up to 50%.
- Fifty-five people, one-third of them women, work as official garbage collectors, earning an average income of about six U.S. dollars a day. Another 38 volunteers work as administrators in the eco-quarters.
- Forty-seven small businesses act as collection centers and have a stake in the sale of recyclable materials.
- The separation of organic waste for composting has begun in all four cities.
- Special campaigns to collect batteries and e-waste are under way.
- Communication and public education campaigns have reached 40,000 households, or some 200,000 people.
- Appropriate treatment processes for organic and e-waste have been developed in collaboration with local universities.
- Two municipal ordinances for recycling have been developed and passed into law.

The project addresses a core issue of public concern. Waste management has become an important local political issue in the cities and is widely publicized by the media. The positive response has since led to strong demand for support from more rural areas, which may lead to the adoption of additional target regions for the project outside of the four big cities.

Goals for fiscal 2010/2011:

- Consolidate the structures established to date.
- Push forward with the qualitative and quantitative goals, especially as they relate to jobs and small businesses.
- Intensify the message for more environmental awareness and changes in behavior, and examine opportunities for working together with schools.

Urban Perspectives – strengthening communities

The world population is growing and global urbanization is advancing. The epicenter of this trend is Africa: at 3%, the African continent has one of the highest average urban growth rates in the world. The hope of a job and better quality of life is drawing more and more people from rural to urban areas. The urban population of Africa will more than double by 2030 to an estimated 740 million people.

Although the so-called megacities garner more public attention, urban growth in the coming decades will be concentrated in small and mid-sized cities. According to studies by the Deutsche Stiftung Weltbevölkerung, 9% of the world population will live in megacities by 2015, but more than 50% will live in cities with fewer than 500,000 people. Most cities in Africa are small to mid-sized.

That's why the Siemens Stiftung project is focused on the specific challenges facing small and mid-sized cities in the sub-Saharan region. These cities suffer from an acute lack of scientific data on which to base targeted action.

Developing basic services, strengthening social structures

Increasing migration and rapid growth in the cities of sub-Saharan Africa pose immense challenges: services for such basic services as water, energy, education and waste management do not meet the most basic needs. The result is that the people are confronted with – and overwhelmed by – a variety of social, ecological and economic problems. Future developments such as continued population growth in the cities and the global shortage of resources will further exacerbate this situation.

But along with problems and risks, the process of urban growth also brings opportunities for positive, sustainable development, for cities are also the incubators of innovation and the engines of economic growth. Exploiting the potential of mid-sized cities in southern Africa means creating a solid foundation for civil society, supporting targeted initiatives and harnessing the available intellectual capital for broad-based economic and social development.

The project includes scientific case studies to examine the role civil society can play in establishing basic services in these mid-sized cities. The Siemens Stiftung focuses on community-based organizations (CBOs) – organizations run by the local civilian population and dedicated to solving local problems. The Urban Perspectives initiative bridges the gap from theory to practice, studying and supporting promising CBOs to promote development.



Launch of the Urban Perspectives initiative

After extensive preparations, the project was launched in September 2010 with the kickoff workshop Mid-Sized Cities in Sub-Saharan Africa: Social, Cultural, Economic and Ecological Challenges and Opportunities. Some 25 urban planners, geographers, ethnologists, agronomists and sociologists from Africa, North America and Europe gathered for the first time to contribute their technical and regional expertise to form a scientific and real-world network for the Urban Perspectives initiative. The workshop focused on the dynamics of the urbanization process, the need for research and the value and prevailing conditions of civil society in the sub-Saharan region.

Susan Parnell, director of CityLab at the University of Cape Town, opened the workshop with a public lecture in which she outlined the processes of urban growth in Africa. "Africa is changing, and so far, we know far too little about the potential consequences," warned Parnell in her address before some 160 visiting scholars, businesspeople and development workers.

The network's findings will be incorporated into the detail planning and implementation of the Urban Perspectives initiative.



Youth Changeloger City

"The status quo is unacceptable – something has to change!" Many young people take a critical view of what they see around them and do not wish to accept it. But what can an individual do to bring about positive change and move closer toward a solution?

Young people in particular are often prepared to work in behalf of the community, a worthwhile objective in their immediate environment or the common good. Harnessing, supporting and inspiring this energy and idealism is essential for any society.

It is possible to tap into a tremendous constructive potential for society by teaching these young people the skills to develop and successfully implement solutions for the need they have already identified.

This is the goal of the Ashoka youth initiative project Youth Changeloger City (YCMC), which the Siemens Stiftung is helping to develop and fund. YCMC brings together local youth organizations and dedicated youth to collaborate in improving their own local conditions. Under professional guidance, they learn to better understand the relevant processes and factors, identify and quantify the specific problems in their own region, develop solutions and plan the project implementation. And they learn to think and act like social entrepreneurs in their own hands-on projects and to take responsibility for their own personal and financial resources.

The first phase of the pilot project was launched in Potsdam and has since been expanded to Frankfurt. The goal is a nationally and internationally scalable model based on a social franchising approach developed jointly by Ashoka and the Siemens Stiftung.

The Siemens Stiftung views this project as a long-term investment in more social entrepreneurship and thus an important building block in the foundation's goal of strengthening social structures.

3.2

Improving education and promoting social mobility



“There is only one thing in the long run more expensive than education: no education.”

This quote by John F. Kennedy summarizes quite succinctly why it's always worthwhile and essential to invest in education. There is a global consensus that education is the prerequisite for sustained economic development and innovation, greater prosperity and better public services, especially in developing and emerging countries but also in industrialized nations. Education facilitates social advancement, greater participation in society and better integration. In this way, it makes an essential contribution to social stability. “Over the long term, education is the most effective tool against unemployment, poverty, stagnation and a lack of perspective,” according to Dr. Barbara Filtzinger, who is responsible for project development and coordination in the areas of education and basic services services at the Siemens Stiftung. Education reduces social exclusion and the problems it creates, so it is also preventive and more “affordable” social policy. Last but certainly not least, education is the path to autonomy, independence, freedom and human dignity.

And so it is with good reason that support for education is one of the three pillars of the Siemens Stiftung's worldwide activities. This continues a decades-long tradition at Siemens. In keeping with the foundation's international mandate, the educational projects are spread across many countries according to need and the opportunities for partnership. The programs focus on the preschool and primary school age groups.

Underlying principles:

- Enable basic education (basic skills and knowledge, especially in developing countries).
- Teach technical expertise and practical skills.
- Support science education throughout the educational chain.
- Promote integration, multilingualism and social awareness.

3.2.1 Preschool: learning is child's play!

Forscherkiste

Never again are children so playfully open-minded to the laws of nature and so eager to experiment as in preschool. Experts do not dispute the justification and importance of science in early childhood education. The natural sciences are now also established in the educational curricula or recommendations of all federal states in Germany. With materials such as the Forscherkiste and its international counterpart, the Discovery Box, the Siemens Stiftung is helping to ensure that science is just as accepted as art, music or sports in preschool lesson plans.

Forscherkiste

The *Forscherkiste* (researcher kit) gives children from three to six the opportunity to take a closer look at natural and scientific interactions and phenomena. The *Forscherkiste*, developed by Science-Lab Gemeinnützige Bildungs GmbH, offers all the materials needed for 45 experiments. This makes it easier for teachers to conduct the experiments themselves without having to first obtain so many items. The *Forscherkiste* package for preschoolers includes two boxes with experimental materials on the subjects of air, water, colors, sound and electricity. The integrated concept of the *Forscherkiste* does not rely solely on experiments: it also incorporates subject-related movement, songs and games. Each kit includes a coupon for a one-day training seminar for two teachers. Participants in the training seminar are given a set of cards with a description of the experiments and the corresponding instructions.

In fiscal 2009/2010, the Siemens Stiftung gave away 244 *Forscherkiste* sets. Since the program began in 2005, preschools throughout Germany have received nearly 500 of the kits from the Siemens Stiftung (and before that, Siemens AG), each with a value of €500.

The *Forscherkiste* will be discontinued next fiscal year as a stand-alone project. The activities will be incorporated into the new integrated Educational Chain concept (working title).

Early practice makes perfect

The Siemens Stiftung *Forscherkiste* teaches preschool children a love of science education. A visit to St. Matthias preschool in Munich.



November 11: the feast of St. Martin. A good day for an experiment involving candles, in the opinion of preschool teacher Andrea Faltermeier. Five young researchers have gathered around the table. The tools for the experiment are spread out in front of each child: a tea light, a saucer filled with water and an empty glass. The candles are floating in the water on the saucers. After a few drops of food coloring are added, the water turns a deep blue. Andrea Faltermeier looks over the shoulder of each of the children in turn, helping their small hands strike the match until all the tea lights have been lit. The children place the glasses over the tea lights onto the saucers, and the fire-water-air experiment begins. After about five seconds, the candles extinguish and the water is pulled into the glass. "The combustion air had cooled down," the teacher explains, "and contracted." The eyes of the young scientists light up.

The *Forscherkiste* has been part of the classroom materials at St. Matthias preschool in the south of Munich since 2007. "The *Forscherkiste* is much more child-friendly than the kits we used before," says Faltermeier. She and her colleagues regularly gather together the oldest of their 90 boys and girls for experiments. The children can and should perform the experiments themselves. "Not only does this awaken their interest in scientific subjects, it also helps their language, motor skills and social maturity."

Siemens AG has collaborated with Science-Lab since 2005 to donate some 3,500 *Forscherkiste* kits valued at about €500 each to preschools. The teachers are trained in the use of the materials during one-day sessions. Kits and lessons on the subjects of air, water, colors, sound and electricity are designed for the age group of three- to six-year-olds. The aim is to awaken children's enthusiasm for technology. "Preschool kids have an unsurpassed curiosity

and openness," says Siemens Stiftung project director Angela Clerc. "Many children, especially girls, have a fear of contact if they are exposed to science only later in primary school."

Rebecca, Julie and Celina have no such fear. The smoke from the candle experiment is still hanging in the air above the table, and they're already starting the next experiment. "Now let's see how electricity flows," says Andrea Faltermeier. On the table are small light bulbs, sockets, batteries and colorful wires with clamps. Five pairs of hands look for the invisible electricity. For three minutes you can hear a pin drop, but none of the bulbs lights up. "That's right, you need a wire connecting the battery to the bulb. But what do you need to complete a circuit?" asks Andrea Faltermeier helpfully. Suddenly, Florian calls out: "Look!" He connected a second wire from the bulb to the other pole of the battery, and now he's lighting up just like the bulb.

"Who wants to build a *huuuuuge* circuit with lots of light bulbs?" asks Florian. "Me!" answers Celina immediately. "Wow!" exclaims Rebecca. But Andrea Faltermeier postpones the new experiment until December. "We always try to integrate the *Forscherkiste* into the theme of the season," she says, smiling. "Stringing together lots of lights is a nice experiment in the run-up to Christmas."

Markus Wanzeck
Quelle: agentur.zs

Discovery Box

Alongside the *Forscherkiste*, the partnership with Science-Lab Gemeinnützige Bildungs GmbH also produced the Discovery Box for schools outside of Germany. This international experimentation kit also lets kids ages three to six playfully explore how natural and scientific phenomena interrelate. While experimenting and researching, the children also gain important lessons in fine motor skills, language skills and careful observation. Each box has the materials needed to conduct 22 experiments on the subjects of energy, electricity, the environment and health. Teachers receive instructions in various languages in DVD format, in a fold-out book or as a set of cards.

The Siemens Stiftung began donating a total of 900 Discovery Boxes in southeastern European countries as planned in fiscal year 2009/2010. This work is coordinated with the ministries of education and local educational institutions.

The local Siemens Regional Companies act as ambassadors in these projects and support the Siemens Stiftung. Donations have already taken place at preschools in Slovenia, Romania and Hungary and will continue in Bulgaria and Croatia in 2011.

The Siemens Stiftung partnered with LitCam GmbH, the educational initiative of the Frankfurt Book Fair, to support the Reading and Learning Rooms project in South African townships by donating Discovery Boxes and funding a teacher for one year. This joint initiative gave township residents easy access to education. Regular instruction, workshops and author readings allow them to develop their reading, writing and science skills.

The Discovery Box project is also being phased out in the coming fiscal year and replaced by a new Educational Chain project.

Forscherkiste and Discovery Boxes donated to date

	Fiscal 2009/2010	Since start of project
<i>Forscherkiste</i> (Germany)	244	Approx. 3,500 ¹
Discovery Box (international)	Approx. 500	Approx. 3,500 ¹

¹ Run by Siemens AG before 2009

Tiny Tots Science Corner

In addition to its own projects described above, the Siemens Stiftung continued to support the Tiny Tots Science Corner together with the Helmholtz-Gemeinschaft, McKinsey & Company and the Dietmar Hopp Stiftung. The preschool initiative, on whose board the Siemens Stiftung also sits, is also supported by the Federal Ministry of Education and Research.

The Tiny Tots Science Corner provides preschoolers the opportunity to playfully explore exciting questions and phenomena from the realm of science and technology. Diverse activities and programs – instructional materials, workshops and continuing education – help the teachers promote science and technology in a child-friendly way in their preschools and childcare facilities.

The Tiny Tots Science Corner is a very successful project with a broad impact: it currently encompasses 15,000 childcare facilities in 171 local networks, reaching some 900,000 children ages 2 to 6.

Making science and technology tangible to children, promoting early childhood education and thereby strengthening Germany's long-term status as a place of innovation and research: these are still the goals with which the Siemens Stiftung identifies.



Fun language learning with KIKUS

In Germany today, one in three children under the age of five come from an immigrant family and grow up in a multilingual household in which German is not the native language. But command of the official language is the basis of good integration into a society and opens the doors for optimal educational opportunities. Children who lack a command of German, on the other hand, are at a disadvantage as soon as they enter school.

That's why the Siemens Stiftung is partnering with the non-profit Centre for Multilingualism in Early Childhood (zkm) to provide special support to children of immigrant families starting at age three to help them learn the German language through the KIKUS language method. KIKUS takes a playful approach to teaching language to children in their own world. The Siemens Stiftung supports language courses for children and advanced training for teachers.



Through this partnership, the Siemens Stiftung and zkm seek to spread the language method and give more children the opportunity to learn German early on in a child-friendly environment. Involving the parents is a conscious move to support the children's multilingualism.

In the past school year, this partnership led to three language courses for six to eight children each in childcare facilities in Munich and Moosburg. Each class also trained one educational specialist. These specialists can then later implement the KIKUS method on their own. The courses sponsored by the Siemens Stiftung can be broken down as follows: three KIKUS children's classes for 24 kids, including three hands-on training classes and seven two-day KIKUS beginning seminars, each for up to 20 educators in Hamburg, Bremen, Düsseldorf, Frankfurt, Stuttgart, Nuremberg and Kassel. The result was that in the period under review, 116 specialists were trained, who in turn provided language assistance to an average of 15 children per school year.

The Siemens Stiftung also supports the Munich-based project BilderBuchZeit mit KIKUS. This is an initiative of the nonprofit organization Lesefüchse that introduces immigrant children to the world of picture books through regular readings followed by painting and playtime in Munich's libraries and helps them learn German more easily using elements of the KIKUS method. Through this project, the Siemens Stiftung funded one basic KIKUS class and a reflection seminar for 18 employees of Lesefüchse. This seminar helped the BilderBuch-Zeit mit KIKUS project reach another 220 children.

At the end of the fiscal year in September 2010, a written evaluation of the KIKUS partnership was launched through questionnaires. One questionnaire was sent to each of the 233 educators who took part in the KIKUS beginning seminars, which were funded initially by Siemens AG and then by the Siemens Stiftung. The results of the evaluation will be available by the end of calendar year 2010 and published in the 2011 annual report.

The Siemens Stiftung will continue to work with KIKUS in the 2010/2011 school year, conducting language classes and teacher training.



Project results in numbers

Type of class	Fiscal 2009/2010		Since project launch in 2008	
	Children	Teachers	Children	Teachers
3 KIKUS children's classes in Munich (2) and Moosburg	24	4	94	11
7 beginning seminars in Hamburg, Bremen, Düsseldorf, Frankfurt, Stuttgart, Nuremberg and Kassel	Approx. 1,740	116	Approx. 3,495	233
3 KIKUS seals in Wiesbaden (2) and Nuremberg		3	45	

3.2.2 Primary school: many questions – clear answers!

Even very young children want to explore how the elements that fill their world interact. They expect clear answers when they ask what, how and why. Their natural curiosity for all things, including scientific phenomena, could be supported much more effectively in primary school education. But primary school teachers often lack the capacity and access to educationally sound programs and practical classroom materials. The result is that many children never have the opportunity to develop a positive, emotional relationship with the natural sciences.

This is another area in which the Siemens Stiftung seeks to make a difference through its commitment. The foundation is a member of Wissensfabrik (Knowledge Factory), a non-profit network of 70 companies and corporate foundations in Germany dedicated to partnering with schools and educators to improve the classroom experience and level of education in Germany.

Through the *Wissensfabrik*, the Siemens Stiftung supports the teaching of scientific and technical subjects in primary schools through its funding of the programs *NaWi – How Does It Work?*, *NaWi plus* and *KiTec – Children Discover Technology*. These programs provide activity-based instruction with experimental and constructive-practical elements to help teachers awaken children's interest in science and technology. The programs also boost children's language development and team skills.

Teacher training is always a critical element in successful implementation. The Siemens Stiftung organized training sessions in 24 German cities in fiscal 2009/2010. Over the course of several afternoons, some 20 educators familiarized themselves with the concept, experiments, scripts and materials while discussing practical issues for classroom instruction. The kits and the teacher training are free for the teachers.

A one-year cooperation agreement between participating schools and the Siemens Stiftung underscores the will to achieve classroom success that is sustainable and quantifiable.

The University of Frankfurt is conducting a project evaluation alongside the teacher training sessions.

NaWi – How Does It Work?

Where does dew come from? Why do icebergs float? How do you make invisible ink so that "secret messages" appear when the paper is heated? The NaWi experimentation kits provide primary schoolers fun answers to these and many more questions from the world of science. A total of 46 experiments on the subjects of air, water and food introduce up to 30 children at a time to scientific phenomena.

The Institute for Chemistry Education at Johann Wolfgang Goethe University in Frankfurt has developed the experimentation kit with all necessary materials and tools and coordinated the content with the curricula of all the federal states of Germany. The approach is practical and hands-on: children may experiment, observe and reach conclusions in pairs or in groups. This nurtures their natural urge to experiment. Experiments with familiar objects such as tea lights, spoons, ice cubes, magnets, scissors and magnifying glasses are safe, almost always work and remind children of things they see every day.

In fiscal 2009/2010, the Siemens Stiftung donated 98 NaWi kits, each with a value of €200.





KiTec – Children Discover Technology

Why doesn't the Eiffel Tower fall over in a storm? What makes bridges so stable that even a truck can drive over them? How does a car's steering wheel work? KiTec – Children Discover Technology introduces technology to quench children's thirst for knowledge and urge to experiment.

The KiTec classroom kits were developed by the the Transferzentrum für Neurowissenschaften und Lernen (ZNL) in Ulm in collaboration with the Department of Technology and Education. KiTec consists of three sets with extensive tools and materials. Students get together in teams to work on various problems relating to construction, automotive technology and electrical engineering. They begin by familiarizing themselves with the contents of the kits and earning a "toolbox license."

It all starts with the history of KiTec Island: this fantasy world introduces the children to technical challenges that they must overcome. Here they can give free rein to their instincts – sawing, hammering, filing and building. This hands-on approach makes it much easier for them to understand the physical relationships, develop their creativity and, without even realizing it, learn basic skills in various technical fields.

The Siemens Stiftung distributed 125 kits to schools throughout Germany in fiscal 2010. Each kit had a value of €660.

Project results in numbers

Project	Experimentation and building kits ¹		Project launch	Locations
	Fiscal 2009/2010	Total		
NaWi – How Does It Work?	98	538	2006	20
KiTec – Children Discover Technology	125	165	2008	8

¹ Donated by Siemens AG through December 31, 2008, and by the Siemens Stiftung beginning on January 1, 2009

3.2.3 Secondary schools: learning in a challenging, demanding, real-world environment

The Siemens Stiftung's commitment to the principle of strengthening science education continues at the secondary school level. Through targeted classroom programs, the foundation seeks to create awareness among young people of the significance of science and technology in their own future and for their own professional opportunities. The foundation hopes that providing teachers with interesting instructional materials will eliminate students' pre-conceptions about science and stimulate their interest through exciting projects that accompany them throughout their academic years. Our student competition motivates talented, active young people to address socially relevant topics from a scientific – i.e., methodologically sound – approach. The Siemens Stiftung supports science and technology education with experimentation kits and current digital instructional materials and is active in the various school networks. Siemens Stiftung projects have an international focus, are designed to serve as models and make use of contemporary methods of teaching and learning.



Student competition

Identify young people who take an interest and pleasure in science and technology, encourage them to complete science projects that are typically quite complex, and accompany them on their first steps into higher education: those are the goals of the Siemens Stiftung student competition. The student competition is designed for students in grades 11 and 12 (G8) or 11 to 13 (G9).

The aim is to give talented and dedicated young people an attractive opportunity to get involved, analyze social challenges and take a stab at finding solutions.

The Siemens Stiftung student competition is designed to help the next generation, especially by motivating talented and ambitious young people to explore their interests and skills and to start and successfully complete a university degree – ideally in a field of science or technology. Because no society, least of all a technologically sophisticated industrialized society, can afford to neglect the potential of its youth.

Participants in the student competition are asked to formulate a specific, complex research question on an assigned theme of social relevance, develop an answer and summarize the project in a written paper in German. Prominent scientists ensure that the papers are properly evaluated. The top candidates will advance to the semifinals at the partner universities: RWTH Aachen University, the Technical University of Berlin and the Technical University of Munich. Nine finalists then compete in Munich.

Monetary prizes totaling €111,000 are available. Awards are given out not only to the winning students but to the departments of the instructors who supervise them. The first-, second- and third-place winners also receive free tutoring for their future university studies.

The Siemens Stiftung student competition in 2010 attracted 103 submissions from throughout Germany. Students were asked to formulate innovative scientific solutions on the topic "Energy geniuses of the future – ideas for improved efficiency." In regional semifinals, nine groups of students qualified for the national finals on March 22 at the Siemens Stiftung in Munich.

First prize went to Katrin Grohn and Monika Nielen from the Erzbischöfliches Ursulinen-Gymnasium in Cologne for their project Double-layer capacitors as a battery replacement. The two students developed an alternative to conventional and rechargeable batteries as mobile power sources. They were supported by their teacher Raimund Servos.

Second prize was awarded to Viola Valentina Vogler from the Beethoven-Schule in Berlin. Her project Guaranteed CO₂-free examined how calcium hydroxide can be used to eliminate carbon dioxide emissions from single-person households. She was supported by her teacher Florian Neuling.

Stefan Vierke earned third prize for his project entitled Green energy through hibiscus blossom tea and cherry juice. With the support of his teacher Dr. Bernd Kretschmer of the Hans-Thoma-Gymnasium in Lörrach, Vierke examined the production of dye-sensitized solar cells. On the eve of the awards ceremony, the Siemens Stiftung student competition itself was honored: Marcus Thiel from Deutsche Bank in Munich praised the competition as a “place of distinction 2010” in the nationwide innovation competition “365 places in the land of ideas.” In presenting the award, Thiel emphasized: “The Siemens Stiftung student competition takes flashes of genius and gives them form: the winners have made a creative and innovative contribution to solving global challenges. The talented students also receive support from the Siemens Stiftung

during their university studies. In this way, the competition promotes the next generation of scientists in Germany.” The Siemens Stiftung stood out among the more than 2,200 applicants to impress the independent jury.

In 2011, the competition will be open to students in Austria, Switzerland and German schools throughout Europe for the first time. The theme of the student competition 2011 is Using resources intelligently – working today to conserve for tomorrow. The organizers are looking for upper-level students who can develop a forward-looking research project with a comprehensive approach to resource conservation.

Project results in numbers

Competitions/themes	Year	Partici- pants	Submis- sions
Lebens(T)Raum Stadt (urbanization)	2006/2007	245	107
Klimawandel(n) (climate change)	2007/2008	782	379
Auf H ₂ Ochtouren forschen (water) ¹	2008/2009	409	103
Energy geniuses of the future – ideas for improved efficiency (energy efficiency) ¹	2009/2010	412	103

¹ Administered by the Siemens Stiftung starting January 1, 2009

“You can just learn it on your own!”

She won first prize in 2008: Christine Mauelshagen, together with her classmate Rosa Meyer, carried the day in the Siemens student competition on the topic Klimawandeln. Today, she’s studying geography in Bonn. “Taking part in this competition was a regenerative energy source,” the twenty-one-year-old recalls.



Ms. Mauelshagen, two years ago you studied how much CO₂ your hometown of Morsbach could save by using photovoltaic plants – and won the Siemens student competition. How did the idea come about?

The project developed from the discussion of regenerative energy in our geography class. Our teacher was very enthusiastic and encouraged us to develop our own ideas. He didn’t have to twist our arms. I can still recall sitting in front of the TV as a kid and watching in wonder as the winners of the science competition Jugend forscht were introduced. I always thought: “How do they do that – win a competition?”

And how did you do it?

Rosa and I simply followed our curiosity. We wondered whether solar energy would be viable in Morsbach. Nobody had ever asked that question there: Morsbach lies in a valley in the region of Oberbergischer Kreis, where it rains

a lot. So we found and mapped the roof surfaces that would be appropriate for photovoltaics. We also conducted sample readings. Finally, we merged the maps with the measurements from a geographic information system that gave us access to all the relevant data – annual output, feed-in rate and CO₂ savings – for the 392 viable buildings. With this project we won the regional semifinals of the student competition, advancing us to the national finals in Munich. There we were allowed to present our project to eleven professors.

That was certainly an exciting moment for you as a high school student.

It was a baptism by fire. After that, one is much more relaxed talking with professors. This presentation also prepared me for papers and oral presentations at the university.

So in addition to the prize money, the competition also provided you with intellectual capital?

Absolutely. The prize money certainly made a lot of things easier, such as my semester abroad at Macquarie University in Sydney, but the experience and the self-assurance that the competition gave me was at least equally valuable. And after that I knew I wanted to develop what I learned in the competition by studying geography.

Can you give an example?

Without this success I never would have had the courage to take on an internship at the development company Inwent in my very first semester. There I got my first inside look at German development cooperation and various projects.

Did Morsbach also benefit from the project?

Unfortunately, that did not develop any further. I know of only one roof that has solar cells installed. But during my internship, I came upon a similar project at the Office of the Environment in the city of Siegburg that is promising: during this time, I developed a solar energy feasibility calculator. Now the students in Siegburg are supposed to implement the same mapping project that we did in Morsbach in 2008, but on a grand scale. Some of the principals are currently discussing the implementation.

What inspired you to pursue your idea so rigorously?

The math, science and technology competition gave me the opportunity to learn and gain insights. Now I know where and how photovoltaics can be useful. It's exciting to apply that type of knowledge! And there is still so much more to learn.

And where are you these days?

I'm currently pondering my bachelor thesis. What I'd really like to write about is regenerative energy. The University of Bonn does not have a Geography of Energy program, but as far as I'm concerned: what you don't learn at the university, you can just learn on your own! My professor would definitely support me. And the first meeting with the director of Siegburg's Office of the Environment has already taken place.

Is that also something you learned from the Siemens competition: taking things into your own hands?

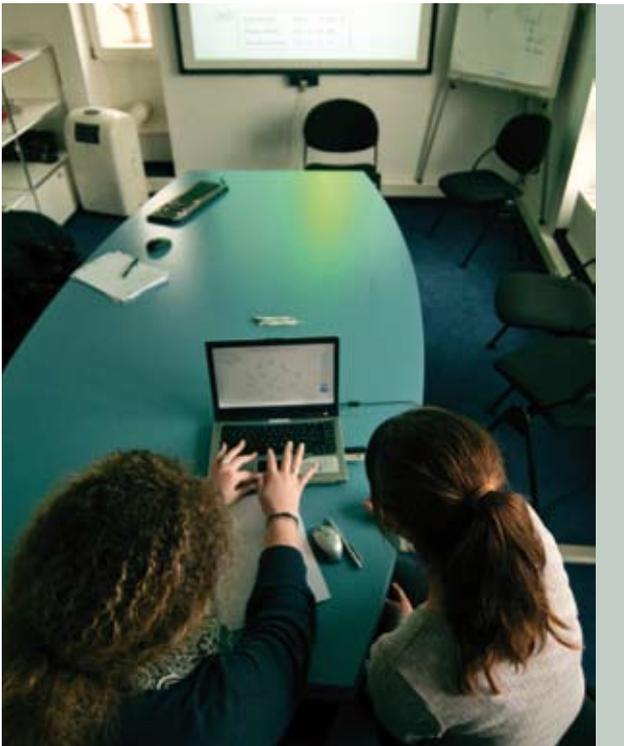
Definitely. And there's something else I learned that I would like to bring to my bachelor thesis: I prefer to work as part of a team. That's why I'm going to collaborate with a fellow student. Two people can bounce ideas off each other and complement each other intellectually. And you also motivate each other. The synergies are usually greater than the drawbacks.

Markus Wanzeck
Quelle: agentur.zs



Media portal

The Siemens Stiftung media portal offers access to a broader spectrum of targeted instructional materials for a diverse curriculum covering topics such as hearing, energy, water, light and communication technology, as well as cultural and social issues. The roughly 2,300 materials in 64 media packages include some 840 in English and 70 in Spanish – all available for free download. The user interface is available in German and English. The portal is constantly being expanded with new topics and language options.



The lesson planning and presentation materials feature essential knowledge on the latest technologies, current developments and trends while teaching basic science. The media are created in collaboration with the educational partner Lokando AG. They are based on the educational curricula and can be used directly in the classroom. The primary target group is public school teachers, but lecturers, coaches and education students can also register with the media portal and download media.

The Siemens Stiftung media portal relies on the latest Web technologies for state-of-the-art research and distribution of instructional materials. The portal contains individual media such as interactive charts, animations, films, audio files and information sheets as well as media packages with a common theme. After completing a simple registration, teachers can perform highly targeted searches to find the material they need, then download it with just a few clicks. The rights to the media are licensed for free use in lessons. A host of new content was added in fiscal 2009/2010, and existing areas of the media portal were expanded. The media on the subject of water are now

available in English, for example. In June 2010 the subject areas of energy and hearing were expanded to include Spanish content. New additions included the subject areas of humanitarian aid and communication technology. There are also new media relating to modern architecture, contemporary music, theater and drama, art and current media culture, and film, video and photography. The media portal's search functions have been improved.

A quarterly newsletter in German and English has been sent out to registered users since March 2010. Three issues have been published to date (March, June and September 2010). The newsletter currently has 2,700 subscribers.

The media portal received the Erasmus EuroMedia Award 2010 from the European Society for Education & Communication, and its 430 instructional materials on the subject of energy earned it the Comenius EduMedia Seal 2010 from the Gesellschaft für Pädagogik und Information. Since November 2009, the media portal has been an official contributor to the UN Decade for 2010/2011. This means that the project is regarded as a model for implementation of the world decade goal of "education for sustainable development."

Media portal in numbers

	2009/2010	2008/2009
Registered users	5,650	2,659
Media downloads	> 529,000	>180,000

In fiscal 2010/2011, the media portal will for the first time be part of ForumAcademy teacher training programs (see page 44). In addition to the current partnerships with the Institut für Film und Bild in Wissenschaft und Unterricht (FWU), Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien (ThILLM), Niedersächsischer Bildungsserver and Tyrol Educational Institute – Media Center, partnerships are planned with the educational server of the state of North Rhine–Westphalia and with the state media center in Baden–Württemberg. The user interface will also be made available in Spanish in the coming fiscal year.

The media portal – online support for teachers

The Siemens Stiftung media portal helps teachers offer quality instruction to their students. Over 5,600 educators are already using the online content to integrate photos, charts, text and animations from the media portal into their classroom instruction.

Some 500 million people around the world use Facebook. On average, each of these users spends five and a half hours a month on the virtual social network. This is time that could be better spent reading books or making music: at least, that's what many parents tell their kids. The kids reply that all their friends are on Facebook and that social networking is important for their happiness. For Hansjürgen Hesse, "The Pros and Cons of Web 2.0" is a classroom topic that he knows will hold the attention of his students. "On the Siemens Stiftung media portal, I came across a chart that provides an excellent illustration of the risks and opportunities without talking down to the kids," says Hesse, who teaches German and Ethics at the Realschule Eching near Munich.

The graphic shows a lamp that casts an arc of light. The light falls on a circle that symbolizes Web 2.0. In the glow of the light are keywords for the positive impact of the interactive Internet: ideal for social networking, new opportunities for learning, etc. But where there is light, there is shadow. In the shadowy regions of Web 2.0 are the neglect of personal contacts and the loss of privacy. Hansjürgen Hesse is pleased: "The chart is very memorable. It provides a good basis for discussion techniques, especially for German class." And statistics about the number of Facebook users, as can be found on the Siemens Stiftung media portal, would already be outdated before the ink in the textbook was dry.

"The media portal is a database that we are constantly expanding and updating," explains Maria Schumm-Tschauder, project coordinator at the Siemens Stiftung. The materials are organized in modules. "They are available like tools in a toolbox. Teachers can customize their use according to their own lesson plans." From her own time as a teacher of French and history, she knows: "Often, you have far too little time to search for materials and adapt them to different age groups and classroom subjects."

The media portal has content tailored to the curricula. The materials not only teach basic science but cover the latest technologies and the social trends that accompany such technologies. The portal went online in May 2009. By the

end of 2010, teams of teachers and multimedia experts from the educational partner Lokando AG, working on behalf of the Siemens Stiftung, had developed nearly 2,300 materials: texts, photos, diagrams, charts, audio files and even small instructional films. Experts from Siemens AG provided consultation. The materials are available not only as individual media but also in some cases in collections known as media packages: collections on broader subjects such as water, energy or communication technology. The light and shadow chart, for example, is just one of over two dozen media in the Web 2.0 media package.

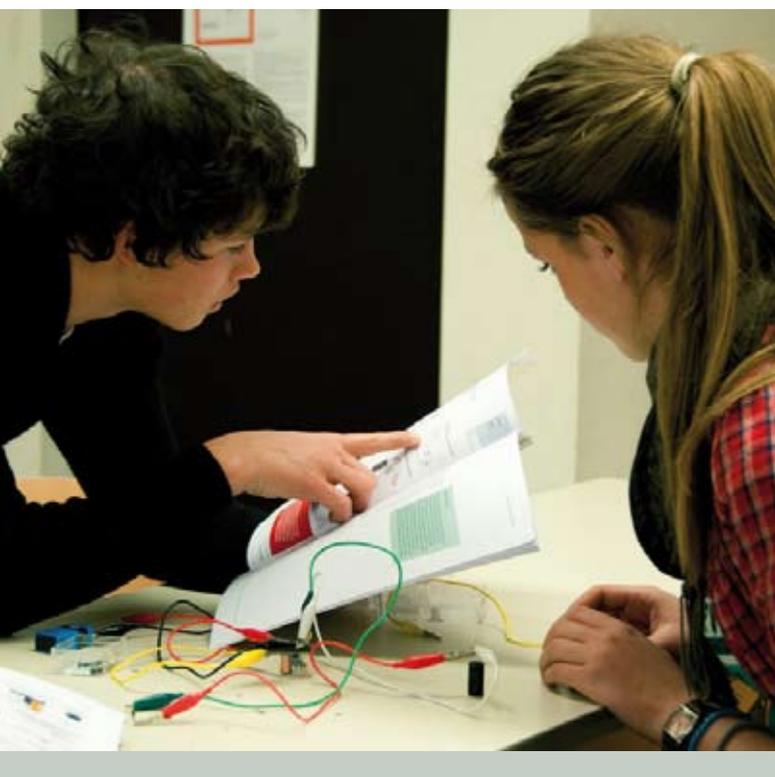
Over 5,600 teachers have already registered with the media portal. The portal is drawing in more users through collaborations with government educational servers. Users of such services, such as those in Austria's Tyrol or Germany's Thuringia region, also have access to Siemens Stiftung content. "The government educational servers have powerful platforms, but they often lack the funds to produce many good, up-to-date materials," laments Schumm-Tschauder. "That's why there is so much interest in what we have to offer." More so than ever in the age of inexhaustible content on the Internet: "Google offers only unstructured content. Sometimes you must search forever until you find what you're looking for among the search results," says teacher Hesse about his experience. "The materials on the media portal, on the other hand, can be used for instruction without any further adaptation – which shows that educators had a hand in their creation."

Bernd Hauser
Quelle: agentur.zs



Electro-Lab Kit

The Electro-Lab Kit is an experimentation kit for physics instruction in the 10th grade and up. The kit, which includes instructions and all the materials needed for 27 electrical and electronic experiments, helps teachers enrich their physics classes with educationally prepped, real-world experiments. The experiments illustrate physical phenomena and help impart an understanding of scientific and technical issues. Combining theory and practice in keeping with the *learn by doing* principle, students learn to develop cognitive skills on their own and acquire rudimentary scientific thinking skills.



In the spring of 2010, the experiments in the Electro-Lab Kit were individually evaluated by the department of physics education at Ludwig-Maximilian University (LMU) in Munich, which rated them as good classroom materials. Next, eight kits were sent to four schools in different states of Germany and used on a trial basis in regular instruction – also with excellent results. Only then was the Electro-Lab Kit approved for online bids through the Siemens Stiftung website.

Over 170 schools from around Germany applied for the free Electro-Lab Kits, and 152 kits were donated in fiscal 2009/2010. The schools are selected according to defined criteria such as the mathematical, scientific or technical orientation of the school, the motivation of the teacher or the integration into the curricular approach of the physics classes.

The Siemens Stiftung donated 14 Electro-Lab Kits for teacher training seminars abroad. One such event entitled Innovative student experimentation kits in science instruction was held November 26–30, 2009, in Cape Town, South Africa, and included the participation of the German foreign school in Cape Town and three so-called home schools. Similar events for 15 to 25 participating teachers were held in the regional training centers of the German foreign schools in San José, Costa Rica (March 22–24, 2010) and Lima, Peru (August 16–20, 2010).

In 2011 there will be three more teacher training seminars at German foreign schools in Africa with 14 Electro-Lab Kits together with the Discovery Box and media portal. The Siemens Stiftung is partnering with German foreign schools because they can act as multipliers in their regions.

Like the *Forscherkiste* and Discovery Box, the Electro-Lab Kit will not be continued in its present form. It will be incorporated into the new integrated concept (Educational Chain project) along with the other kits.

Siemens Stiftung at didacta 2010

The Siemens Stiftung unveiled its extensive educational program to a broad audience of education specialists at the didacta education trade fair in Cologne from March 16 to 20. With more than 100,000 visitors and over 800 exhibitors from 20 countries, didacta is Europe's largest education trade fair. At its booth, the Siemens Stiftung showed its commitment to MINT education (math, informatics, natural sciences, technology) along the entire educational chain – from preschool through secondary school. Early childhood language instruction and cultural communication were also addressed. A particular highlight were the daily live experiment sessions with the NaWi kit by the project partner Wissensfabrik. Guided by an instructor, primary school students conducted exciting experiments to illustrate how it's possible to learn about scientific and technical processes. Visitors could look over the shoulders of the young scientists on each day of the trade fair. The media portal, KIKUS, *Forscherkiste*, Discovery Box, Electro-Lab Kit, student competition and kiss projects were also introduced. During didacta, the Siemens Stiftung student competition was awarded the UN prize for the promotion of early science education (see page 33).



Outlook:

integrated educational chain concept

Based on its experiences so far with the various experimentation kits, the very positive feedback from preschool and school teachers and the results of scientific evaluations, the Siemens Stiftung is working with educational experts and other partners to develop an integrated concept for high-quality, interlinked and educationally coordinated experimentation kits along the entire educational chain – from preschool through secondary school graduation.

All elements of the concept are based on the hands-on experience of the educators working with the experimentation kits in the educational institutions – the preschools and schools – and in the qualification and training programs for teachers, who are the multipliers in the educational system.

The Siemens Stiftung already began organizational preparations and content development in the period under review.

With this project, the Siemens Stiftung wishes to transcend its current stand-alone solutions with their potential inconsistencies and redundancies. The aim is to help teachers and educators with a consistent, educationally sound concept and experimentation kits that work well in the classroom and are age-appropriate so that every age group can have stimulating lessons in the STEM subjects. The current projects and experimentation kits outlined above are to be phased out or merged into the new overarching concept.

The aim of the Siemens Stiftung remains the same: improve the level of education in science and technology, stimulate children's interest in STEM subjects and, wherever possible, motivate them to eventually seek professional opportunities in scientific and technical fields.

Promoting sophisticated and age-appropriate science education is one of the core competencies of the Siemens Stiftung. The Siemens Stiftung's international educational projects and partnerships in Africa, Latin America and Europe benefit from decades of project experience – first in Siemens AG, then in the Siemens Stiftung – real-world experience from a close collaboration with educators, and the technical expertise of the project supervisors.

The integrated concept outlined above for stimulating science education from preschool through secondary school will produce a growing multiplier effect.



New approach to experimentation: experiments for stimulating classroom instruction

The Siemens Stiftung seeks to provide teachers and students alike with an exciting classroom experience through the new experimentation kits. What's unique is that each kit picks up where the other left off, so they accompany children from preschool through primary and secondary school.

As a chemistry teacher, Dieter Arnold was aware "how important independent learning is for students' success." The busy lesson plans in Germany left little time for experiments, and when Arnold moved to the German school in Cape Town in the early 1990s, he found a chemistry lab with very few materials. "But the South African schools that I visited had almost no experimentation materials whatsoever," recalls Arnold, who is now retired. "All the more motivated were my colleagues there." Arnold then developed and described numerous experiments, many of which could be performed with very simple materials. "Chemical neutralization can be demonstrated quite well with baking powder and vinegar, for example," explains the 63-year-old.

But typically, the materials for the experiments are not so cheap or easy to get, especially in developing and emerging countries. That's why the Siemens Stiftung sent Arnold back to his old workplace in late 2009 as an expert adviser. The foundation had invited teachers at the German international school to attend a workshop in Cape Town. The aim was to determine how they might use the Siemens Stiftung's various experimentation kits in the different age groups. "It was wonderful to try out the magic materials," remarked principal Christa Dietterle, summing up the workshop. "Now the teachers can pass this new enthusiasm on to their students." The feedback from the workshop will be added to the broad-based experience with school experiments that the Siemens Stiftung has already accumulated to develop a new project. Under the working title Educational Chain, the foundation seeks to provide children with early exposure to natural phenomena and make science instruction in Germany and in developing and emerging countries more interesting. The term educational chain means that a new, specially developed experimentation kit will be distributed to preschools, where it will form the basis for the next kit in the primary schools. A third kit for secondary schools is designed to reinforce and expand on what is taught in the primary schools. "In this way we hope to link the various scientific experiences across all age groups," notes Maria Schumm-Tschauder, project manager at the Siemens Stiftung.

But the Internet is already full of guided experiments. Why do we need a project like this? "Teachers often have to go to great effort to gather the materials needed for an experiment: a solar cell, a small rotor – many teachers won't take

the time for this," explains Maria Schumm-Tschauder. "And in developing countries, the schools simply don't have any money." But simply handing out the kits is not enough. "The workshops, in which teachers learn how to use the kits effectively, are at least of equal importance."

Educational specialists commissioned by the Siemens Stiftung are currently developing the accompanying materials for teachers and students. Each of the three kits has some 40 to 50 experiments on the subjects of energy, the environment and health. An initial prototype for the four- to seven-year-olds is scheduled to be available in February 2011, with the others following by the fall.

The kits will be introduced first at the German foreign schools in Africa and Latin America. "There the Educational Chain project can be applied starting in the feeder preschools and through fifth grade," says Maria Schumm-Tschauder. The teachers are also supposed to act as multipliers to the local schools, training their teachers in the use of the kits before the Siemens Stiftung provides them with their own kits.

Daniel Dettloff, a teacher at the German international school in Johannesburg, looks forward to the new partnership. "We want to move toward exploratory learning. The aim is to teach children not just facts but strategies for finding solutions," Dettloff explains. "The experimentation kits fit this approach exactly. Charles Darwin is alleged to have expressed it more directly when he said, 'Only a fool does not experiment.'"

Bernd Hauser
Quelle: agentur.zs

Support for MINT-EC

Siemens AG was a founding member in 2000 of the Association of Math and Science Excellence Centers in Schools, known by the acronym MINT-EC. The Siemens Stiftung took over this membership at the beginning of 2009 and sits on the association's board.

The MINT-EC network promotes math, science and technology instruction (including computer science), currently at 132 secondary schools in Germany and a German foreign school in Turkey. These math and science excellence centers serve as a beacon in the educational environment. Numerous grants, training seminars, competitions and events are offered together with partners to ensure that the schools develop and support interschool exchanges. In taking over the leadership of the network in 2009, the conference of education ministers honored the network's outstanding commitment.

The Siemens Stiftung helps fund the diverse activities in behalf of the MINT-EC schools. The MINT300 event brought 300 students and their teachers to Berlin to take part in a diverse program at businesses, universities and research institutions. Special project-specific conferences are sponsored each year.

The Siemens Stiftung Award is handed out every two years to schools in the MINT-EC network that demonstrate a convincing overall concept for educational, methodical work in the STEM fields. Through this prize, the Siemens Stiftung seeks to give visibility to the schools' special commitment to science and technology.

The growing rate of participation among MINT-EC schools and the increasing quality of the submissions shows that the competition is helping to develop and hone the profile of the schools in STEM subjects.



3.2.4 ForumAcademy



The ForumAcademy is a training program offered by the Siemens Stiftung and designed for teachers of all school types, educators and students in grades 6 and up. The aim of the project is to prepare young people for the future and offer educators qualified opportunities for continuing education. The events are supported by the Bavarian State Ministry of Instruction and Education and are recognized as events complementing state training.

In the period under review, 172 events were held in Munich, Regensburg, Nuremberg, Erlangen, Fürth, Weissenburg, Würzburg, Paderborn and Osnabrück. The program included modules in new media workshops, business simulations, project management, workplace seminar and technology for kids.

The ForumAcademy has been around for nine years now. In July 2010, it welcomed its 50,000th participant. Over 5,000 students and teachers took part in these continuing education activities in the past fiscal year.

3.2.5 Siemens partner school program

The Siemens partner school program is designed for general-education public and private schools in Germany with an emphasis on math, science and technology. Schools and businesses commit to a regular long-term partnership to promote science and technology education. The partner schools are supervised and supported by the regional Siemens offices. Currently, the Siemens partner school program unites some 150 schools in Germany and 30 schools in 15 other countries.

The Siemens Stiftung coordinates the partner school program on behalf of Siemens AG. Projects include plant tours at Siemens, business simulations, project conferences or visits to trade fairs. These activities provide students with information about technical and scientific career fields, economic relationships and the methods and structures of a global corporation.

The Siemens Stiftung also organizes general events for all participating schools – events for principals or partner school liaisons, and the technology conference Technology for Kids at HNF from September 21 to 24, 2010, in the Heinz Nixdorf MuseumsForum (HNF) in Paderborn, in which 40 schools participated.

The Siemens Stiftung reviews and processes the project grant applications of (partner) schools based on defined grant criteria, obtains a qualitative evaluation of the collaboration with the partner schools and consults the regional partner school liaison at Siemens AG through a service contract.

3.2.6 Exhibitions

In fiscal 2010, the Siemens Stiftung supported and curated the following exhibitions:



Milestones

The Siemens Stiftung Milestones exhibition at Oskar-von-Miller-Ring 20 in Munich offers fascinating insights into the development of electronics and electrical engineering, highlighting the innovations through which Siemens has shaped our technical civilization for over 160 years. It also offers solutions to the debate about the challenges of today and tomorrow such as climate change, globalization, demographic change and increasing urbanization.

A wide selection of exhibits, interactive stations and videos offers a living presentation of milestones in the evolution of Siemens, right up to the latest products and solutions. In the period under review, the part of the exhibition entitled Modern Age was reorganized under the title Challenge of the Future. A new flyer was created to help visitors navigate the exhibition. A catalog introducing key items in the exhibition was also redesigned, and a virtual online tour was created that lets visitors approach the Milestones exhibition in their own way. A total of some 16,000 guests were admitted in the fiscal year, and nearly 400 tours were conducted.

H₂Over?

The availability of clean drinking water – whether bottled or from the tap – is taken for granted by those of us in Central Europe. But this is not the case for more than a billion people in other parts of the world. For them, water means simply living and surviving. The lack of fresh water – all experts agree – will represent one of the greatest problems in the coming decades. Reason enough to devote a special exhibition entitled H₂Over? to the subject of water. The multimedia touring exhibition conveys interesting facts and figures in five parts. Items both historical and

current offer surprising insights. Interactive play stations invite visitors to discover and experience the exhibition in a personal way. And a water lounge offers a refreshing drink.

In fiscal 2010, H₂Over? was updated and exhibited in the Oldenburg Stadtmuseum from August 15 to October 24, 2010.

PowerPotentials

The PowerPotentials exhibition presents possible solutions to the core challenge within the global energy problem: generating and distributing enough electrical energy. The six-part exhibition deals with the questions of how the world's current hunger for energy can be sated, energy distribution made more efficient, raw materials saved and emissions reduced.

The exhibition investigates new sources of raw materials and possibilities for generating electricity. It also looks at the significance of regenerative energies and the future of atomic energy. Visitors also gain insight into how power grids are managed and the effects of energy market deregulation. The PowerPotentials exhibition was on display from June 1 to October 24, 2010, in the Deutsches Museum in Bonn.

Computer Worlds

Computers are everywhere today. They have forever changed our workplace and our leisure time. The exhibition Computer Worlds – from Abacus to Avatar takes this development as the impetus to revisit key aspects in the history of the computer. The exhibition takes a problem-oriented approach, illustrating important milestones in the 5,000-year development of computing by showing various problems and how they were solved. The Computer Worlds exhibition was reconceived as a touring exhibition in the past fiscal year for use in schools. A media collection to accompany the exhibition was also developed for the media portal (see page 37).

Siemens Stiftung

The Siemens Stiftung special exhibition offers an overview of the objectives, responsibilities and projects of the Siemens Stiftung, founded in 2008. Video presentations and various items illustrate the foundation's wide-ranging activities. The exhibition is on display at the Siemens Stiftung, Oskar-von-Miller-Ring 20, in Munich. Previously, it was on display at the Siemens AG General Meeting of Shareholders in the Olympiahalle in Munich.

3.3 Developing cultural identities

The staff of the former Siemens Arts Program was initially reconstituted as the Arts & Culture portfolio of the Siemens Stiftung with the transfer of operations at the start of the fiscal year. Ongoing projects carried over from Siemens AG to the Siemens Stiftung were continued and all associated responsibilities fulfilled.

In fiscal 2010, the Siemens Stiftung team continued its diverse efforts in the fields of social change and cultural education. There was also an increased focus on the sharing of experience and expertise of various cultural scenes. This daunting task is reflected in the international commitment of the Siemens Stiftung employees, who always initiated partnerships with leading cultural institutions. Increasingly, the various projects strive to make an impact beyond their immediate regions and serve as international models. They serve the intercultural dialogue across national borders and foster a practical collaboration so that cultural leaders can share their experiences within the countries and regions.

These objectives were accentuated even further in the course of the strategic discussions at the Siemens Stiftung. The result was a reformulation of the principle of the foundation's cultural work as Developing cultural identities. This process was supported by dissolving the initial distinction into separate portfolios in favor of a stronger interdisciplinary character for future projects in keeping with the foundation's aims.



3.3.1 Music

contempo primo

The contempo primo project has taken up the concrete work of shaping the future: it is dedicated to the long-term support of young artists. In cooperation with the Internationale Ensemble Modern Akademie and in partnership with the Central Conservatory of Music in Beijing, the Siemens Stiftung is implementing a training program for contemporary ensembles in the Chinese capital. Since the spring of 2010, a professional ensemble for contemporary music has been formed that will unite Asian and European musical attributes in a single ensemble while providing Chinese musicians with a new performance environment. Western musical instruments will be paired with corresponding original Chinese instruments in a united ensemble. The selected Chinese musicians began a three-phase project in the summer of 2010 (to be completed in the spring of 2011) to study the unique challenges of twentieth- and twenty-first-century music under the guidance of the internationally renowned Ensemble Modern from Frankfurt.

Young Soloists

The Siemens Stiftung has done much to advance cultural communication, starting with concrete projects with leading cultural personalities in Germany and abroad. The Young Soloists concert series, run in close collaboration with the Hochschule für Musik und Theater in Munich, has been successful for years in presenting young artists interpreting the music of our time. Selected works from the twentieth and twenty-first centuries also challenge the open-minded audiences. Pre-concert discussions with the composers and interpreters introduce listeners to the background and sources of inspiration for the compositions.



Siemens Festival Nights – Bayreuth and Salzburg

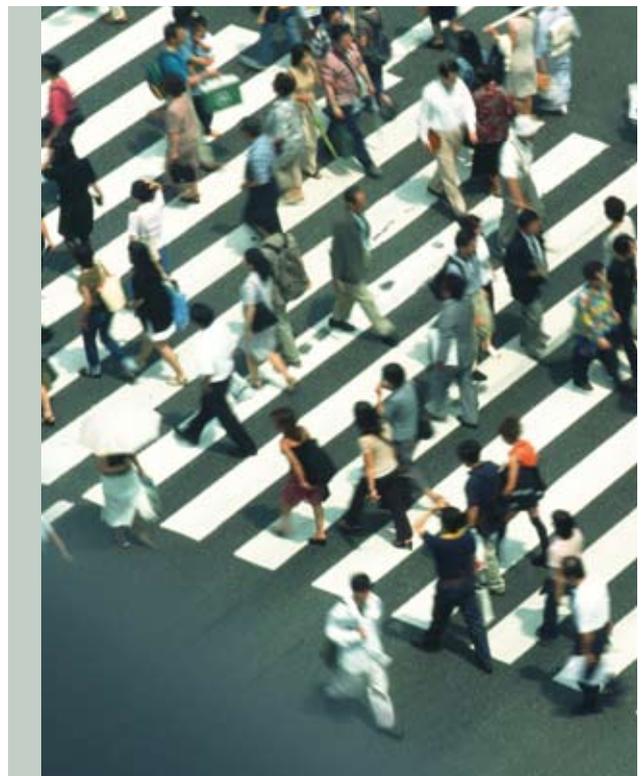
The Siemens Festival Nights during the internationally renowned festivals in Bayreuth and Salzburg are a special highlight of the cultural communication campaign. The Siemens Stiftung made it possible for over 20,000 people to experience an open-air simulcast of Wagner's *Die Walküre* in Bayreuth (with live streaming on the Web). The foundation also funded the film presentation of the project Richard Wagner for Children – Tannhäuser and the Song Contest on the Wartburg with the collaboration of professional drama teachers. A behind-the-scenes tour invited children to experience the practical and creative world of music theater, with various stations to meet the costume and makeup artists, the props team and the musicians. The children participated in age-appropriate activities that helped them understand the figures in the opera and develop their own images and ideas on the themes of the plot, staging and sets.

During the Salzburg Festival, the Siemens Stiftung teamed up with ORF Salzburg to present three weeks of daily open-air simulcasts of festival productions on the big screen, including the premiere of Alban Berg's *Lulu*. The Siemens Children's Festival also showed opera films for children ages five and up that provided a fun introduction to arts and culture.

3.3.2 Theater

Escena Sur

The project Escena Sur in Buenos Aires was created as a first-of-its-kind forum for the performing arts together with the Asociación para el Teatro Latinoamericano – founded on the initiative of the Siemens Stiftung – to offer theater artists from Latin America and Europe a common platform on which to work. Escena Sur functions as both a temporary academy for sharing knowledge and artistic expression and a laboratory for artistic research and development. The project was launched with a four-week program from July 19 to August 13, 2010, at various venues throughout Buenos Aires. The first edition of this academy, which is planned to run annually from now on, included a playwright seminar from Latin America and Europe, a series of lectures by both young and established theater authors and an interdisciplinary research project. Escena Sur thus made a significant contribution to creating a network of European and Latin American artists and inspired an intercultural dialogue. For example, young playwrights worked under the direction of renowned director Alejandro Tantañan in an intense four-week seminar to develop new works.



Escena Sur: Platform – network – laboratory of ideas



Alejandro Tantanian first appeared on small stages in Buenos Aires at the age of 14. Today, 30 years later, he is an author, director and frequent guest in European theaters. But in his hometown, the director of the theater academy seldom goes into the large theaters. He prefers to see what the “off” stages are showing, the experimental theaters that seldom draw an audience of more than 60. “This is where you often see the most exciting productions in all of Buenos Aires,” says Tantanian. That’s saying something, because with 180 stages and some 300 performances a week, the city of 13 million has the most dense theater scene in all of South America. “We have a very lively scene,” Tantanian says, “but there is not enough interaction among the artists.”

That is also the conclusion reached by the Siemens Stiftung and the newly founded Asociación para el Teatro Latinoamericano following discussions with many local players. “Although there is a lot of interest in a dialogue with artists from Latin America and Europe, there are almost no structures to achieve this,” says Joachim Gerstmeier, theatrical scholar and curator of Escena Sur on behalf of the Siemens Stiftung. “We wanted to create a platform for artistic dialogue and a laboratory for research and development in the theatrical world. Buenos Aires is the ideal base for this.”

Escena Sur kicked off in July 2010 with a four-week in-depth seminar for authors and dramatists from Latin America and Spain. “The focus turned again and again to the question of what role art – specifically theater – can play in public debates,” Gerstmeier emphasizes. Latin American and European authors and directors engaged with audiences in master classes, speaking from the perspective of their own work about how theater is born. “The exchange with colleagues from other countries makes you think about your own work,” Tantanian finds.

The third part of Escena Sur was an interdisciplinary research project on the role of art in the public. “The goal here was to move from a theoretical reflection to ideas for artistic interventions,” Gerstmeier says. Following a heated debate, the artists decided to make the Holmberg district in the heart of Buenos Aires the subject of their work. Installations, performances and theater are designed to bring life to the quarter that fell victim to misguided urban planning policies in the 1970s: first it was partially torn down, then left to its own devices. For many Argentines, it is a reminder of how the powerful treat the people. “We want to bring a bit of the culture of memory into these forgotten streets,” says Alejandro Tantanian. The results are due to be presented in the summer of 2011.

“We’re looking forward to seeing what will happen here,” says Joachim Gerstmeier, making it clear that Escena Sur is not a project that seeks short-term success. “We want to start a debate about social change. That’s not something that happens overnight.” But the idea is already having repercussions: Many new partners are interested in collaborating with Escena Sur. “That is our goal at the Siemens Stiftung,” says Gerstmeier. “We want to initiate developments and get them up and running.”

Mathias Becker
Quelle: agentur.zs

3.3.3 Culture and knowledge

Air Mail

The series of international readings entitled Air Mail involved the opposite journey – from Argentina to Europe – inviting authors whose novels and stories paint a literary picture of the social, cultural and political situation in the countries within the Siemens Stiftung's regions of focus. The first two author readings in the Air Mail series in the SiemensForum in Munich were devoted to Argentina, in keeping with the focus of this year's book fair. Air Mail offered broad exposure to Samanta Schweblin, the "shooting star from Buenos Aires" (*Süddeutsche Zeitung*, September 9, 2010) and to editors Timo Berger and Rike Bolte with their anthology *Asado verbal – new Argentinean literature*. The anthology collects stories about a society that had its own economic crisis long before the current global crisis.

kiss – Culture in Schools and Universities

The Siemens Stiftung met with artists to develop contemporary instructional materials on modern art through the project kiss – Culture in Schools and Universities. The materials are made available to art teachers, instructors and other interested parties through the Siemens Stiftung media portal (see page 37) in close collaboration with the foundation's work in behalf of arts and culture.



What next? Directions for the Future

The economic and financial crisis was the impetus for the public speaker series What next? Directions for the Future, a co-production with Humboldt University in Berlin that was also made available as a podcast and in some cases through live streaming. The series, which took place between April 28 and June 30, 2010, as part of the 200th anniversary celebration of Humboldt University, examined the prospects for the future in a world that is growing smaller and more complex in all areas of life. The guest speakers – representing



perspectives from the sciences, humanities and arts – presented models for the future and scenarios for delivering solutions to the most urgent problems of our time. By bringing together the various arts and sciences in a single fruitful discussion, the What next? series enlivened, intensified and broadened the current discussion about a world that finds itself in the midst of the process of globalization. "We want to inspire a discussion about how we should live in the future. Given the current global crises and dangers, it seems time to spell out the future prospects of a world that is growing more complex in all areas of life. With the What next? series, the Siemens Stiftung wishes to create a forum for a critical public debate," says Ulrike Wahl, Chief Operations Officer of the Siemens Stiftung, in her opening remarks to the presentation "Macht doch euren Staat alleene" by Professor Stephan A. Jansen, President of Zeppelin University in Friedrichshafen and professor of Strategic Organization and Financing in the Corporate Management & Economics department.

The other invited guests included brain researcher Baroness Susan Greenfield, social anthropologist Arjun Appadurai, Africa expert Paul Collier, journalist Sunita Narain and philosopher and political scientist Charles Taylor.

Arts Education – Culture Counts

The Siemens Stiftung was a partner at the Berlin conference to prepare for the second UNESCO global conference on culture in education in Seoul, South Korea.

The Siemens Stiftung sponsored the Berlin conference in the Magnus Haus (November 30 to December 1, 2009) to support the German UNESCO commission and UNESCO Chair on Arts and Culture in Education and to help develop cultural education in Europe. The key objective was to prepare the speeches of the relevant experts – representatives of European ministries, the EU and UNESCO commissions, partners and political leaders from Germany and the European networks of specialists – with an eye on UNESCO's second global Arts Education conference, which was held in May 2010 in Seoul. The Siemens Stiftung set out to further the international dialogue on the state and perspectives for development of cultural education.

3.2.4 Fine arts

Coral Visual

The exhibition Coral Visual – a collaboration of Casa de la Cultura, Ministerio de Cultura de la Ciudad Autónoma de Buenos Aires, Fundación Siemens Argentina and the Siemens Stiftung – deals with the subject of choirs, an unusual subject for the visual arts, asking questions outside the realm of the musical from the perspective of social observation. The videos by Johanna Billing, Gabriela Golder, Richard Grayson, Sven Johne, Paul Pfeiffer, Markus Schinwald and Artur Żmijewski place the choir in the center of the perspective, reversing the usual relationship between image and sound. The exhibition was on display at the Casa de la Cultura in Buenos Aires, Argentina, from October 8 to November 5, 2009.



The Science of Imagination

The exhibition The Science of Imagination, which dealt with future possibilities of coexistence, was a big hit. Unlike the What next? project, which started from the scientific and artistic status, this exhibition dared to take the artistic “look back ahead.” The exhibition, on display from April 28 to June 27, 2010, in the Ludwig Múzeum Budapest, looked from a contemporary perspective at the European and North American culture in the Cold War era, which was often nostalgically portrayed as a utopia due to its scientific breakthroughs and technical progress. Numerous works by international artists particularly illustrated all the Utopian potential of this Euro-Atlantic history for the present – while subjecting it to critical analysis. The exhibition, documented in a published catalog, included works by such renowned artists as Paweł Althamer, Chris Marker and Jane & Louise Wilson.

AR – Artistic Research

AR – Artistic Research examines artistic methods of research where art, science and technology meet. The project, a collaboration with the Massachusetts Institute of Technology (MIT), is conceived as an experimental field and laboratory that combines the fine arts and new technologies in pursuit of an interdisciplinary exchange and mutual benefit. Contemporary artists examine scientific data and brainstorm with scientists. The AR project takes many forms and spans the 2010/2011 academic year. One example is a series of public events (lectures, seminars, etc.) and an exhibition in the recently opened Media Lab Complex at MIT. Artists from Argentina, Germany, Hungary, Lithuania and the United States whose works bridge the gap between art and science are invited to undertake their own research in residencies, meet with students and instructors and contribute to a variety of activities.



4

Our activities in 2009/2010

Siemens Stiftung project overview

AR – Artistic Research	This project brings together scientists and artists to collaborate on current issues of technology, nature and ecology. Lectures, seminars and exhibitions document alternative research and artistic-scientific design.
Arts Education – Culture Counts	The Siemens Stiftung was a partner at the Berlin conference to prepare for the second UNESCO global conference on culture in education in Seoul, South Korea, from November 30 to December 1, 2009.
Educational chain (working title)	This project develops experimentation kits for science instruction. The kits are modular in their structure: Module I is designed for children ages 4–7, Module II for students ages 8–18 and Module III for secondary school students ages 10–18. The first training seminars for educators and multipliers for the 4–7 age group will begin the pilot phase in early summer 2011.
contempo primo	Ensemble project of the Central Conservatory of Music in Beijing and the Siemens Stiftung in collaboration with the Internationale Ensemble Modern Akademie at the Central Conservatory of Music in Beijing, spring 2010 to spring 2011.
Community Impact Development Group for Social Entrepreneurs	The Siemens Stiftung and Ashoka founded the Community Impact Development Group for Social Entrepreneurs. This network of 11 social entrepreneurs had its first opportunity at a three-day conference in October 2010 to share experiences, apply various insights from the participants to their own concepts and develop these insights further. The focus was on improving living conditions in developing and emerging countries through the use of simple technologies. The aim is to create structures beyond pure entrepreneurship that give people the tools to help themselves.
Coral Visual	The exhibition Coral Visual – a collaboration of Casa de la Cultura, Ministerio de Cultura de la Ciudad Autónoma de Buenos Aires, Fundación Siemens Argentina and the Siemens Stiftung – deals with the subject of choirs, an unusual subject for the visual arts, asking questions outside the realm of the musical from the perspective of social observation.
Discovery Box	This experimentation kit lets kids ages 3–6 playfully explore how natural and scientific phenomena interrelate. The Discovery Box was developed by Science-Lab Gemeinnützige Bildungs GmbH together with the Siemens Stiftung for use outside Germany.
Encourage Bolivia	This project, in cooperation with Swisscontact, helps improve waste management in four big cities in Bolivia, lessen the environmental burden and generate jobs and income for garbage collectors. The project is part of the program Encourage. Empowering People.
Encourage water	The Siemens Stiftung is doing its part to improve the supply of drinking water in Africa.
Electro-Lab Kit	The Siemens Stiftung Electro-Lab Kit helps physics instruction come alive through experimentation.
Escena Sur	Escena Sur is a new performing arts forum in Buenos Aires that offers theater artists from Latin America and Europe a shared work platform.

ForumAcademy	The Siemens Stiftung supports education through a training program designed for teachers of all school types, educators and students in grades 6 and up.
Global Alliance of Siemens Foundations	In their first joint workshop in June 2009, the Siemens Stiftung joined with the other five Siemens foundations in Argentina, Brazil, Colombia, the United States and France in the Global Alliance of Siemens Foundations. The alliance is designed to usher in closer cooperation among the foundations and utilize project synergies.
Forscherkiste	The <i>Forscherkiste</i> (researcher kit), developed by Science-Lab, gives children from three to six the opportunity to take a closer look at natural and scientific interactions and phenomena.
H₂Over?	The special exhibition H ₂ Over? is devoted to a challenge for the future: the scarcity of water. Five eye-catching islands with interesting sets, interactive play stations and numerous props – from an antique water pipe to a high-tech water filtration system – bring the subject alive and make it tangible.
Tiny Tots Science Corner	The Tiny Tots Science Corner provides preschoolers the opportunity to playfully explore exciting questions and phenomena from the realm of science and technology. The Siemens Stiftung took over from Siemens AG as the initiative's partner in January 2009.
International Research Network for Social Economic Empowerment: IRENE SEE	The research network examines the applicability, benefit, limits and long-term impact of social economic empowerment in selected Latin American and African countries. The research is based on the resources available locally. Zeppelin University in Friedrichshafen is partnering with universities in Africa and Latin America to develop a list of topics and research and with the Siemens Stiftung to coordinate the language of research grants.
Young Soloists	A concert series initiated by the Siemens Stiftung in collaboration with the Hochschule für Musik und Theater in Munich.
Disaster relief	The Siemens Stiftung supports projects that provide clean drinking water to crisis zones and contributes the SkyHydrant water filter, developed by the Australian SkyJuice Foundation for this purpose.
KIKUS	The Siemens Stiftung provides special support for children of immigrant families starting at age three to help them learn the German language, as language is the critical foundation for the best possible educational opportunities and integration into society.
kiss	kiss – Culture in Schools and Universities is an initiative that promotes the teaching of contemporary arts and culture in schools as well as teacher training. Each year, scholarships are awarded to projects developed by students of art education.
KiTec – Children Discover Technology	KiTec has primary school students build and construct, teaching them technical skills and above all how to work on their own with the kit's contents.
Air Mail	The Siemens Stiftung's series of readings entitled Air Mail invites authors whose novels and stories paint a literary picture of the social, cultural and political situation in their countries.

Media portal	The Siemens Stiftung media portal offers a broad spectrum of online teaching materials on scientific and technical subjects, available for download in German with select media also available in English and Spanish.
Milestones	This exhibition provides an overview of the evolution of Siemens as a company and offers perspectives on future social challenges facing humanity to keep our planet livable over the long term.
MINT-EC	The MINT-EC network promotes math, science and technology instruction (including computer science) through its Excellence Centers, currently at 116 secondary schools in Germany and a German foreign school in Turkey.
NaWi – How Does It Work?	NaWi helps primary school children acquire scientific knowledge through experimentation and learn how to work with the contents on their own.
Computer Worlds	This exhibition offers numerous historical objects and contemporary, interactive computer applications to paint a living picture of the diversity of today's computer worlds.
Student competition	The student competition is aimed at higher-level students who are interested in and enthusiastic about science and technology in Germany (grade 10 and above), Austria (upper-level grade 6 and above), Switzerland (secondary level II) and at German schools elsewhere in Europe (grade 10 and above).
Siemens Festival Nights	Public simulcasts of Wagner's <i>Die Walküre</i> in the production of the Bayreuth Festival and film screenings of the festival project Richard Wagner for Children – Tannhäuser and the Song Contest on the Wartburg in Bayreuth. The Siemens Festival Nights, by now a fixture at the Salzburg Festival, brought free open-air simulcasts each evening to an audience of some 2,000 in the old town. A special children's festival was organized for kids ages five and up featuring selected opera films.
Siemens partner school program	Siemens AG offers interested schools a long-term partnership through the Siemens partner school program. Partnerships are supervised and supported by the specialized regional Siemens offices. The Siemens Stiftung coordinates the partner school program on behalf of Siemens AG.
Siemens Stiftung exhibition	The Siemens Stiftung special exhibition offers an overview of the objectives, responsibilities and projects of the Siemens Stiftung, founded in 2008. Video presentations and various items illustrate the foundation's wide-ranging activities in its areas of focus.
PowerPotentials	The special exhibition PowerPotentials – Energy for the 21 st Century provides answers to dramatic questions. Six categories illustrate how the growing thirst for energy can be satisfied, raw materials conserved and emissions reduced. The exhibition also focuses on new sources of raw materials, opportunities for electrical generation and the latest technologies.
The Science of Imagination	The exhibition The Science of Imagination looks at the European–North American culture in the Cold War era from a contemporary perspective. Numerous works of international artists reflect the Utopian potential of the Euro-Atlantic history for the present.

Urban Perspectives	This Siemens Stiftung initiative focuses on the situation of mid-sized cities in southern Africa: The project supports both scholarly research into this topic and concrete, local civil society projects that help ensure basic services.
What next? Directions for the Future	A joint speaker series of Humboldt University in Berlin and the Siemens Stiftung. The current global crises and dangers are the starting point for reflections by the guest speakers, who represent perspectives from the sciences, humanities and arts and in their presentations ask questions about the prospects of a world that is growing smaller and more complex in all areas of life. The speakers come from Germany, the UK, India, Israel, Canada, Austria and the U.S.
Youth Changemaker City (YCMC)	Youth Changemaker City (YCMC) is a pilot project of the Ashoka Youth Initiative that brings together local youth organizations and volunteer-minded young people. Young people develop their own projects, learning how to behave like social entrepreneurs and take responsibility for their own resources.

5

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Siemens Stiftung executive bodies

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After nine employees from the former Corporate Communications Corporate Responsibility (CC CR1) department of Siemens AG initiated the operations of the Siemens Stiftung with their formal transfer on January 1, 2009, the beginning of fiscal 2010 on October 1, 2009, saw the transfer of another 25 employees from Siemens AG to the Siemens Stiftung under a transfer of operations as set forth in section 613 of the German Civil Code (BGB).

In the period under review, the Siemens Stiftung had an average of 33 employees (not including interns and students).

All human resources administrative activities were outsourced to WTS Wirtschaftstreuhand Steuerberatungsgesellschaft mbH, Rosenheimer Str. 33 in 83064 Raubling.

6

Siemens Stiftung partners

- arche noVa – Initiative für Menschen in Not e. V., Germany (D)
Ashoka Deutschland gGmbH, D
Asociación para el Teatro Latinoamericano, Argentina
Bayreuther Festspiele GmbH, D
Bavarian State Opera, Munich, D
BDK e. V. Fachverband für Kunstpädagogik, D
Federal Ministry of Education and Research, D
Federal Ministry for the Environment, Nature Conservation and Nuclear Safety, D
Association of German Foundations, D
CARE Germany-Luxembourg e. V., D
Casa de la Cultura, Argentina
Central Conservatory of Music, Beijing, China
CityLab, University of Cape Town, South Africa
Deichtorhallen Hamburg GmbH, D
Deutsches Museum Bonn, Germany
German Red Cross (DRK), D
Deutsche UNESCO Commission e.V., D
Dietmar Hopp Stiftung gGmbH, D
Agency for Development and Cooperation (DEZA), Switzerland
Friedrich-Alexander University, Erlangen-Nuremberg, D
Fundación Siemens, Argentina
Fundare, Fundación para el Reciclaje, Bolivia
Global Nature Fund, D
Goethe-Institut, D
Heinz Nixdorf MuseumsForum (HNF), Paderborn, D
Helmholtz-Gemeinschaft Deutscher Forschungszentren, D
Hochschule für Musik und Theater, Munich, D
HOPE'87 (Hundreds of Original Projects for Employment), Austria
Humboldt University, Berlin, D
Institute for Chemistry Education, Johann Wolfgang Goethe University, Frankfurt am Main, D
Institut für Film und Bild in Wissenschaft und Unterricht (FWU), D
Instituto Cervantes de Múnich, D
Internationale Ensemble Modern Akademie, Frankfurt am Main, D
Johann Wolfgang Goethe University, Frankfurt am Main, D
LeseFüchse e. V., D
LitCam gGmbH, D
Lokando AG, D
Ludwig Múzeum Budapest, Hungary
Ludwigs-Maximilian University, Department of Physics Education, Munich, D
Malba (Museo de Arte Latinoamericano de Buenos Aires) – Fundación Costantini, Argentina
McKinsey & Company, D
Massachusetts Institute of Technology (MIT), Cambridge MA, USA
migros museum für gegenwartskunst, Zurich, Switzerland
Ministerio de Cultura de la Ciudad Autónoma de Buenos Aires, Argentina
Museum Ludwig, Cologne, D
Educational server of Lower Saxony, D
Practical Action – Technology changing poverty, United Kingdom
Project Hope, USA
Pureflow Water Solution Inc., Kenya
Robert Bosch Stiftung, D
RWTH Aachen, D
Salzburger Festspiele, Austria
Save the Children Germany e.V., D
Science-Lab gemeinnützige Bildungs GmbH, D
Siemens AG, D
Siemens Caring Hands Foundation, USA
Siemens Regional Companies in Bulgaria, Chile, Croatia, Romania, Slovenia, Hungary, Vietnam
SkyJuice Foundation, Australia
Stadtmuseum Oldenburg, D
Stiftung "Tiny Tots Science Corner," D
Stiftung UNESCO Bildung für Kinder in Not, D
Swisscontact – Swiss Foundation for Technical Cooperation, Switzerland
Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien (ThILLM), D
Tyrol Educational Institute, Austria
Transferzentrum für Neurowissenschaften und Lernen (ZNL) in Ulm and Department of Technology and Education, D
Technical University, Berlin, D
Technical University, Munich, D
UNESCO Chair for Cultural Education at Friedrich-Alexander University, Erlangen-Nuremberg, D
UN Habitat, Kenya
Universidad Mayor de San Andrés (UMSA), Bolivia
University of Botswana, Botswana
Verein mathematisch-naturwissenschaftlicher Excellence-Center an Schulen e. V. (MINT-EC), D
Wissensfabrik – Unternehmen für Deutschland e. V., D
Center for Multilingualism in Children e. V. (zkm), D
Zeppelin University, Friedrichshafen, D

7

Financial report

Expenses

Expenses for the foundation's mandate

Total expenses of €6,424 thousand (previous year: €3,333 thousand) were reported for Education & Welfare projects. Education projects covered preschool education, education and integration, STEM education (mathematics, informatics, natural sciences and technology) for primary school through grade 8 and for exhibitions, seminars and workshops. Welfare projects covered water & health and disaster prevention. The program Encourage. Empowering People was newly developed and prepared. It focuses heavily on social entrepreneurship and the goal of sustainable development.

No previous year figures are reported for Society & Technology and Arts & Culture because these sections were added with the addition of the Forum Erlangen (CC RC SF E), Forum Munich (CC RC SF M) and Siemens Arts Program (CC CO Arts Program) units effective October 1, 2010.

Total expenses of €1,008 thousand (previous year: –) were reported for Society & Technology projects. Urban Perspectives projects with an emphasis on mid-sized cities, scholarly partnerships and Youth Changemaker City were developed, prepared and launched. They will be organized under Community Engagement in the future.

Total expenses of €2,935 thousand (previous year: –) were reported for Arts & Culture projects. The projects involved the fine arts, performing arts, music, cultural education and cultural management. Other projects were also funded, especially in conjunction with the Bayreuth Festival and Salzburg Festival.

The aforementioned Education & Welfare, Society & Technology and Arts & Culture projects will be classified in the coming reporting year under the newly adopted categories of Developing basic services and strengthening social structures, Improving education and promoting social mobility and Creating culture and promoting arts.¹ In addition, €1,582 thousand (previous year: €212 thousand) was spent on communication.

Other operating expenses

Administrative costs

This item includes all expenses used solely for the administration of the foundation and not directly attributable to the individual mandates of the foundation.

Expenses from business activities

The expenses from business activities include the costs of producing the Discovery Boxes (and *Forscherkiste*) sold to the Siemens Regional Companies in the amount of €1 thousand (previous year: €6 thousand) and the costs of €110 thousand (previous year: –) accrued through the service agreements signed with Siemens AG in Berlin and Munich. Total expenses include personnel costs of €3,428 thousand (previous year: €702 thousand).

¹ See also section 2 Evolution and reorientation on page 6 and section 3 Siemens Stiftung operations on page 9.

Balance sheet as of September 30, 2010	9/30/2010	9/30/2009
Assets	€	€
A. Fixed assets		
I. Intangible assets		
1. Concessions, industrial and similar rights and assets and licences in such rights and assets	104,050.00	40,311.00
2. Prepayments on intangible assets	–	95,586.75
II. Tangible assets		
1. Other plant, factory and office equipment	322,037.00	62,167.00
III. Financial assets		
1. Long-term investments	389,999,930.90	389,999,930.90
2. Pension reinsurance	1,619,963.54	–
	392,045,981.44	390,197,995.65
B. Current assets		
I. Inventories		
1. Prepayments and inventories	109,771.61	–
II. Accounts receivable and other assets		
1. Trade receivables	176,890.21	1,960.00
2. Other assets (including €9,000 > 1 year)	15,061,202.38	10,623,435.95
III. Cash at banks	1,711,088.27	2,085,476.23
	17,058,952.47	12,710,872.18
C. Prepayments and deferred charges	904.40	–
Total	409,105,838.31	402,908,867.83

Balance sheet as of September 30, 2010	9/30/2010	9/30/2009
Equity and liabilities	€	€
A. Equity		
I. Basic assets	300,000,000.00	300,000,000.00
II. Other assets	90,000,000.00	90,000,000.00
III. Free reserves (section 58 (7a) AO)	3,000,000.00	1,500,000.00
IV. Retained profits brought forward	11,051,480.68	9,525,537.49
	404,051,480.68	401,025,537.49
B. Accruals		
1. Accruals for pensions and similar obligations	1,886,003.00	431,116.00
2. Tax accruals	1,422.00	–
3. Other accruals	977,774.00	275,090.76
	2,865,199.00	706,206.76
C. Liabilities		
1. Liabilities to banks	2.43	–
2. Trade payables		
(including those with a remaining term of up to one year €2,181 thousand)	2,180,680.27	1,130,170.88
3. Other liabilities (including from taxes €2 thousand)	8,475.93	46,952.70
	2,189,158.63	1,177,123.58
Total	409,105,838.31	402,908,867.83

Balance sheet

The Siemens Stiftung was established by Siemens AG under the foundation charter of September 22, 2008, and recognized as a public foundation under private law having legal capacity. The foundation performs charitable work and is operationally active, meaning that it primarily supports its own projects and initiatives.

The foundation's mandate is set forth in the Articles of Incorporation from September 22, 2008. Siemens AG transferred the endowment (€300,000 thousand) and other assets (€90 thousand) in 2008. This makes the Siemens Stiftung one of Germany's largest corporate foundations.

Income and expense statement for 2009/2010

9/30/2010

9/30/2009

Income	€	€
1. Asset management income	15,182,127.35	13,982,514.85
2. Income from donations	890,000.00	1,190,000.00
3. Income from business activities	118,960.22	10,360.00
4. Other operating income	76,586.14	–
	16,267,673.71	15,182,874.85

Expenses	€	€
5. Asset management expenses	5,705.47	5,317.83
6. Expenses for the foundation's mandate		
Education & Welfare	6,424,453.61	3,333,137.24
Society & Technology	1,008,038.72	–
Arts & Culture	2,935,227.91	–
Communication	1,582,029.51	212,104.90
	11,949,749.75	3,545,242.14
7. Other operating expenses		
Administrative costs	1,175,218.50	600,431.52
Expenses from business activities	111,056.80	6,401.01
	1,286,275.30	606,832.53
	13,241,730.52	4,157,392.50

8. Annual net income	3,025,943.19	11,025,482.35
9. Retained profits brought forward from previous year	9,525,537.49	55.14
10. Transfer to free reserves (section 58 (7a) AO)	1,500,000.00	1,500,000.00
11. Retained profits brought forward from previous year	11,051,480.68	9,525,537.49

Income/expense statement

The income and expense statement for fiscal 2010 shows income from asset management of €15,182 thousand (previous year: €13,983 thousand), income from donations of €890 thousand (previous year: €1,190 thousand) and income from business activities of €119 thousand (previous year: €10 thousand).

There are also operational expenses for the foundation's mandate of €6,424 thousand (previous year: €3,333 thousand), for Education & Welfare of €1,008 thousand (previous year: –), for Society & Technology of €2,935 thousand (previous year: –), and for Arts & Culture. Expenses for communication came to €1,582 thousand (previous year: €212 thousand). As in the previous year, €1,500 thousand was moved into free reserves in accordance with section 58 (7a) of the German Tax Code (AO). Administrative expenses of €1,175 thousand (previous year: €600 thousand) were incurred. Expenses for business activities came to €111 thousand (previous year: €6 thousand).

The aforementioned Education & Welfare, Society & Technology and Arts & Culture projects will be classified in the coming reporting year under the newly adopted categories of Developing basic services and strengthening social structures, Improving education and promoting social mobility and Developing cultural identity.¹

Certification

Ernst & Young GmbH Wirtschaftsprüfungsgesellschaft has reviewed the annual financial statements and management report of the Siemens Stiftung dated 30 September 2010 in accordance with the principles of the German Commercial Code (HGB) and Article 16 of the Bavarian Foundation Act (BayStG) in compliance with the German auditing standards defined by the Institute of Auditors (IdW) and issued its unqualified audit certificate.

¹ See also section 2 Evolution and reorientation on page 6 and section 3 Siemens Stiftung operations on page 9.

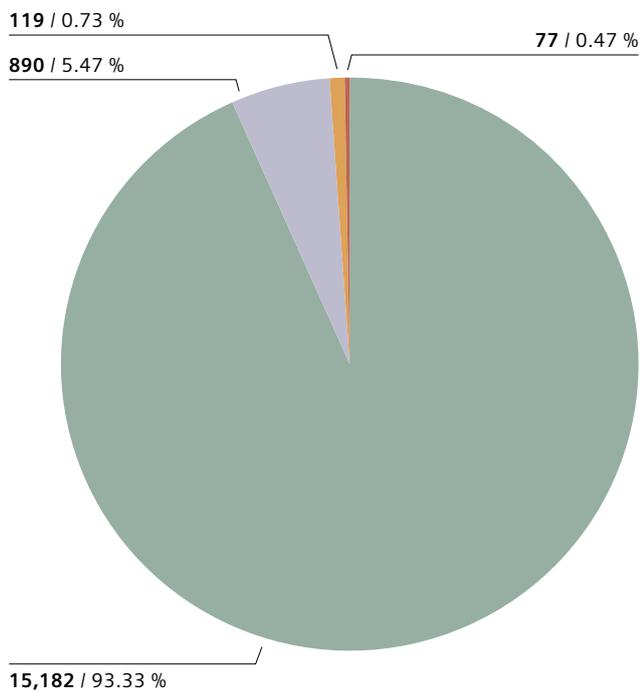
Source of funds / use of funds	9/30/2010		9/30/2009	
Source of funds	€	in %	€	in %
Asset management income	15,182,127.35	93.33	13,982,514.85	92.09
Income from donations	890,000.00	5.47	1,190,000.00	7.84
Income from business activities	118,960.22	0.73	10,360.00	0.07
Other operating income	76,586.14	0.47	–	–
Total	16,267,673.71		15,182,874.85	

Use of funds	€	in %	€	in %
Asset management expenses	5,705.47	0.04	5,317.83	0.13
Education & Welfare	6,424,453.61	48.51	3,333,137.24	80.18
Society & Technology	1,008,038.72	7.61	–	–
Arts & Culture	2,935,227.91	22.17	–	–
Communication	1,582,029.51	11.95	212,104.90	5.10
Administrative costs	1,175,218.50	8.88	600,431.52	14.44
Expenses from business activities	111,056.80	0.84	6,401.01	0.15
Total	13,241,730.52		4,157,392.50	

Annual net income 3	3,025,943.19	11,025,482.35
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Source of funds

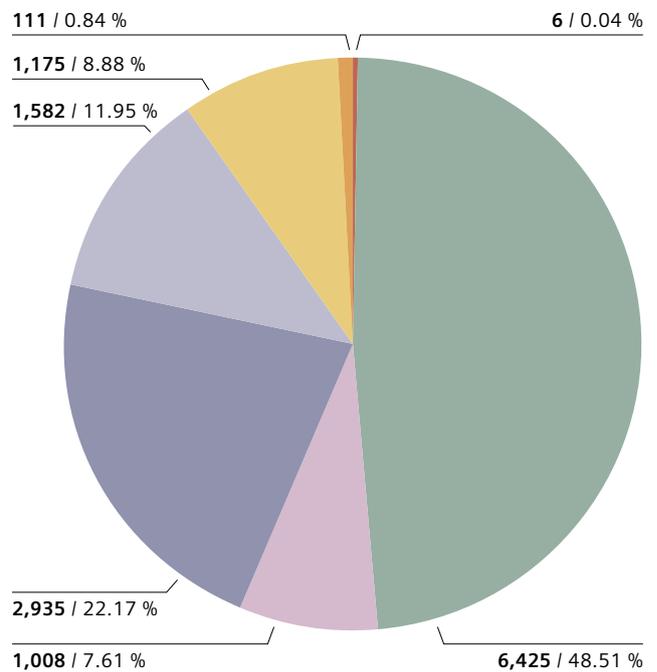
(in € thousands and %)



- Asset management income
- Income from donations
- Income from business activities
- Other operating income

Use of funds

(in € thousands and %)



- Education & Welfare
- Society & Technology
- Arts & Culture
- Communication
- Administrative costs
- Expenses from business activities
- Asset management expenses

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Picture credits

Title: Water kiosk in Kilimambogo, Kenya, photo: Frank Schultze, © Siemens Stiftung

Two boys experimenting with the Forscherkiste in the St. Matthias preschool in Munich, Germany, photo: Rainer Kwiotek, © Siemens Stiftung

Rehearsals at the Central Conservatory of Music, Beijing, China, photo: Li Yan-Wen, © Siemens Stiftung

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Girls learning German using the KIKUS method, Germany, photo: Sebastian Isacu, © Siemens Stiftung

Workshop for kiss – Culture in Schools and Universities, Germany, photo: Sebastian Isacu, © Siemens Stiftung

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Page 18: Street scene in Gaborone, Botswana, photo: Julia Hensolt, © Siemens Stiftung

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Construction of a sewer system in rural Egypt, courtesy of Sameh Ghali, Together Association for Development and Environment, Egypt

The pilot biogas reactor in Ibadan, Nigeria, courtesy of Dr. Joseph Adelegan, Global Network for Environment and Economic Development Research (Cows to Kilowatts), Nigeria

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Page 25: Participant in Youth Changemaker City Workshop in Frankfurt am Main, Germany, photo: Nastasja Ayvazova, © Siemens Stiftung

Page 26: Children experimenting with the Forscherkiste in the St. Matthias preschool in Munich, Germany, photo: Rainer Kwiotek, © Siemens Stiftung

Page 27: Both photos: Children and teacher experimenting with the Forscherkiste in the St. Matthias preschool in Munich, Germany, photo: Rainer Kwiotek, © Siemens Stiftung

Page 29: Girls and teacher learning German using the KIKUS method, Germany, photo: Sebastian Isacu, © Siemens Stiftung

Page 31: Children experimenting with the NaWi kits, Germany, © Wissensfabrik – Unternehmen für Deutschland e. V.

Page 32: Children building with materials from the KiTec kit, Germany, © Wissensfabrik – Unternehmen für Deutschland e. V.

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Page 39: All photos: Teachers using the media portal, Germany, photo: Johannes List, © Siemens Stiftung

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Page 42: Young students research a scientific phenomenon, Germany, photo: Konrad Fersterer, © Siemens Stiftung

Page 44: Students at a ForumAcademy seminar, Germany, photo: Konrad Fersterer, © Siemens Stiftung

Page 45: View of the Milestones exhibition, Germany, photo: Konrad Fersterer, © Siemens Stiftung

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Street scene in Buenos Aires, Argentina, photo: John Foxx, © Thinkstock/Stockbyte

Page 49: Romina Paula, Ariel Farace taking part in the Escena Sur project in Buenos Aires, Argentina, photo: Ernesto Donegana, © Siemens Stiftung

Page 50: Students in class for kiss – Culture in Schools and Universities, Germany, photo: Sebastian Isacu, © Siemens Stiftung

Professor Stephan Jansen, Zeppelin University, presenting in the speaker series What next? Directions for the Future at Humboldt University in Berlin in May 2010, Germany, photo: Sebastian Isacu, © Siemens Stiftung

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