

WALDORF WORLDWIDE

NEWSLETTER OF

Freunde der
Erziehungskunst
Rudolf Steiners



EMBARKING ON THE NEW CENTURY

TOPIC: New Waldorf Schools Around the World

NEPAL: Reconstruction after the Earthquake

100 YEARS OF WALDORF: International Conferences
and Celebrations in Review

FALL 2019 / WINTER 2020

About us

Since 1976, the **Friends of Waldorf Education** promote Waldorfschools, kindergartens, social therapy initiatives, curative education facilities and social initiatives in general. Our goal is to open up new educational opportunities to people around the world. We have been pursuing this task quite successfully. So far we have supported more than 600 facilities around the world by forwarding donations and through our volunteering program.

Areas of work

We support facilities around the world in financial and legal matters and directly **forward donations at 100%** to initiatives abroad. Our **International Relief Fund** allows us to provide quick and urgent support to schools and kindergartens and to support curative educational and social therapeutical facilities with their projects. Through our **educational sponsorship** program, we enable children from disadvantaged families to attend a Waldorf school. We also support the training of teachers and educators with **scholarships**. In cooperation with foundations and the German Federal Ministry for Economic Cooperation and Development (BMZ), we collaborate in the funding of **school buildings**. With our **WOW-Day (Waldorf One World) campaign**, we coordinate the fundraising commitment of students for Waldorf initiatives worldwide. In the field of **voluntary service** we arrange opportunities for young people in anthroposophical institutions in Germany and abroad. We are one of the largest civil society organisations in Germany with nearly 1,400 volunteers per year. For the high quality of our voluntary service, we are certified with the Quifd seal of approval. Through the BMZ **“weltwärts” program** and the **International Youth Voluntary Service** we offer opportunities for people to volunteer abroad. The new Federal Voluntary Service is open to international and German volunteers and provides – just like the voluntary social year – the opportunity for a voluntary service in anthroposophical institutions in Germany. Our **Emergency Pedagogy** program helps traumatised people in areas affected by war or natural disaster.

*Board members: Nana Göbel, Henning Kullak-Ublick, Bernd Ruf,
Andreas Schubert*

CONTENTS

- 4 Editorial
- 5 From the work of the Friends of Waldorf Education *by Nana Göbel*
- 11 Obituary Christian Grözinger *by Bernd Ruf*
- 12 Financial Report 2018: The Friends by numbers *by Eleonore Jungheim/Nana Göbel*

WALDORF WORLDWIDE

- 18 Nepal: Reconstruction after the Earthquake *by Marianne Großpietsch*
- 21 Kenya: School Meals in Kitale *by Juliet Mia*
- 22 100 Years of Waldorf: International Conferences and Celebrations in Review

TOPIC: NEW INITIATIVES AROUND THE WORLD

- 25 Eyes on the Future: New Waldorf Schools Around the Globe
- 26 Then as now – Waldorf 1919 and 2019 – Embarking on the new century *by Nana Göbel*
- 28 New Schools in Ecuador, Ireland and Costa Rica *by Christina Reinthal*

FROM OUR WORK

- 32 Impressions from the International Students' Conference
- 34 Emergency Pedagogy: From Karlsruhe into the world *by Reta Lüscher-Rieger*
- 38 What we achieved: WOW-Day 2018 *by Jana-Nita Raker*
- 42 Colorful, exciting, different: how volunteering changes the way you look at the world *by Johanna Kirchner*

- 45 In a nutshell
- 47 Educational Sponsorships
- 49 Class sponsorship: Chisinau, Moldova
- 50 Donation Form
- 51 Imprint

Dear readers,

With the big festival in the Berlin Tempodrom, the centennial of Waldorf schools reached its climax. With this successful event, Henning Kullak-Ublick and his team from the association Waldorf 2019 e.V. impressively fulfilled two promises they had made long before the event: This celebration, but also the many different projects in the run-up, should, first, make visible and palpable the worldwide network of Waldorf Schools and Kindergartens and, second, should focus on the future.

We, the Friends of Waldorf Education, are of course delighted with the enormous support we have received in our efforts to support the international network and would like to take this opportunity to thank you from the bottom of our hearts for the donations you made by purchasing tickets. These donations will be used for the central issue of "school meals". With the support we received, we are able to provide a nutritious lunch at school for many children who hardly receive enough food at home.

But we have also taken the second resolution to heart: looking to the future. We thus decided to aim for long-term sustainability in our two donation calls of 2019. In our call last summer, we asked for donations with which we can support prospective Waldorf teachers with scholarships. Because the constantly increasing number of Waldorf Schools brings with it a growing need for well-trained teachers. With this year's second call for donations, which will be published in winter, we would like to strengthen schools that are still in the founding phase. Because their need for support is particularly urgent. As schools that are not yet fully established, they lack a network in which they can find support. In addition, the founding of a school naturally involves many costs that have to be covered and hurdles that have to be overcome. In preparation for the upcoming call for donations, we report, in this issue of "Waldorf Worldwide", on young schools that have only recently welcomed their first students or will be opened in the near future. You can find everything you need to know about "new schools" on page 25.



I hope you enjoy reading our brand-new newsletter "Waldorf Worldwide"

Christina Reinthal

The pedagogical challenges lying ahead of us

2019 was largely marked by the preparations and celebrations for the 100th anniversary of the Waldorf movement. At the conclusion of the international events, about 3,000 people gathered in the Tempodrom in Berlin and experienced a glittering celebration with student performances at the highest level. If you like, you can have a look at the performances online (www.waldorf-100.org/livestream-aufzeichnung) and relive what was so impressively presented in the arena of the Tempodrom.

We must now look ahead to the coming years and decades. Many tasks lie in front of us, tasks that will come from inside and outside the Waldorf movement. A few keywords will probably be sufficient to describe the pedagogical challenges: digitization and media education, for which the German Waldorf movement has already developed detailed concepts; the increasing urbanization of the world population, which will lead to 85 percent of the population living in large cities by the end of the 21st century; thus alienation from nature; and pedagogical concepts with which the health of children and young people can be stabilized in other ways; the man-made changes in living environments (to use a different term for climate change) and the opportunities for kindergartens and schools to ensure a mindful approach to the earth; the currently emerging focus of many people on their familiar environment (one could also call it more sharply an increasing restriction to their own nation) and the educational challenge of forming a cosmopolitan spiritual attitude that embraces familiar and unfamiliar concepts; diverging moral and spiritual attitudes, often oriented towards the rather materialistic mainstream and hostile to other attitudes and their consequences of action (a challenge that is much different on other continents than in Europe); and one could just keep on writing in this manner. So, currently the world has quite inter-



Board Member Nana Göbel.

esting challenges to offer and there is enough to do. The Waldorf movement must grow in order to achieve changes not only in terms of quality but also in terms of quantity. It is particularly important that we support the movement for early childhood education and kindergartens, because the very first years of life are decisive in whether children can grow up healthy and equipped with sufficient resilience. A prerequisite for this expansion is the training of educators and teachers - worldwide.

The Waldorf movement will only achieve these goals if it recalls the essence of its pedagogy, cultivates it without baroque embellishments and, above all, courageously represents it. The latter becomes much easier if the people involved work together. Sometimes the seemingly simple goals are the most difficult to achieve. But these are the goals that matter most. Looking inward, our tasks consist in cooperation, in large circles and small, and in the conscious creation of connections. In general, networks are formed just like that (e.g. family networks, study networks, etc.) or for strategic reasons (political networks, etc.). In our case it is necessary to form a network of people who can perceive and strengthen one another, a network with nature in order to keep it as healthy as possible, a network with the deceased and with spiritual beings in order to support them with good intentions.



Left: Children in front of the new buildings of the Hebbet el-Nil School in Egypt. Right: School Meal in Mbagathi, Kenya

These are all projects of the century; one should not lose sight of them just because there are also urgent immediate tasks. In the following I would like to report on the immediate tasks of the last few months: The only reason why we can respond positively to requests for the funding of projects, and I would like to emphasize this in advance with great gratitude, is because there are many people who donate small sums to us and because there are a few people who generously make large sums available to us. Only and exclusively because there are these people who want the international Waldorf movement to develop, only for this reason can we do our work. And we try to live up to the great trust that all our donors place in us. In the past months we were able to contribute a large amount of money to the construction of classrooms for the young Waldorf School in Luxor, Egypt. A day-care center has already been built there; now the primary school will be inaugurated next autumn at the latest. We have made a very large amount available for the small Waldorf School in the eastern highlands of Kenya, in Kitale (including funds from the call for donations from winter 2018/19), so that the school can acquire its own property. This property is located in the middle of the village, and thus close to the students. It not only provides space for the still to be constructed school building, but also for an extensive school garden, from which the community would like to harvest the greater part of the school meals in the future. We were able to provide the contributions of the 2018 call for donations "Ed-

ucation needs nourishment" to the Rudolf Steiner School in Nairobi-Mbagathi with funds for school meals in 2019 and were able to support them with some other smaller things. We are in contact with a couple aiming to found a new Waldorf school in Dakar, Senegal. If it is successful - and we have just completed the purchase of the land - to establish a Waldorf School in Dakar, it will become a forerunner institution in Western Africa and hopefully in the future a center of Waldorf Education for West Africa. To this day, aspiring Waldorf teachers can only be trained in South Africa and East Africa. For future institutions in West Africa, an accessible training opportunity will be crucial.

As an example of contributions sent to Latin America, let me mention the young Waldorf School in Romeral, Chile, which urgently needs a new classroom, as well as the school Waldorf del Mar in Cancun and the Ak Luum School in Playa del Carmen, both in Mexico. Currently, there are many Waldorf schools emerging in Chile, Argentina, and Brazil, and all of them have to create from scratch the infrastructure to run kindergartens and schools. Outside the large cities, the building regulations are handled somewhat more leniently, so that the young schools can at least set up temporary premises. In recent months, we have also supported a number of important projects in Asia. This includes Waldorf preschool training in Lashio, Myanmar. Northern Myanmar is the home of the Shan, and they cultivate a strong, cosmopolitan Buddhism in their region. The monasteries take over many so-



The children of the kindergarten in Pyin Oo Lwin, Myanmar, and their teachers

cial tasks, which are not provided by the state in these areas. Kindergartens, social work, caring for the elderly - all this takes comes from the monasteries. And with regard to childcare, the question of HOW came up. A Waldorf kindergarten teacher from Thailand established a first contact in 2012, which in the following years led to the founding of a Waldorf-Kindergarten training program, which was supervised by a colleague from New Zealand. By now, people from 25 kindergartens in northern Myanmar are interested and are taking part in the training. About five kindergartens can already call themselves Waldorf Kindergartens. Over the past seven years, we have assumed most of the costs and are happy that this impulse is finding such fertile ground. In Pyin Oo Lwin, also in Shan State in Myanmar, a few people are trying to build up a Waldorf School (Lotus Garden School) and we also intensively support them. Since only international schools are allowed to implement a curriculum other than the state program, Lotus Garden School teaches in English. Further support went to the Homkwan School in Chiang Mai in northern Thailand and to schools in India and the Philippines. We were also able to support projects at

the Waldorf School in Sofia, Bulgaria, the training of colleagues at the Waldorf School in Alanya, Turkey, and the training of future colleagues in Nicosia, Cyprus. There is already a Waldorf School in Limassol with mostly English-speaking colleagues from the USA and other countries and mostly Russian-speaking students. In Nicosia, a trilingual kindergarten and a school will be built over the next few years, where Greek, English, and Turkish will be taught and learned. Last but not least, we would like to mention our support of the Christophorus Waldorf School in Budapest, Hungary, and of the second Waldorf School in Warsaw. While the Waldorf movement in Hungary is still growing - there are now 42 Waldorf Schools in Hungary - the Waldorf Schools in Poland are still having a very difficult time. Without state subsidies and often affected by tendentious rumors, few parents dare to send their children to a Waldorf school. Our closest neighbors especially need intensive, friendly support. It was with great pleasure that we supported the regional activities of the Waldorf School in Yerevan, Armenia. Some teachers organized an intensive 14-day workshop on the basic writings of Waldorf Education. And received a great response. Colleagues



from the Baltic States, from Ukraine, Russia, and Georgia gathered in Yerevan this summer to prepare for the next stage in the development of their school movements.

We are delighted with the positive response to our call for scholarships and the call for African rural schools. We are deeply grateful that the 2018 call for the funding of school meals in schools in precarious situations met with an even greater response. Poverty and need cannot be eliminated in general, but only in individual cases and for individual people. And when that has been successful, these people can join and help overcome poverty and need in the future. As we become more and more, we contribute to the transformation, which forms the overarching motto of all Waldorf100 events: Learn to change the world.

Nana Göbel



Top and Middle: Pottery and Weaving at the Waldorf School in Sofia, Bulgaria. Bottom: Waldorf School in Yerevan, Armenia.

From our work in emergency pedagogy

From 20-23 June 2019, the eighth annual emergency-pedagogical conference was held in Karlsruhe, Germany, under the title “Emergency pedagogy - How pedagogy can help injured souls of children”. The main focus was on exchange and the establishment of a worldwide network. On Sunday, we also celebrated in this context the foundation of the international network “Emergency Pedagogy Without Borders”. Read more on this in “Waldorf Worldwide”, starting on page 34.

Since March 2017, Karlsruhe has also been the site of the project “ankommen weiterkommen” (arriving_ advancing) for unaccompanied refugees. After the end of the project’s first term, the private charitable organization “Aktion Mensch” has now pledged its support for an extension. We are pleased that the project members can thus continue to support young people in strengthening their personalities and help them with social learning and professional orientation.

We are also happy that a film crew visited us in northern Iraq: On the occasion of the Waldorf centenary, the SWR (Südwestrundfunk) broadcast a film in which also emergency pedagogy was introduced. After a visit to our Karlsruhe offices, the film crew travelled to northern Iraq to capture impressions from the emergency- and trauma-pedagogical work with children being done there.

Several emergency-pedagogical operations took place. After the devastating cyclone Idai hit Mozambique, several ten thousand victims were in need of urgent help. Twelve emergency educators went there for an intervention. Also the neighboring countries of Malawi and Zimbabwe were struck, so in May an emergency-pedagogical team of 15 people travelled to Zimbabwe. The team was very international, with members from Kenya, Zimbabwe, Brazil, Chile, Malaysia, South Africa, and Germany, a constellation that everyone experienced as very fruitful. Besides the work with children and adolescents, a major focus lay on teacher training.

In July, a team of 10 emergency pedagogues from Germany and Iraq travelled to Lebanon. In a kindergarten in the Wavel refugee camp in Baalbek, currently attended by 240 children, we provided

training for the local teachers on the subjects of trauma, early childhood education, and practical opportunities for action, all in collaboration with Just Childhood. The children are Palestinian refugees from Lebanon and Syria. They have experienced war and violence and, in some cases, multiple forced migrations. Since the children and many of their teachers have experienced trauma, and in some cases re-experience it every day, they need pedagogical support, which is why the Friends’ emergency pedagogy was asked to help.

Reta Lüscher-Rieger



The emergency-pedagogical team of the Friends of Waldorf Education on an intervention in Mozambique

From Our Work in Voluntary Services

In our last issue, we reported that, for the second year in a row, volunteer services abroad had to deal with a noticeable decline in the number of applications. The same is true for all organizations offering voluntary services.

If one investigates the causes for this phenomenon, it becomes clear that the first cohorts of young people who grew up with the "Smart "phone, in a virtual world, are now making their way into adult life. World and knowledge are available anytime and anywhere online.

According to a study by the Robert Bosch Foundation, this has serious consequences: Information is condensed and accelerated, leading to a contest for attention. The image is preferred to the word. It is more and more about emotions and brief moments of attention. This leads to the so-called "hyper attention", a quick switching back and forth between different tasks and activities.

Google has become a modern oracle and the answers that are ranked highest are believed to be true. Dealing with these new possibilities in a competent manner is only possible if one is able to lead oneself from the ego or "I". This in turn presupposes that the ego has undergone a healthy development has then been grasped consciously.

The young people we are dealing with are exactly at the age at which the maturing and birth of the ego takes place. With the voluntary services we would like to support this process of transition from youthful ideals to self-education by making it possible for volunteers to experience and develop themselves in the world, and ideally to encounter their own life impulse. In this context, science officially speaks of post-maturing.

At the moment we can observe two different groups: On the one hand, there are young people who organize themselves "precociously" and unselfconsciously, in a completely independent manner, moving from place to place or from mission to mission, using the contacts established through the so-called social networks. However, they avoid obligations over a longer period of time. On the other hand, there are more and more young people who are paralyzed after school, spend a year at "Hotel

Mom and Dad" in front of various screens, where they hope to find their vocation and be picked up by fate. If you want to know more about it, you can read the article "Kein Plan – nirgends" (translates to: no plan – anywhere) from April 6th, 2019 ("Der Spiegel" issue 15/2019; "Der Spiegel" is a German weekly news magazine). Under these circumstances, it is small wonder that this year we have more and more parents calling to ask whether we have a spot available for their children.

In contrast to the international services, the application figures for voluntary services in Germany are developing very positively after a small decline last year. This is probably due to the fact that we have a very good reputation among young people, but also due to very intensive cooperation with the employment sites and due to numerous networking and advertising activities.

Looking at the big picture, I firmly believe that our volunteering opportunities are more important than ever. It remains the case that awareness of foreign services in particular is limited to a small number of socio-cultural groups. We will therefore work intensively in the coming years to reach other groups and to change our approach

Christian Grözinger

Christian Grözinger

(November 12, 1961 – September 13, 2019)

In the wee hours of 13 September 2019, our highly esteemed friend and colleague Christian Grözinger crossed the threshold of death after a short and severe illness. Shortly before, he had written the article above, in which he reported on the current situation in the work of the voluntary services. For 20 years, he had been managing the office of the Friends of Waldorf Education in Karlsruhe with outstanding commitment and great success. We mourn his earthly farewell and celebrate his heavenly birthday.

On 13 September 1999, Christian Grözinger began his work with the Friends of Waldorf Education in Karlsruhe and since then has devoted himself tirelessly to the organizational development and expansion of the voluntary services. As the office manager of over 100 employees, he was able, through imagination, competence, foresight, and diligence, to develop this enterprise into the largest supporting organization in Germany for several fields of work. Most recently, under his leadership, some 1,800 young people carried out their one-year voluntary service each year through the Friends of Waldorf Education all over the world. Well over 20,000 young people had the opportunity to find themselves and find their way around before entering their professional education.

During his time in Karlsruhe, which also saw the birth of his son Johannes – his and his wife Diana's third child, after Xenia and Nadja – Christian Grözinger became involved in various social reform initiatives alongside and in connection with his professional activities: social threefolding, community-supported agriculture, the social use of money and above all as a school father and board member of the Parzival Zentrum. This latter work formed a biographical link to the experiences and insights obtained in dealing with children and adolescents with behavioral issues during his time in Augsburg, where he ran a swap shop in a deprived area of the city.



A last great impulse in Christian Grözinger's life on earth was his committed collaboration in the creation of the Kaspar Hauser Zentrum for Curative Education in Ansbach, a multifunctional center in Kaspar Hauser's dwelling. At the end of his life, this project was tied his childhood and youth in the nearby boarding school in Windsbach in a striking and yet mysterious way. He often told anecdotes of his youthful experiences in Ansbach, which he knew like home.

Christian Grözinger's life was rounded off in the early morning of 13 September 2019, the day of his 20th anniversary in office.

In every end there is also a beginning, even in death. In Rudolf Steiner's spiritual science we learn how the fruits of life on earth are handed over to the heavenly hierarchies on man's posthumous path. And here on earth we experience this conversion of the earthly deeds of the deceased into heavenly deeds as inner impulses, which seize our soul life and motivate us to thoughts, feelings, and acts of will.

Christian Grözinger, too, brings the fruits of his earthly deeds to the spiritual world, for the joy of the gods. And in the transformation of his earthly deeds into heavenly deeds we may hope for further impulses from him for our life and work from the world beyond the threshold.

Bernd Ruf

FRIENDS OF WALDORF EDUCATION, E.V 01.01.2018 bis 31.12.2018 in Euro

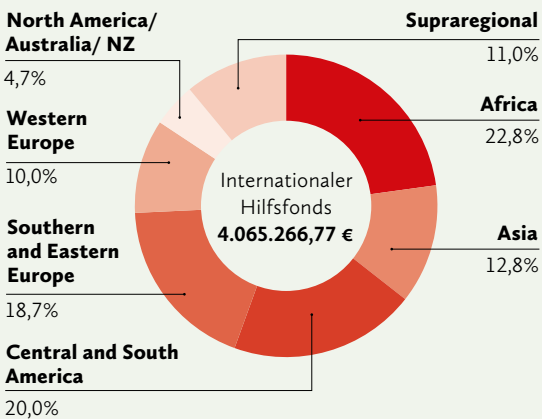
ALLOCATION OF FUNDS		2018	2017	SOURCE OF FUNDING		
A. INTERNATIONAL COOPERATION						
International Aid Fund				Donations	2.383.293,07	2.255.692,24
Waldorf Schools/Kindergartens	2.080.479,29	2.315.176,68		Schools/Kindergartens/Curative Education	162.603,70	194.874,80
Training/Seminars/Scholarships	441.024,85	528.440,26		Proceeds Special Campaign WOW-Day	314.377,00	304.824,12
Curative Education/Social Therapy&Work	736.342,74	878.488,87		Special Campaigns Collect/Class Accounts	12.586,00	16.538,62
Supraregional Tasks	<u>728.705,13</u>	<u>394.106,90</u>		Special Campaign/Placement Funds	270,00	0,00
Subtotal	3.986.552,01	4.116.212,71		Foundations and others	1.316.993,00	869.445,05
Special Purpose Publications	5.721,50	0,00		Government Grants BMZ	0,00	<u>51.120,00</u>
Use of Government Grants	21.383,42	0,00		Subtotal	4.190.122,77	3.692.494,83
Reclassification to emergency pedagogy	21.281,56	5.377,49		Special Purpose Catalog/Video	0,00	0,00
Loan Default	53.000,00	0,00		Release of Provision for Guarantee	0,00	42.768,13
Increase Israel Fund	<u>7.328,28</u>	<u>33.936,25</u>		Liquidation of Funds	46.937,70	489,00
Outflow International Aid Fund	4.095.266,77	4.155.526,45		Capital Gains (Israel Fund)	<u>3.869,68</u>	<u>17.501,44</u>
				Inflow International Aid Fund	4.240.930,15	3.753.253,40
Work of the Association (International Cooperation)						
				Member contributions	187.974,56	175.193,91
				Donations	185.063,68	167.287,04
				Reimbursements	825,40	3.079,33
				Grants § 62 Abs.3AO	101.000,65	0,00
Personnel Costs	383.045,65	361.666,16		Overhead Government Grants BMZ	21.383,42	0,00
Material Costs	148.586,90	161.373,47		Interest + Income from Asset Management	59.505,86	232.016,90
Costs for Asset Management	<u>15.122,19</u>	<u>2.517,91</u>		Business Operations	0,00	<u>3.500,00</u>
Subtotal	546.754,74	525.557,54		Subtotal	555.753,57	581.077,18
Allocation to Reserves § 62 Abs.3AO	101.000,65	0,00		Release of Pension Provisions	0,00	0,00
Allocation to Reserve Fund	<u>4.296,45</u>	<u>55.519,64</u>		Dissolution of reserves	<u>96.298,27</u>	<u>0,00</u>
Outflow Operations	652.051,84	581.077,18		Inflow Operations	652.051,84	581.077,18
B. EMERGENCY PEDAGOGY						
				Donations	201.751,66	210.383,00
				Foundations and Others	161.353,77	169.600,00
International Personnel	402.595,07	333.835,10		Reclassification from Aid Fund/WOW+Nepal	21.281,56	5.377,49
Travel expenses/Room and Board	337.056,22	307.470,48		"Deutschland hilft" Campaign	254.028,23	373.556,25
Information/Public Relations Abroad	18.403,97	22.186,58		UNICEF/NGOs	218.533,33	109.276,77
Equipment	74.441,55	61.206,79		Government Grants /GIZ	265.553,65	612.528,43
Office/Administration Abroad	<u>88.955,99</u>	<u>70.203,35</u>		Reimbursements	5.200,35	3.245,49
Project Expenses	921.452,80	794.902,30		Other Income	50.049,86	35.044,37
Personnel Costs	507.477,84	511.663,07		Business Operations	<u>12.145,69</u>	<u>8.384,27</u>
Material Costs	101.880,63	115.400,82		Subtotal Inflow	1.189.898,10	1.527.396,07
Business Operations	<u>8.309,37</u>	<u>5.116,00</u>		Dissolution of Reserves	0,00	<u>68.136,47</u>
Outflow Emergency Pedagogy	1.539.120,64	1.427.082,19		Inflow Emergency Pedagogy	1.189.898,10	1.595.532,54
C. VOLUNTARY SERVICES ABROAD						
Travel Expenses	625.755,28	642.235,81				
Insurance	440.247,83	470.013,80				
Pocket Money	702.465,29	793.276,03				
Room and Board Allowance	524.213,02	490.273,19				
Seminars/Educational Supervision/Alumni Work	1.151.210,74	1.092.744,67				
Non-Eligible Program Costs	47.747,46	29.769,90		Supporter Circles and Donations	1.783.224,10	1.924.405,68
"Weltwärts - und danach" Program	0,00	32.113,93		Grants	20.018,30	19.960,00
Repayment Public Funds	<u>106.100,19</u>	<u>80.267,75</u>		Government Grants	4.056.935,48	4.109.074,86
Project Costs	3.597.739,81	3.630.695,08		Placement Facilities Abroad	203.300,00	269.268,72
Placement Funds/Help Funds	0,00	0,00		Reimbursements	58,69	698,60
Personnel Costs	2.035.458,87	1.867.260,51		Contributions to Expenses by Volunteers	20.304,51	9.511,58
Material Costs	<u>426.151,93</u>	<u>349.454,85</u>		Interest and Other Income	0,01	<u>124,34</u>
Subtotal Outflow	6.059.350,61	5.847.410,44		Subtotal Inflow	6.083.841,09	6.333.043,78
Expenses for Construction	476.152,13	1.574.498,75		Carryover of Funds	0,00	170.000,00
Allocation to Reserve Fund	<u>74.490,48</u>	<u>0,00</u>		Dissolution of Reserves	<u>476.152,13</u>	<u>1.158.865,41</u>
Outflow Volunteering Abroad	6.609.993,22	7.421.909,19		Inflow Volunteering Abroad	6.559.993,22	7.661.909,19
D. DOMESTIC VOLUNTARY SERVICES						
Seminars/Pedagogical Support	1.614.042,66	1.521.027,13		Donations/Air Travel Funds	3.118,00	6.408,00
Air Travel Funding	<u>89.719,95</u>	<u>65.075,10</u>		Grants	0,00	4.800,00
Project Costs	1.703.762,61	1.586.102,23		Government Grants	1.693.316,76	1.468.658,32
Pocket Money + SV	2.434.626,99	2.583.944,51		Reimbursement - TG/RK	2.461.162,04	2.548.563,62
Personnel Costs	1.819.865,84	1.687.086,25		Domestic Placement Facilities	2.220.766,54	2.279.656,57
Material Costs	401.296,49	383.986,16		Contributions from Volunteers	190,00	490,00
Business Operations	<u>6.964,69</u>	<u>0,00</u>		Interest + Other Income	58,41	1.027,13
Subtotal Outflow	6.366.516,62	6.241.119,15		Business Operations	<u>6.964,69</u>	<u>0,00</u>
Allocation to Reserve Fund	<u>19.059,82</u>	<u>68.484,49</u>		Inflow Domestic Volunteers	6.385.576,44	6.309.603,64
Outflow Domestic Volunteering	6.385.576,44	6.309.603,64				

The Friends by Numbers

The great variety of the work done by the Friends of Waldorf Education is reflected in the four divisions of our association: international cooperation, voluntary services abroad, domestic voluntary services, and emergency pedagogy. The tasks and the financial parameters of these divisions are very different.

The funds in the division **International Cooperation** are divided into three categories. If a donation is intended for the support of a specific institution abroad, we forward 100% to that institution. The donor thus gets to decide which school should receive the money. If the donation is more generally intended for the support of schools in need or for scholarships, our board, which has an overview of all requests for support, decides together where the money should go. These donations, too, are forwarded at 100% to projects abroad or to foreign students. Only if the donor explicitly indicates that we can use the donation for our work do we use it to finance our costs for salaries and for other material expenses, such as banking fees, postage, and travel costs.

Allocation of Funds According to Region 2018



International Aid Fund

Projects Supported 2018

Waldorf Schools	133
Waldorf Kindergartens	30
Curative Education & Social Therapy	43
Social Work	26
Teacher Training	33
Other / Supraregional Projects	8
	273

The funds from the first two categories are listed in section A International Cooperation under the heading International Aid Fund. In 2018, the International Aid Fund received 4.2 Million €, mainly from donations (57%) and through support from foundations (31%).

In 2018, donations and support totaling € 3,986,552.01 were distributed to Waldorf and curative educational institutions abroad.

This also includes donations for school meals for Waldorf Schools such as in Kenya and Haiti, which are attended by children from very poor circumstances and are only able to do their work with support from abroad. A number of Waldorf Schools, e.g., in Chile, Mexico, Tanzania, or Bosnia and Herzegovina, received support to construct a school building. Several Waldorf teacher-training centers received support, such as in South Africa, in Kenya, in Peru, or in Armenia.

In total, support was provided for 133 Waldorf Schools, 30 Waldorf Kindergartens, 43 curative educational and social therapeutic institutions, 26 institutions for social work and 33 teacher-training centers in about 40 countries.



Scholarships

53 Waldorf teachers in training received a scholarship and had the opportunity to travel abroad, mainly to Germany, and prepare themselves for their work in their home countries. This was greatly aided by the fact that the Freie Hochschule in Stuttgart, partly due to an initiative by the Friends of Waldorf Education, has set up a course in English language (International Master), the first full-time English-language Waldorf teacher training in the world.

Emergency Pedagogy

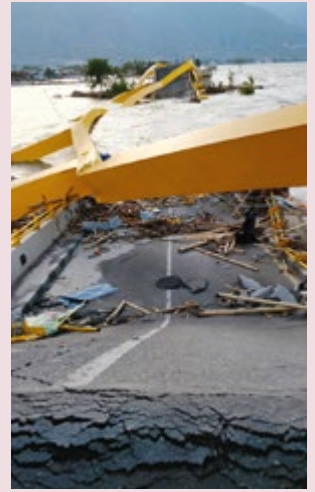
In 2018, the division Emergency Pedagogy spent 1.54 Million euros, which were covered by an inflow of 1.19 Million euros as well through the use of funds from last year totaling K€ 349. The greatest sponsors were the Aktion Deutschland Hilft (Germany's Relief Coalition) with K€ 254 and the German Gesellschaft für Internationale Zusammenarbeit (German Corporation for International Cooperation, GIZ) with 265 K€, both of which fund specific operations abroad. The costs are comprised mainly of the expenses for operations (K€ 921) and of personnel costs (K€ 507). The income from business operations comes from the sale of books and advertisements, as well as from conference fees for room and board at the annual emergency pedagogy conference.

Emergency pedagogy helps children who were torn out of their normal life through disasters. Emergency-pedagogical support serves to build up resilience and counteract traumatic disorders. In 2018, eight interventions were undertaken, in Nepal, Kenya, Bangladesh, Iraq, the Philippines, and Indonesia. Children and young people in refugee situations are supported through long-term operations, e.g., in refugee camps in Northern Iraq or in the Kamuma refugee camp in northern Kenya.

We continued to establish intervention teams, in Germany as well as in the USA, South America, and South Africa. This will provide a resource that will allow us to deploy teams with local members right after a disaster.

Voluntary Services

The voluntary services are split into the divisions for domestic voluntary services, for voluntary services abroad, and for "incomers" (volunteers from abroad working in Germany). In 2018, 754 volunteers were sent abroad, where the volunteers typically choose their deployment site themselves and whether they want to help for a year in a European country or on another continent. 719 volunteers started their work in a Waldorf Kindergarten or in an anthroposophical curative educational institution in



Left page: New building of the Waldorf School in Tlaxcala, Mexico. Left: Our call for donations for scholarships benefitting Waldorf teachers in training. Center und right: The emergency-pedagogical team of the Friends of Waldorf Education on an intervention in Indonesia

Germany, and 217 volunteers came to Germany from abroad to work in such an institution. The reports of returning volunteers show that the impact of this service on the course of a biography is not to be underestimated. Time and again, we see how a voluntary service helps both in developing self-confidence and in choosing a career path.

The volunteers work at Waldorf Schools, Waldorf Kindergartens, curative educational and social therapeutic institutions, but also for social projects or at biodynamic farms. They are prepared for their work in seminars and receive pedagogical support throughout the entire service.

In 2018, inflow and outflow of funds were exactly balanced. The voluntary services abroad are mainly funded through state subsidies totaling € 4 million, which thus represent two thirds of the total inflow of € 6.1 million. Before going abroad, almost all volunteers help finance their service by collecting donations for the voluntary services support fund. In 2018, the volunteers collected donations totaling 1.8 million € and thus made it possible for any young person to do a service abroad, independent of the financial situation of their family.

The domestic voluntary services are mainly funded by contributions from the employing organizations (€ 2.2 million); this is complemented

by € 1.7 million in state subsidies. 2.4 million euros are pocket money and travel costs, which we pay the volunteers and for which we get reimbursed by the employing organizations.

The funding of the domestic voluntary services by the German institutions themselves is only possible because they receive state subsidies for their work. Most institutions abroad unfortunately have to work with very few state subsidies, if they receive any at all. Of course this directly impacts the financial situation of the schools, and thus the teachers' salaries and the school fees.

WOW-Day

A special campaign, organized by the Friends of Waldorf Education, is the so-called WOW-Day, a campaign by Waldorf students to support Waldorf-educational institutions, primarily in the global South and in other countries with difficult economical conditions, such as Moldova and Guatemala. In 2018, students from Waldorf Schools in 26 countries took part and raised a sum total of 314.377 €, which was distributed among 55 institutions. They supported, e.g., social projects in Brazilian Favelas, the Zenzeleni Waldorf School in the Khayelitsha Township in Cape Town, South Africa, or the Darbari School in Rajasthan, India. In



WOW-Day Campaigns at the Freie Waldorfschule Soest, Germany, at the Seoul Waldorf School, Korea, at the Scuola Rudolf Steiner Waldorf in Treviso, Italy and at the Krisol Waldorf School in Spain (from top to bottom)

this campaign the global challenges are not only treated intellectually in class, but are actually tackled through campaigns that the students develop themselves. They thus experience that everyone can help to improve the situation of people somewhere in the world.

Educational Sponsorships

The Friends of Waldorf Education organize educational sponsorships, which allow individual children to attend school. These sponsorships are forwarded directly to the Waldorf Schools for whose students we were able to find sponsors. In 2018, 808 sponsors made it possible for a total of 684 students from 60 Waldorf Schools to attend school. For this purpose, € 30.800 per month is transferred to these schools.

Funding our work

The donations from educational sponsorships and the proceeds of WOW-Day are, like all other donations, forwarded at 100% to directly support projects. The inflow of these donations and their transfer are separately booked and represented in the International Aid Fund.

But of course we also incur expenses for organizing the WOW-Day campaign, facilitating the educational sponsorships, supporting and advising the schools, putting together the World School List, administrating donations, etc. The personnel and material costs associated with these tasks are separately booked and funded under the category “work of the association”.

A distinctive feature of the international cooperation of the Friends of Waldorf Education is the fact that the donors are encouraged to pick themselves the institutions they want to support. To help them make this choice, the Friends of Waldorf Education present schools and kindergartens, in their own publications and in magazines of the Waldorf movement. Of course, donations are also solicited through calls and other publications. The Friends of Waldorf Education forward these donations → without subtracting administrative costs.

10 % Campaign

The costs for administration and public relations as well as the office costs are financed by donations to the association, membership fees, or interest gains, and are separately listed in the annual statement. This procedure reflects the transparency aimed for by the Friends of Waldorf Education and is meant to help make conscious decisions. If one understands that each incoming donation means work, one is invited to make the conscious decision to contribute to the expenses of the association through the 10% Campaign.

Only if a donor explicitly donates for our work do we use the donation for administrative purposes. The donors take different paths in supporting us.

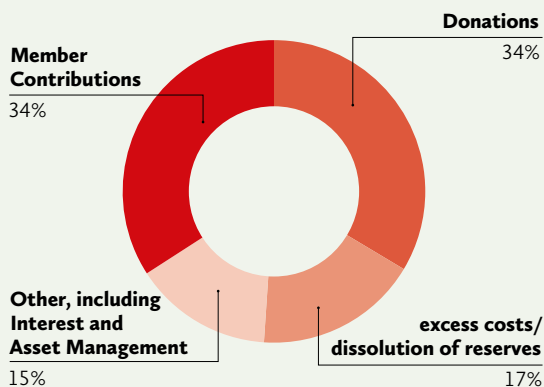
228 German Waldorf Schools and Kindergartens, Seminars and curative educational institutions, as well as more than 400 contributing members have decided to regularly support our work through member donations. In 2018, these donations by members totaled K€ 188 and covered one third of our expenses; another third (K€ 185) was financed through donations expressly intended for our work. These can be donations from the 10% campaign, where the donor decides to add 10% for our work to their donation for a school abroad; or it can be contributions from foundations or donors who specifically want to support our budget, e.g., for the organization of the WOW-Day campaign.

In addition, we received K€ 101 through bequests to ensure the long-term continuation of our work, which we could transfer to the International Aid Fund. The inflow from interest and asset management fell to K€ 59 due to the ongoing low-interest period; in the previous year we still received K€ 232.

Due to the extremely low inflow from interest, we were unfortunately unable to cover all of our expenses directly in 2018. A deficit of € 96.298,27 remained, corresponding to 17 % of total expenses

We would be very happy if many of our readers would decide to support us after reading this report. Please do not hesitate. Fill out the donation form and send us a one-time donation or become a contributing member.

Work of the Association



Donations from Germany make Waldorf education possible also for children from the poverty-stricken regions of Kenya, Rajasthan, South Africa, etc. Any donation helps us continue our work in support of the international movement of Waldorf Schools and Kindergartens.

Eleonore Jungheim/Nana Göbel



NEPAL

Good things are worth waiting for – reconstruction after the earthquake

In 2015, a violent earthquake caused major damage in Kathmandu and the surrounding area. The Shanti Sewa Griha leprosy relief project, which includes workshops, a hospital, and a small Waldorf-inspired school, was also severely affected - the school building was completely destroyed. The Friends of Waldorf Education launched an immediate call for donations and rebuilding the school became a real possibility. Shanti founder Marianne Großpietsch explains which obstacles had to be overcome.

There it was again - this anxiety that suddenly runs through the whole body. It was only a short, violent jolt, now, on July 6, 2019. I was standing at the cutting table with the dressmakers, admiring their talent for skillfully and quickly cutting children's trousers. It was "only" a quake of magnitude 4.6 on the Richter scale. There was no great destruction, but the emotions of that time came back to life immediately.

At that time, on 25 April 2015, the quake had a magnitude of 7.8 – followed by a similar one on 12 May. Almost 9,000 people died, about 800,000

houses were destroyed, including about 5,000 schools. Many roads were torn open and became impassable, and huge landslides caused further enormous damage.

We are grateful that the quake happened on a Saturday - all our schoolchildren were at home then, because in Nepal Saturday is the day of rest. But our boarding school in Buddhanilkantha, a beautiful nature reserve, and our school there were largely destroyed. We were only able to carefully remove school supplies and furniture from the school and bring it to the main center,



15 kilometers away. This had to happen quickly, because there were aftershocks every day - several hundred in all - and the destroyed buildings collapsed further and further.

The children were now all in our main center at the holy river Bagmati, near the great shrine Pashupatinath. The center there is solidly built- it did not have a single crack. It became very crowded there, but it was safe!

In the following weeks our teachers and students had to show a lot of willingness to compromise, because it was important to us that life should be as normal as it could be, and this as soon as possible. The routine of a regular school day was of course a great help. So we had to create makeshift classrooms. With the help of thin wooden walls we divided up rooms. Two were created in the conference room, three on a floor that we had not yet finished, and one room was divided off from the paper workshop. Into these "classes" we brought everything we had been able to save from the destroyed school: Tables, benches, chairs, blackboards, shelves... Our carpenters repaired what was repairable, and our brave teachers improvised every day.





Construction site at the main center of Shanti Leprosy Relief in Kathmandu's Tilganga district. New classrooms are being built here.

Of course we had dreamed of building a new, beautiful Waldorf school as soon as possible. But after the earthquakes the price of land had risen so much that we had to give up this dream very quickly. We would have had to pay more than one million euros alone for a piece of land that our children could have reached with our school bus - that was and is completely impossible!

So we decided to not leave the classes in their makeshift state, but to expand them and build "real" classrooms. However, there were difficulties with this setup, which slowed us down for a long time. The government very soon formed a committee to coordinate reconstruction, but the committee could not work effectively because political conflicts with India led to a border blockade lasting several months. Important building materials that do not exist in Nepal could therefore not be imported, such as steel and cement.

The head of this committee has been exchanged several times. In addition, permits had to be obtained for each step in the reconstruction

process from dozens of different authorities, whose responsibilities were also constantly exchanged. Thus, our applications were repeatedly delayed and not processed any further. Without official permission, however, we could not start the construction. Otherwise we would have had to pay high fines and dismantle what we had built. A year and another year and a third year went by. New political constellations came to power, and our applications remained on some desk.

Sometimes it was hard not to lose courage in the confusion. So it was helpful for us that the Friends of Waldorf Education and the Software Foundation placed their trust in us - although we always had to ask for indulgence because we were unable to begin construction. In the meantime, more and more children came to attend our school. They have lost their parents to the earthquake and the floods this year and last, and their relatives can no longer feed them.

But now there is a silver lining: friends recommended Prabin Rawal to us, a highly experienced and reliable civil engineer. Up until now, he had been working on several major projects. The first thing he had to do was redraw all the plans of the building on which the classrooms are supposed to be built as a new floor - a cleaner, illiterate, had thrown away all the old plans!

Thanks to his good contacts with the authorities, he has finally been able to obtain the building permit for us. He commissioned competent building contractors and - especially important - supervised the construction himself, for a total fee of only 600 euros!

The shell construction is now finished and we hope to move in soon. The children are eagerly practicing their songs and dances for the opening ceremony!

Marianne Großpietsch

This project was supported by the urgent call for donations of the Friends of Waldorf Education for the earthquake in Nepal in spring 2015.

School meals in Kitale: more children can attend classes

As reported in the last issue of "Waldorf Worldwide", our focus on school meals and the corresponding call for donations in the summer of 2018 enabled us to support numerous schools in providing their students with a healthy meal. One of these schools is the Humane School in Kitale, Kenya. In her report, Juliet Mia, the founding teacher, talks about her newly introduced program for school meals.



Donations from our summer 2018 call "Education needs Nourishment" helped to support Humane School in Kitale.

In early 2019, we were able to start our "Lunch Program". It was fully financed, thanks to the donations we received through the Friends of Waldorf Education. Most of the children who attend our school come from families who can hardly afford to provide their children with regular nutritious meals. Nor is it possible for them to pay contributions to the school for food. Many of these children were only able to attend part of the classes because they went home for lunch and were often taken along to work by their parents. The school meal we now offer means that many children can take part in the whole school day.

In addition to the fact that more children are now attending classes, we have noticed other positive effects: The children appear to be visibly healthier and livelier than before and are more concentrated during the lessons. The children, parents, and teachers are very happy about the food, because it improves their everyday life considerably. The whole school community wishes from the bottom of their hearts for the program to be continued.

Juliet Mia



100 YEARS OF WALDORF

The World was our Guest

The anniversary year reached a successful culmination with a wonderful festival at the Tempodrom in Berlin.

100 years of Waldorf: 2019 has been the year of the anniversary of Waldorf Schools. After many regional celebrations in Germany and other countries and after several international conferences on all continents, Berlin hosted the world on 19 September for the great Waldorf 100 Festival in the Tempodrom.

The deftly curated program offered insights into different countries and cultures with numerous contributions from Waldorf students from Berlin and the surrounding area, from other regions in Germany, and from many other countries around the world. The drumming skills of the students of the Kyotanabe Steiner School in Japan delighted the spectators, as did the orchestra of the Little Yarra Steiner School in Australia. For the evening

program, the flute orchestra of the Chengdu Waldorf School in China as well as a musical ensemble of the Vrije Theaterschool The Hague arrived, and the ensemble Hit the Beat of the Waldorf School Windhoek in Namibia delighted the audience.

Not only on stage did people from all over the world come together, but also in the audience. The big celebration was announced as a one-day "festival" and it kept what the organizing team had promised: In a pleasant festival atmosphere one got into conversation with people from many different countries throughout the day. A truly worthy celebration for the past and for the coming 100 years of Waldorf School.

Christina Reinthal

International Conferences and Celebrations in Review



Picture: Charlotte Fischer



Stuttgart Congress 2019

Following the celebration of the 100th anniversary of the Umlandshöhe Waldorf School and thus of course the 100th anniversary of Waldorf Education, teachers and students met from 7 to 10 September for the Stuttgart Congress 2019. The wide-ranging program included talks and workshops by numerous lecturers. Christof Wiechert's opening speech was followed by lectures by Michal Ben Shalom from Israel, Dr. Constanza Kaliks, Rita Schumacher and Dr. Albrecht Schad. Nana Göbel, Managing Director of the Friends of Waldorf Education, welcomed guests from the international Waldorf school movement such as Christopher Clouder from England, Rieko Hata from Japan, Zewu Li from China, Gilad Goldschmid from Israel and many others. She spoke with them about topics such as "play in the age of the smartphone", "mega-cities and school" and "consumer materialism and the search for spirituality".

Christina Reinthal

Class Teachers Conference in Bangkok

On May 5th, the anniversary meeting for class teachers began in Bangkok. The students of the Panyotai Waldorf School in Bangkok opened the conference with a long, fully memorized concert on traditional instruments. The 250 participants from Holland to Brazil, from Irkutsk in Siberian Russia to Malaysia and Indonesia worked together for six days on general anthropology. In the mornings Christof Wiechert, the former head of the Pedagogical Section at the Goetheanum, gave thorough, true-to-life contributions and deepened the participating teachers' knowledge of the foundations of anthroposophical anthropology.

The enthusiasm for Waldorf education and for cooperation across so many national borders grew day by day. Janpen and Dr. Panosot together with the entire staff of the Panyotai Waldorf School, teachers, cooks and high school students made sure that the great party was a success – in the sweltering heat.

Nana Göbel



Picture: Aimar Zabaleta

International Students Conference 2019

"All or nobody" - that was our motto. We all wanted to go to ISC19, but that seemed to be an unattainable goal to us, at first. After five months of intensive community work, we finally collected the necessary money. With the strength we drew from this experience in our minds and hearts, we boarded the plane on April 17th: 28 Chilean students aged 15 to 18. Arriving in Dornach the lectures started the following day. Most of all, it impressed me that a total of 650 students from all over the world came together at the Goetheanum to have this shared experience. We have made friends with people from all over the world, and these friendships continue to this day. The experience of the ISC19 was wonderful. Back in Chile some classmates initiated a first Chilean meeting for Waldorf students from the upper grades. In early September we met 130 high school students from almost all Waldorf Schools in the country in "Los Mayos".

*Benjamín Senerman Pizarro,
Michelangelo Waldorf School, Chile*



World Early Childhood Conference

Around 1100 Waldorf educators supported "Inner Freedom - Social Responsibility" at the Goetheanum's World Early Childhood Conference from 15 to 19 April.

Waldorf education supports the child in discovering its impulses and developing its own potential for their implementation. The longer it can openly follow its own drive, the broader it can develop its skills. The implementation of this ideal depends on the cultural and legal conditions in the country where the child grows up. The Waldorf movement is looking for ways of working together across countries, languages, and religions in the spirit of social threefolding. One element of supranational cooperation is the International Association for Steiner/Waldorf Early Childhood Education (IASWECE), which organized the World Early Childhood Conference. Here, educators from America, Europe, Asia, and Oceania develop their image of the situation of the toddler, with topics such as "sleep" and "digital media."

*Sebastian Jüngel,
Goetheanum, May 1st, 2019*



Teachers and Parents of the new Waldorf School in Cuenca, Ecuador

TOPIC: NEW INITIATIVES AROUND THE WORLD

Eyes on the future: New Waldorf Schools around the globe

Exactly 100 years after the opening of the first Waldorf School on the Uhlandshöhe in Stuttgart, a new Waldorf School opened in Dessau - it is now one of about 1,150 Waldorf Schools worldwide. The school in Dessau has - just like the Uhlandshöhe 100 years earlier, already achieved a lot before the opening: A suitable school building was found, which was renovated and furnished, teachers were found and trained and parents in the surrounding area were informed about the features of Waldorf education.

What happened 100 years ago repeats itself in large parts with every school founding - in Germany

and all over the world. Setting up a school is always a special challenge. In the vast majority of countries, independent schools do not receive any state support at all - there are no financial resources available for schools in the founding phase. For the Friends of Waldorf Education it is very important to support these schools. For this reason, on the following pages we present three exemplary schools that are in the founding phase: the Dublin Steiner School in Ireland, the KATÛ school in San José - Costa Rica, and the LunaSol initiative in Cuenca - Ecuador.

Then as now – Waldorf 1919 and 2019 – Embarking on the new century

In 1919, when the first Waldorf School began its work in Stuttgart, nothing was finished. The building was not completely remodeled, there were not enough tables and benches, the first twelve teachers had no experience, neither did the parents, the authorities had approved an enterprise they could not say anything about, and money was missing. We asked how Waldorf Schools are started today, where and under which circumstances. We would like to tell you about it.

The power of a visionary idea can be witnessed in the spread of the Waldorf idea in the first years after the opening of the Waldorf School in Stuttgart, in the aftermath of the turmoil of World War I. Two years later, Switzerland received the spark, England in the following year, in 1923 Holland, some other cities in Germany, then Norway, Hungary, and in 1928 New York City. This trend would certainly have intensified if the Nazis had not been elected to power in 1933. Only in Switzerland, in England, and in the USA did the Waldorf educational impulse survive unscathed. In Central Europe disaster broke out and an abyss opened. Not the only abyss of the 20th century, because also under the rule of Stalin, Mao, and Pol Pot people were killed in an industrial manner. After these darkest 12 years of the 20th century the reconstruction began, schools were founded in Europe, pioneering schools. The need was comparable to 1919, and so was the enthusiasm. Again, the visionary idea unfolded its power. Long years of peace followed in Europe, but not in the countries of the southern continents, which could shake off the colonial yoke only in the 1960s and 1970s - often through terrible civil wars. In the following decades, the Waldorf idea slowly spread to these areas, so that after one hundred years we can really speak of a strong worldwide movement.

And what happens now? Where are new Waldorf

Kindergartens and new Waldorf Schools being founded today? How powerful is the visionary idea today? The Waldorf School in Dessau, which starts its work in the school year 2019/2020 and was officially opened on 2 October with a ceremony, has been accepted into the Bund der Freien Waldorfschulen (German Association of Independent Waldorf Schools) as the youngest German Waldorf School. For a long time there was no new school initiative in East Germany. All the more reason to welcome the school in Dessau in the second century of Waldorf. The Waldorf School in Dublin, Ireland, also opens its doors. It is inspiring that in 2019, Ireland, which is currently the focus of political debate on the so-called Brexit, will be able to welcome both a new Waldorf School, and also new upper grades within the Waldorf School in Kildare (only the second upper school in the country over all). Even in Europe, the signs continue to point towards growth. This is shown by the fact that a new upper school has finally been approved in Budweis, Czech Republic, that several Hungarian language Waldorf Schools can start in Sfintea Gheorghe, and other smaller towns in northern Romania, whose teachers are trained by colleagues from the teachers' seminar in Solymar, Hungary. New schools will open in the Baltic States this year and a school is planned on the Black Sea coast in Georgia.



Fall Celebrations at the Dublin Steiner School, Ireland

Realistically, there will never be more than one Waldorf school per 250,000 inhabitants, but until we reach this density everywhere, many more young teachers will have to be trained.

In South America and Mexico, the signs are also clearly pointing towards growth; and there conditions are often similar to those in the early years of the movement. There is a lack of experienced teachers, no money and no buildings. And yet, parents start Waldorf Schools for their children, for example in Arica in the arid north of Chile, in Romeral in the south of Chile, from Tijuana to Puerto Escondido in Mexico, from Misiones to Patagonia. Seeds grow on the African continent, for example in the new Waldorf Kindergarten in Nanyuki, Kenya - or the first seeds are sown in Senegal, Togo, Ivory Coast, Ghana, Cameroon or Madagascar. While the growth in China is limited

to a normal level, which makes sense in view of the scarcity of teachers, there is growing interest in Vietnam, for example. In Asia this can always be seen from the fact that commercial companies want to jump on the bandwagon in order to earn money with education. We can assume that the other Asian countries will again move more into the limelight. The fact that mentors are now needed even in Phnom Penh, Cambodia, shows that here too, the signs continue to point towards growth. This has to do both with the cultural-religious disposition in these countries and with the completely one-sided orientation of public schools toward "results".

Only because we focus on the individual is Waldorf education an answer to the desires of children and parents - also in the next century of Waldorf School.

Nana Göbel



ECUADOR

Working towards a better educational system

“Opting for Waldorf Education in this small South American country is a constant challenge given the social, political, educational and economic situation of the country.” This is reported by the Waldorf teacher Moisés Arcos from Ecuador in the book “100 Years of Education for Freedom” published by the Friends of Waldorf Education on the occasion of the anniversary of the Waldorf Schools. In recent years, laws have been passed that aim towards schooling at an ever-younger age, and the situation for independent schools is unclear. Moises is co-founder of the Comunidad Educativa Nina Pacha in Ecuador’s capital Quito. He was also involved in the training of the teachers who now teach in the recently founded Waldorf School in the town of Cuenca, just 500 kilometers further south. José Luis Rodríguez from the founding team answered some questions for us about the origins of the school.

When did the desire to start a school arise?

In 2014 we began to question the local education system in different places and at different gatherings, an education system that has hardly or not at all developed in recent years. As parents and educators, we saw how urgently something needed to be done. In this way we discovered Theosophy and later Anthroposophy, which led us to Waldorf education. But in our surroundings such education was not being offered. And although our search included other forms of pedagogy, none of these gave us an answer to a truly integral education.

In October 2019, the LunaSol initiative started with a kindergarten for children aged three to five. At the moment we are in the process of adapting the furniture and procuring all of the necessary materials.

Why is the founding of a Waldorf School in Cuenca particularly important?

Because we want to offer a harmonious space that promotes a life of love for learning, in which the child is welcomed as a unique being and in which its manifold abilities are gradually awakened, nurtured and strengthened.

Which difficulties do you still encounter after the founding?

In order to obtain official approval, a location must be presented which guarantees its use for at least the next five years. Therefore it seemed most reasonable to us to acquire our own land for the gradual construction of a school for children up to the age of 14, with the resulting investment and the associated costs.

The economic factor has always been the biggest constraint in every phase of the project, because at the moment we only have funds for the most essential. We will have to continue to ensure the necessary dissemination of the initiative to attract new teachers, parents and a growing community - people who want to participate in this new form of education in our latitudes. We also consider it important as a community to ensure that teachers can be trained locally for the coming years of the initiative.

Which special moments, which joys do you encounter during your founding work?

Along the way we met people with a common goal and the will to renew and improve the local educational system, and by joining forces we discovered in Waldorf education the best way to realize this. The organization and direction of the first Ecuadorian Waldorf meeting was very enriching for us, as it enabled us to appreciate and strengthen the Waldorf community on a national level. Learning about Waldorf Education has also led us to find ourselves and to face our own conscience.

IRLAND

“Hardly anyone in Ireland has heard of Waldorf Schools”

The first Waldorf School in Ireland was founded in the 1980s and there are currently seven schools in the country. Waldorf Schools in Ireland may be subsidized, but they have to make significant compromises regarding their curriculum. The small Waldorf School being established in Dublin for several years has chosen to be independent of these compromises. It is therefore entirely dependent on parental contributions, which puts it in strong competition with the country's many Catholic and few state schools, which are free for the children. For “Waldorf Worldwide” the founding team tells us what hurdles they had to overcome and what support they received.

When did the desire to start a school arise?

The desire to found the school has existed since the early 1990s. At that time the decision was made to build a primary school outside Dublin, in rural Kildare. Since 2015, parents from Dublin have also tried to integrate a primary school into our Dublin-based kindergarten. Our school was founded in 2017 with a first class of eight children. In the last

school year 2018/2019 we had a second class with two pupils. Now, in September 2019, however, we have an entrance class (5-7 years) with 14 children, and a combined second, third and fourth class of 10 children, so we are clearly on the upswing.

Why is the establishment of a Waldorf School particularly important at this location?

Dublin is Ireland's capital, and we think that educational alternatives are particularly important in the country's current climate. 96 per cent of all schools in Ireland are still run by the Catholic Church and the few state schools are completely overcrowded.

What are the particular obstacles that had to be overcome to found the school?

Our biggest challenge is that we don't get any state support. We fully depend on parental contributions and donations, which currently cover the teachers' salaries, but make the purchase of materials, toys, and the maintenance of the building very difficult.

Which difficulties do you still encounter after founding the school?

In Ireland hardly anyone knows Waldorf Schools, so we have to do a lot of public relations work. Church and state schools are free, so we have to repeatedly explain ourselves and justify the fees. Our kindergarten receives state support and parents only have to pay a small amount. This makes our kindergarten very popular and we have a long waiting list. So at the moment we are trying to make sure that the kindergarten families stay with us for the primary school.

Which special moments, which joys do you encounter during your founding work?

It gives us great joy to see how the children thrive and sometimes even participate in the founding work. They see the school as “their” school. The older children were allowed to stay up in the evening to listen to a radio interview with one of our mothers about our school, and were also present when we had a meeting with a landscape gardener. We involve the children in the work as

much as we can. We were also very happy about the items donated by German Waldorf Schools and the donations of the Friends of Waldorf Education - a second grader wanted to donate us his pocket money. This gives us the feeling of belonging to a large, generous community.

COSTA RICA

“The creative part in us never sleeps”

KATÛ means “firefly” or “collection point” in the language of the Bribri, an indigenous people in Costa Rica. A fitting name for the Waldorf initiative, which became manifest in January 2018 with the founding of a kindergarten. The initiative in the capital San José rests on a firm foundation and developed step by step. It all began almost six years before the founding of KATÛ: A group of interested people asked the German Waldorf teacher Svenja Büntjen to introduce them to Waldorf education. At that time, Svenja Büntjen had moved to Costa Rica with her family due to her husband’s job. The group of interested people changed again and again and grew at the same time. Finally the wish was expressed to set up a Waldorf training and the working group developed into a small Waldorf seminar. In an interview, Svenja Büntjen tells us how the small Waldorf School finally came into being.

When did the desire to start a school arise?

In San José we have the situation that the foundation of the kindergarten KATÛ is the result of a small local teacher training initiative. In its last year of training, this group used targeted public relations work to form a pool of people interested in Waldorf Education in Costa Rica, a pool from which the founding parents of the kindergarten and now also of the school emerged. The desire for a school has actually existed since the beginning of the teacher training in 2013, but the concrete preparations have only been in progress since 2017, due to the cooperation with the founding parents. The first class was opened on 1 February 2019.

Why is the establishment of a Waldorf School particularly important at this location?

In general, Waldorf is still very unknown in Latin America, especially in Central America. Many countries are in a difficult economic and political situation and are constantly experiencing riots, social conflicts and wars. These are not good conditions for the development of Waldorf education. In the last five years or so, however, there has been a growing demand for new educational ideas. People are looking for alternatives, not least because of the threatening climate change. Costa Rica, probably the leading country for environmental protection in Central America, paradoxically sticks to its traditional school system. Most children from public schools do not pass the entrance exams for the state universities, which are much cheaper than the private ones. The private schools, on the other hand, are primarily concerned with getting as much academic knowledge as possible into the heads of the children, at any price. I know of no other country where so many children need psychological help to get through school. Besides, most private schools are very expensive. There is a lack of alternative and meaningful school options.

What are the particular obstacles that had to be overcome to found the school?

Actually, the entire founding process is a veritable hurdle race; if we overcome one obstacle, the next one is already on the doorstep. From a European point of view, it is very difficult to imagine what it means to introduce a completely new form of education form to a country like Costa Rica. First, we must make people aware of the essence of Waldorf education, spark their interest and inspire them. Of course, this is particularly difficult if you don’t have a showcase project. There is still no real Waldorf School in the country. So we have to be very creative and constantly think about new ways of proceeding strategically. Of course things are much better since the kindergarten was founded, because it speaks for itself.

Since we are still a very small community, the workload is very high. For financial reasons we have



to do everything ourselves, that means we build all the furniture ourselves, make the toys, clean and cook, work on our huge garden, produce products for sale, do public relations almost every weekend, do press work, organize workshops, do handicraft groups for children, and now a mother and baby group. And of course all this has to be done at a high level, so that people feel attracted to our project.

The economic factor is still a very threatening concern for us as we still do not have enough children and many parents cannot pay the full school fees. However, the demand is already increasing considerably, and we have several requests per week. On the last Open Day we had, for the first time, more visitors who came because of a personal recommendation than visitors who followed an advertisement in the social media. That gives us hope, of course.

Which special moments, which joys do you encounter during your founding work?

One of the really great moments is the kind of encounters we have with each other. As a group, we

have set ourselves the goal that social interaction must be the basis of our work. Especially in the Waldorf Schools, there are always great challenges when it comes to this topic. KATÛ is still in its infancy, and we still have the opportunity to develop a community that integrates the most diverse personalities. Of course there are conflicts, but we try to transform or accept them. It is a great gift to discover and accompany the development of our children together.

It's also fantastic to see what unusual ideas we've already come up with in our misery. The creative part in us never sleeps. Ever since I've been a part of KATÛ, I have a different view of the world; all of do, I think.

Interviews conducted by: Christina Reinthal

Due to lack of space, only parts of the interviews could be printed here. The complete interviews and further information on the topic "New Schools" can be found on our website at freunde-waldorf.de/neueschulen.

IMPRESSIONS FROM THE INTERNATIONAL STUDENTS' CONFERENCE





At this year's International Students' Conference from 23 to 27 April, 650 students from 30 countries met at the Goetheanum, Switzerland, to celebrate the 100th anniversary of Waldorf Schools. In addition to interesting talks, there was a colorful program of workshops and working groups. WOW-Day was also there with a workshop and a "Changemaker talk". Furthermore, WOW-Day coordinator Jana-Nita Raker and eurythmy student Miguel Faria created a photo campaign and photographed more than 70 students to the statement: "This makes me courageous!" Here are some pictures taken during this campaign:



From Karlsruhe into the World

"Emergency pedagogy - How pedagogy can help injured souls of children" was the title of the eighth annual International Conference for Emergency Pedagogy, which was held from 20 to 23 June 2019 at the Parcival Center in Karlsruhe. Under the auspices of the Minister-President of Baden-Württemberg, Germany, Winfried Kretschmann, the focus lay on the foundations of emergency pedagogy, as well as on exchange and the creation of international networks. In this context, Sunday also saw the celebrations for the foundation of the international association "Emergency Pedagogy without Borders".



Trauma – a term that is used in many contexts and yet often remains ambiguous. What are aspects of traumata, which very different events traumatize people, and, most importantly, how can one help those affected by trauma?

In crises and disasters around the world, marked by fear, hunger, and death, it is the children who suffer the most. They are in a situation where they require immediate professional support. In her talk "Introduction to Emergency Pedagogy" at the beginning of the annual Emergency Pedagogy Conference in Karlsruhe, Kristina Wojtanowski described what this support can look like, how emergency-pedagogical methods are applied, what the challenges are for deployments in disaster regions, and what it takes to take part in such interventions.

In the following opening lecture "Tsunamis of the Soul", Bernd Ruf dealt with the specific approach of anthroposophical emergency pedagogy for children and adolescents. Using examples, he explained

how individual and professional capacities are impaired through traumata and how this can be counteracted. "Overcoming the effects of trauma" was also the subject of the talk of Andreas Krüger, child and adolescent psychiatrist and also initiator of the Ankerland association. He described how helpers can recognize, understand and heal traumatic stress, working together with the children and adolescents.

On Friday, the focus lay on crisis management and on psychosocial care in so-called "mass-causality incidents". It is not just natural disasters and wars that can traumatize children. Accidents and other misfortunes also need emergency preventive care and aid. The KiKat research project, which was presented by the project leader and professor at the Medical School Hamburg Harald Karutz, is investigating the psychosocial emergency treatment of children and adolescents in complex situations of danger and harm. The follow-up care after the incident, which also needs to be tailored

to the specific local situation, is another complex challenge for specialists. Psychologist Thomas Weber explained "The Concept of Structural Interdisciplinary Aftercare" and how important it is to have a coordination site, which directs and controls all necessary tasks. This question, of how people are able to resist in the face of trauma, difficult circumstances, and great burdens, was also discussed in Christian Schopper's talk on trauma and resilience research.

Initially mainly occurring at schools in the USA, mass shootings have long reached Europe. In 2016, an 18-year-old student killed and injured a large number of people in Munich. Hermann Saur was personally involved in the emergency pedagogical care after this incident. On Saturday afternoon he showed the possibilities and limits, the strengths and weaknesses of acute psycho-social care, using the example of the mass shooting as well as many other less exceptional examples. A resource-oriented approach is important not only in acute emergencies: In order to overcome a trauma in a sustainable manner, a special psychotherapeutic treatment is often advisable or necessary. In a very practical manner, Annette Junge-Schepermann, in her evening lecture, gave an introduction to the 5-step pentagram trauma therapy, using the cases of two children from her practice as examples, as well as short, imaginative, and interactive exercises to help the audience experience the issues raised for themselves.

The talks were supplemented by numerous workshops. Verbalizing experiences and emotions, finding creative modes of expression, maintaining ritualizations and rhythms, encouraging physical exercise, play, and relaxation – the practical methods of emergency pedagogy could be tested and experienced.

The central event of the conference was on Sunday, the ceremonial signing of the joint general agreement of the international association of teams from 24 countries. The cooperation is based on a shared foundation, to which all members have committed themselves. The helpers are active



around the world in emergency-pedagogical interventions. They offer support where it is most urgently needed, making "emergency pedagogy without borders" possible.

The importance of this international network is already showing itself in numerous examples. Permanent and sustainable work on site relies not just on international acute care for children in disaster regions, but now also on local self-help. There are, e.g., emergency pedagogues regularly working at the border between the USA and Mexico, and between Venezuela and Brazil.

A Brazilian association for emergency pedagogy was founded in 2016. It contributes to international interventions, does local work, e.g., in the Favelas, and, for several months now, has been working on the border with Venezuela. In the city of Boa Vista, where most of the Venezuelan refugees arrive, sweltering heat alternates with tropical thunderstorms. The city is at times hot and dusty, then humid, wet, and muddy. And still, the people say they are better off there than in Venezuela.



The team provides acute care for children and cooperates with local and international organizations such as UNICEF, introducing them to emergency-pedagogical methods for dealing with the trauma-induced behavior of children.

The local team in Mexico came together in 2017, during an emergency-pedagogical intervention after the earthquake. Since then, it has received continuous further education; a permanent and sustainable local work has been established. One of the team's missions is to help the refugees who get stranded on their way to the USA. Every year about 400,000 people cross Mexico's southern border. They are fleeing to Mexico from poverty, organized crime, and lack of opportunities in countries such as El Salvador, Nicaragua, Honduras and Venezuela. After their terrible experiences in their home countries and as refugees, the children get to spend time with artistic-creative pursuits, movement and rhythm games, and fairy tales, thanks to the emergency pedagogues. They spend time in nature and get to be children again – an experience they have often been deprived of for a long time, in their home country and as refugees. The parents have the opportunity to speak of their experiences in a safe space or to express through painting those experiences they are unable to articulate.

Emergency pedagogues are also work in one of the world's largest refugee camps. Since its beginnings in 2013, the staff of the Waldorf Kakuma Project has grown from twelve to almost eighty people. What started with two only halfway equipped child protection centers, now covers seven centers, fully equipped with learning and

playing materials for 1,300 children per month. It all started with the cooperation with the Friends of Waldorf Education. By now, Waldorf Kakuma cooperates with UNHCR, UNICEF and the Turkana County Government. Donations have made it possible for us to acquire two vehicles, which have simplified our operations in Kakuma. The team is not just actively involved in child protection and education, but also in the coordination of different sectors in the refugee camp.

A further example of our internationally successful work is Indonesia. In September 2018, the island of Sulawesi was struck by a devastating earthquake, followed by a tsunami and soil liquefaction. Thousands of people died, 210,000 lost their homes. After the acute emergency-pedagogical mission and the seminars in December, locals established a team for educational and psychological first aid. Since then, 23 volunteers have been doing emergency-pedagogical work with the children of eight villages. The effects so far have been very positive. The children are calmer and more attentive. It has become easier for them to follow school lessons. Some teachers also report that the children are able to concentrate better after the activities.

The work of the local team in Argentina is entirely different, but no less important. In many Argentinian cities, violence and crime are part of everyday life. We have held regular emergency-pedagogical training here over the last few years; by now we have a stable and very active group. Since March, they have been working in three prisons around Buenos Aires. They work with the organization Athletes for Peace the work on



important subjects with the young people, using emergency pedagogy, sports, art, biographical work, as well as conversations and coaching. Many are heavily traumatized; they are afraid of the future. The emergency pedagogues want to heal at least part of the trauma and help the young people with sports, their program, and school (attending school is a mandatory requirement for taking part in the program). One hopes to show these young people prospects and a future.

Be it a storm that destroys home, a yearlong war, flight, displacement or lack of prospects: these crises and disasters have been increasing for years. It is in particular children and young people that suffer the consequences.

And even as teams of volunteer helpers are active in emergency-pedagogical interventions all

over the world, it is not always easy, and sometimes impossible, to be there where help is most urgently needed.

In order to help fast, in a sustainable manner, and without too much red tape, the international network "Emergency Pedagogy without Borders" is of essential importance, and we are glad that we can go this next big step together. A guiding theme in the work of the Friends of Waldorf Education comes from Goethe's fairy tale of The Green Snake and the Beautiful Lily. There, the old man with the lamp says: "Whether I can help, I know not; an individual helps not, but he who combines himself with many at the proper hour". This is also true for our work in emergency pedagogy.

Reta Lüscher-Rieger

What we achieved: WOW-Day 2018

"Take courage – Take part!" Under this motto, young Waldorf students were active in a total of 27 countries around the world in 2018. They were all united by one goal, which they worked for together in many parts of the world: Every child should be able to attend a Waldorf School regardless of the financial situation of their parents. The pupils worked hard at companies, gave charity concerts or fought for every kilometer in the charity marathon. We have already presented a few of the wonderful campaigns from 2018 in our newsletter Spring/Summer 2019. In this issue you will find letters from all over the world that tell you how and where the commitment of the students makes an impact.

The students were able to support almost 60 Waldorf and social institutions in 2018. In many places, the donations help to make purchases that the institution cannot make by itself. In Ghana, for example, they enable the purchase of fresh food at the market, new chairs for the seventh grade in

Tajikistan or the drilling of a well in Ethiopia. For other institutions it is a matter of "all or nothing": the rent for the next few months or the admission of a child whose parents cannot afford school fees.

It is especially encouraging that the Shanti Sewa Griha School in Kathmandu was finally able to start building new classrooms this year, after many years of waiting and negotiating. The devastating earthquake in Nepal in 2015 completely destroyed the classrooms of the Waldorf School. Many Waldorf students worldwide strongly sympathized with the victims of this disaster and collected donations for the reconstruction on numerous WOW campaign days. Thanks to many WOW-day activities around the world the Shanti School will be able to have an earthquake-proof building in the future. Read more about the construction work in the Shanti community on pages 16 and 17.

Jana-Nita Raker



Worldwide
149 Waldorf schools in
29 countries took part
in WOW-Day 2018.



318.262 euros
were collected
(as of: 17.09.2019)



We were able to support
a total of **59 Waldorf**
and social initiatives...



... in 27 countries.

The Waldorf 100 relay run, which ended on 19 September 2019 in Berlin, became a donation run: for example, at the Waldorf Schools in Dachsberg (image above) and in Göppingen (image below).



WOW-YEAR

WOW-Year is in full swing!

Many thanks to all the schools that have already participated with fantastic activities! But the WOW-Year is not over yet: The regular campaign period from 29 September to 29 November is not in place in 2019. Your fundraising campaigns are possible until the end of the year.

In addition to Autumn Fairs and Michaelmas, the Advent season is particularly suitable for getting together at Christmas markets and advent benefit concerts and for jointly building a bridge to the world.



On 25 May the Waldorf School in Chisinau, Moldova, had a campaign day as part of the WOW-Year.



Brazil

Várzea da Roça, Escola Anael

Ethiopia

Hawzien, Fink Hawzien



Dear students,

Thank you very much for the donations you collected for us on WOW-Day! The donation will be used to buy flour and feed for the cows. Thus we can secure our children's supply with bread from our own bakery and with milk for more than one year. In this way you have ensured that no child in kindergarten and school has to learn hungry. If there is still some money left, we will use it as a small contribution for drilling a well or for the construction of a science and media room.

In the name of the children we thank you very much.

*With kind regards from Ethiopia,
Association Fink Hawzien*

Dear students,

The school community of the Escola Anael would like to thank you very much for your great commitment! We are a small, ten year old Waldorf School in the remote and very dry hinterland of Salvador da Bahia. The parents cannot carry the monthly costs of the school at all or can only contribute a small amount. Recently, a friendly donor made it possible for us to drill a well. We are very happy about this as we can now try to grow our own vegetables without poisonous sprays or fertilizers. With your donation we want to create a garden, advance irrigation, provide shade and finally plant and harvest. Everyone's looking forward to it! Actually, we don't know what to say to express how we feel. When you fight "at the end of the world" for a better future, it is an overwhelming feeling to experience how young people work to make this financially possible!

*A very warm OBRIGADA to all participants,
combined with an invitation to visit our school or to
do a voluntary social year here.*

Doris Knipping and the entire school community

Egypt

Luxor, Waldorf School Hebet el-Nil



Guatemala

San Marcos La Laguna, Escuela Caracol



Dear students,

It is a great miracle for us that you think of us and stand up for us! It is a beautiful gift to feel that we have big brothers and sisters. Your donation allowed us to put a big blue school gate in the school wall. It's great during recess because we still have so much space on the construction site to run and play. But it will be very hot in March and then it is going to be between 40 and 50 degrees Celsius again. The sun is burning and we urgently need trees. Your donation made it possible for us to plant a lot of different fruit trees: Mango, lemon, fig, orange, mandarin, gawafa, pomegranate and in between always a fig tree, because it grows very fast.

We thank you from the bottom of our joyful hearts for the soon to be shade that you give us through your support!

Your friends from Hebet el-Nil Waldorf School

Dear students,

Thank you for your generous support of the Escuela Caracol. It is an incredible encouragement for us to receive support from another Waldorf School, as we are one of the first Waldorf Schools in Central America. Your continued interest in Escuela Caracol really inspires us. Your WOW-Day contribution helps us to procure enough teaching supplies to ensure that our students will have the necessary tools to learn and express their skills for an entire year.

We would like to thank all the people who have been involved in WOW-Day at their school in 2018!

Best wishes, Juan Diego Arrivillaga

Colorful, exciting, different – how volunteering changes the way you look at the world

Chennai is one of the largest cities in India. In the midst of it one finds the Arvind Foundation, an institution founded by parents for children and young adults in need of assistance. Every year several volunteers travel to the east coast of India to do their voluntary service. Almost a year ago, Johanna left her home near Munich and started her volunteer year in India.



There were many challenges. Going shopping for the first time, crossing a street, understanding the bus system and much more. But the biggest challenge for me was to take my time. Time until I was able to work more independently and thus became more involved in the work, time until I was able to move independently in Chennai, time until I was no longer completely exhausted after every school day and could start doing something. My days at school start at 9:00 with the morning circle.

Then we went to the main lessons in the individual classrooms. There I take care of individual students, support them in painting, cutting, and spelling and help with dance or drama rehearsals. Every day is a little different here. The plan exists on paper. The reality is different. And so I have to get used to not being my German self. Early in my service, I made a resolution to learn a little more about the Indian way of life, "don't worry - it will work out somehow, and we'll tackle it in a very relaxed way". My tasks are diverse. And since every child has its specific points where it needs support, over time I not only get to know them better, but, above all, to love them. Their loud calls every morning from the entrance gate, how they develop, watching them try something out and rejoicing together with them when something works out after long practice (or on the first go). To inspire the children with something new or to be taught something by them. Every day is different thanks to them, and the day becomes beautiful when the first student calls "Good Morning Akka" through the door.

My work is appreciated. I assume more and more responsibilities, am allowed to take over whole classes and feel as part of the teaching staff. Already after a few months I have arrived fully and completely. Meanwhile the shop assistant of the small shop around the corner only puts my morning shopping out when she sees me and grins when I speak in broken Tamil.



My roommate becomes my family. We cook together, go shopping together, discuss things from work and support each other when we are in trouble. But at least as important for me is the friendship to a teacher from school and to her daughter. Thanks to them I get deep insights into Indian life, into customs and festive rituals, into social conditions and last but not least into the secrets of Indian cuisine.

In between I also have time to travel and explore the country. For example, I fulfill my wish to admire the mountains of the Himalayas and for a change I enjoy freezing there instead of feeling the constant warmth that prevails in Chennai.

But it was the warm, colorful, and turbulent city, which has been my home for a year, that really impressed me. This small part of this huge wonderful country is growing more and more dear to my heart every day. At first, I was overwhelmed by the traffic, the bus driving and the large number of people around me, but now, as often as I can, I throw myself into the commotion on the wide streets of the city by bicycle. And no, it's not as dangerous as it might seem at first. Because in contrast to the roads in Germany, the majority of the drivers here drive much more slowly and attentively.

In my time as a volunteer, I immerse myself deeply into the real local life. A reality that most tourists and travellers do not perceive at all, because they visit the tourist places and thus travel past the

people. Those who live and work with people get a different view. By taking a closer look and collecting different insights, I could see that, without wanting to, I had misjudged the people around me. I looked around twice, compared the events with my life in Germany and had jumped, as it turned out, to wrong conclusions.

I still remember my school days when I did my homework as quickly as possible and then met up with my friends. Here I experience a different attitude towards school. In the afternoon care, where I take Tamil lessons, the children usually come directly to the tutoring after lunch and often study there until 7 pm. My host sister also studies most of the time. There's not much time left for leisure.

But not only the children, but also the staff at the facility and the roommate, who has two jobs and also attends further training courses on the weekend, work far more than the eight hours a day we know of.

In my first report in autumn, I was surprised that people around me do so little in their spare time. At second glance I noticed that they work so much that it is only understandable to use the little free time they have for relaxation.

I received this impulse to think about how I view things and to question the supposed facts during the halftime seminar. The seminar days are an integral part of every voluntary service. The year begins

with the departure seminar and ends with a final unit; the halftime seminar, as the name indicates, takes place halfway through the service. There my pedagogical supervisor drew my attention to how much language can do and how often words and concepts can be misunderstood.

It can happen so fast. Prejudices form so quickly, unintentionally, and unconsciously. With a few collected impressions, a ready-made opinion and

wrongly chosen words, my reporting gave the impression that the people around me would rather rest than work actively or do something. Therefore my new goal is to question my thinking again and again, to try to have a neutral view for new things, to critically question my role and my voluntary service and to deal more with racism in our everyday life.

Johanna Kirchner



A unique snapshot

Einblicke weltweit – 100 Jahre Waldorfpädagogik
Insights Worldwide – 100 Years Rudolf Steiner Education

"Einblicke Weltweit – Insights Worldwide" is a photobook published with Kehrer Verlag by the Friends of Waldorf Education in cooperation with Leica Camera AG on the occasion of the anniversary of the Waldorf Schools. Exclusively for this book, Leica photographers such as Dominic Nahr, René Perez, Herbie Yamaguchi, Fulvio Bugani and Laxmi Kaul travelled around the world to visualize the special features of each country and its connection to Waldorf Education. The volume thus becomes a unique snapshot of the world's largest free school movement. About 120 color and black-and-white pictures show current insights into Waldorf schools in 40 countries, which are accompanied by quotations on Waldorf Education – by Rudolf Steiner, among others – in German and English.

The book is now available in stores and can also be ordered directly from Kehrer.

ISBN 978-3-86828-920-6

Format 210 x 280 mm

176 pages

Hardcover

€ 39,90

New dwelling for the living and working community in Qedeli



People with disabilities have been living and working in the Qedeli community in Georgia for almost 20 years. There was space for about 18 residents so far, but now another residential building has been built so that a total of 31 people can be cared for. The village, a little off the beaten track, was revitalized by the construction work and the additional residents. There are several workshops aimed at self-sufficiency: garden, bakery, wood and wool workshop, and laundry. On the surrounding meadows the community's cows graze. A lot of importance is attached to art and culture. The initiator and director Lali Khandolishvili, formerly a professional music teacher, also helps the residents to achieve a really good vocal power, which they are happy to prove at performances.

New classrooms for Kufunda

The Kufunda Waldorf School with its kindergarten is located in the middle of the impressive Zimbabwean nature, right by a village.



The school is a growing community with committed school and kindergarten teachers. A building with several classrooms has been completed and after the holidays in August the students moved in. During the holidays, the new rooms were used as conference facilities for the All African Anthroposophy Training.

Successful General Meeting of the Friends

In a very constructive general meeting of the Friends of Waldorf Education on 28 June, an amendment to the articles of association and the establishment of a supervisory board were adopted.

The amendment to the statutes provides for the association to be supplemented in future by a supervisory board. The supervisory board consists of a minimum of four and a maximum of eight members. One of the heads of the Pedagogical Section of the School of Spiritual Science at the Goetheanum, Switzerland, and two board members of the Friends of Waldorf Education Foundation are ex officio members (see news below). In addition there are up to five members to be elected by the general assembly. The supervisory board is appointed for a term of seven years. The supervisory board will not be active on an operational basis, but will appoint the management board, supervise the work and, above all, maintain the spiritual foundation. The work of the supervisory board is honorary.

This changed structure is to be implemented at the general assembly 2020, at which elections for the offices in the Friends' Association are to be held.

New Foundation of the Friends of Waldorf Education

After the special general meeting in January 2019 and the agreements made there, we have now established a foundation of the Friends of Waldorf Education (Stiftung der Freunde der Erziehungskunst). In this way, we supplement our portfolio with a long-term instrument into which bequests and legacies can be incorporated, which will be available for the sustainable safeguarding of the international cooperation of the Friends or also

for other tasks or areas of work. One of the great challenges of those departments of the Friends that do not receive public funds for their work, especially for international cooperation, is to ensure the financing of normal business operations. In the future, we want to pool estates that are to be used for this purpose. The aim is to preserve the long-term work for the worldwide Waldorf movement.

Seminar for High School Teachers in Melbourne



The Melbourne Rudolf Steiner Teacher Training Seminar offers an intensive program for high school teachers for the fourth time from 13 to 17 January 2020. Under the heading "From Encounter to Insight - pathways of experience in education" teachers will meet for various workshops and lectures. Craig Holdrege from the Nature Institute, USA, agreed to deliver the keynote lecture. This is a wonderful opportunity to hear Craig and his work as director and founder of the Nature Institute. Lisa Devine, Alison McKean, Terry McMilan, Wolfgang Maschek and Tania Hungerford will all also hold workshops.

To find out more please go to: <https://steinerseminar.net.au/steiner-high-school-teacher-intensive-2020/>

Third Waldorf-100 movie



"Becoming ..." is the title of the third movie in a series of short films produced on the occasion of the centenary of Waldorf Education under the direction of the award-winning Californian documentary filmmaker Paul Zehrer. It provides an insight into the inclusive diversity of Waldorf Education under the most diverse cultural, social, religious, and economic conditions around the globe. No age has a deeper impact on the whole of life than the first years of childhood. "During the first seven years, children develop the physical foundation for life. They experience the world through their senses and through encounters with people," says Clara Aerts, coordinator of IASWECE and co-producer of the movie, which was shot in the USA, Israel, Japan, India, South Africa, Guatemala, the Czech Republic, Switzerland, and Germany. „ The experiences that we make possible - or withhold - for our children at this age form the most elementary basis for their further lives and thus ultimately for the future of humanity." <https://www.youtube.com/watch?v=6a1MLjCHyPo>

Dear educational sponsor, dear school class,

In most countries Waldorf Schools do not receive state support and parents often cannot afford school fees. Through an educational sponsorship you can enable children from financially underprivileged families to attend a Waldorf school. In this way you help the school take in children from different social backgrounds and support the entire school organism. You can select the amount of your donation freely, since every contribution helps. The full tuition fee is usually between 35 and 200 euros per month. As an educational sponsor you will receive a photograph and a letter or short report from the sponsored child twice a year.

We would be delighted if you considered becoming an educational sponsor! Simply fill in the form "Donate and Help" (p. 46) and note the name of the child and the school. Since every sponsorship is something individual and every educational sponsor has different ideas, I would be happy to have a short personal conversation beforehand.

Fabian Michel

Tel. + 49 (0) 30 617026 30

f.michel@freunde-waldorf.de

SOUTH AFRICA



Zenzeleni Waldorf School in Cape Town
Sithenkosi (9) lives in Lithapark in Khayelitsha, together with her parents and her older sister, who already attends the fifth grade of the school.

She loves to dance to traditional South African music. At school she particularly looks forward to art and music lessons. She doesn't like it when other children fight and always tries to find a solution to end the fight, which she often succeeds in because of her lovable nature.



Hermanus Waldorf School
Kgabane (9) lives with his single mother in Zwelihle, a township near the Hermanus Waldorf School. His mother works as a housekeeper. Every morning Kgabane comes to school with a smile on his face. His teacher

says that he is a very caring boy. His classmates even see him as a great role model. Kgabane loves mathematics and likes to share his knowledge with his friends and classmates.

PHILIPPINES



Gamot Cogon School

Andreia (7) lives with her older sister, her single mother, her aunt, and grandmother in modest circumstances. She enjoys singing and drawing at school. She is a

very enthusiastic and curious little girl. During recess she likes to climb trees to watch the other children from above. She already has an extraordinary sense of responsibility for her age.

HUNGARY



Gödöllő Waldorf School

Hunor (8) Together with his twin brother and his parents, Hunor lives near the school. He is a perceptive, capable, self-confident, and helpful boy. He often clashes

with his twin brother, but a few minutes later they are inseparable again. He is particularly proud of his self-made flute case. He has almost never lost to his parents when playing memory. On weekends the family often goes on bicycle tours together, which Hunor greatly enjoys.

TANZANIA



Hekima Waldorf School in Dar Es Salaam
Adam (8) lives with his mother and his two younger siblings in a small hut on the outskirts of Dar Es Salaam. Since his father died early, his mother has to provide for the whole family by selling vegetables.

He takes part in the lessons with fun and joy, and there is no lesson where he does not ask the teacher an interesting and exciting question. During the breaks, Adam likes to play soccer with his friends. After school he helps his mother sell vegetables on the roadside or he plays with his friends.

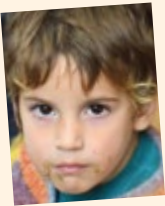
MEXICO



Escuela de la Ciudad de Mexico
Aurora (7) is an energetic and playful girl. She likes to play with her classmates and has many friends in the class. Her favorite subjects are handwork and sports. In the afternoon she likes to spend her free time with

her family or go playing with her friends in the nearby park.

ISRAEL



Ein Bustan Kindergarten
Hilel (3) and his single mom live in a 1.5-room apartment. He is a friendly and gentle child who loves to help other children. Hilel is strongly connected to nature, loves the sea,

animals, and plants. He loves to sing and knows many songs in Hebrew and Arabic. His mother is very happy that her son can attend a Waldorf Kindergarten.

UKRAINE



Waldorf School in Dnipro
Bogdan (5) is a quiet and fun-loving boy. His mother works as a nurse, and his father recently died in an accident. Bogdan is currently attending the school's Waldorf

Kindergarten, where he can let off steam and play. He enjoys the time with his friends and thinks up many exciting games. Bogdan has a strong imagination and also likes to reenact fairy tales.

MOLDOVA



Liceul Teoretic Waldorf in Chişinău
Paulina (7) lives together with her parents, her three siblings and her four adoptive siblings in modest circumstances. She has taken her adoptive siblings to her heart just like her own. She enjoys singing, dancing and drawing at school. During recess, she often simply looks at a picture book and enjoys the peace for herself.

PERU



Kusi Kawsay
Flor lives together with her parents in Taray, a village neighboring Pisac. Her mother is a cook, and her father is a construction worker. Flor attends the Waldorf Kindergarten

in Kusi Kawsay and is very happy there. She loves nature and observes ladybirds. In kindergarten, Flor often helps out and likes to hand out meals and fruits to the other children.

The eighth grade of the Liceul Teoretic Waldorf in Chisinau

"They are not what most people might expect eighth-graders to be like, but they deserve to be called excellent, tireless and well-behaved." That's what class teacher Natalia Vacariuc says about her eighth grade. Indeed, if you want to meet great young people with a unique sense of humor and get to know them better, the eighth-graders are just the people you need.

This class has developed a good capacity for self-motivation and a very positive attitude towards life. The students are explorers by nature, curious and adventurous and learn best through interaction and activity.

Although these young people sometimes present a unique challenge for educators, they have a strong sense of responsibility and strive to give their best. They are at an age where they begin to develop values, make decisions, and participate in activities that have an intrinsic value.

They've always been a very creative class. Together they have made carpets, glass art, drawings, and even paintings in recent years.

Apart from that, they also have different hobbies and favorite subjects. Some, for example, like to do sports - here they can assert themselves - while some like fashion and want to be designers when they grow up. On the other hand, there are students who are good at painting and drawing or at foreign languages.

Students in this class actively participate in all school activities. They have also organized a "show". It is not always easy because everyone has a different opinion about what to do and some are more interested than others. They are currently working on two plays: "Peter Pan" and "Iron Friendship". Both require time and effort, but hopefully they will be as successful as the previous performances



Donate and Help

Yes! I would like to donate _____ € once jährlich

My donation is for: six-monthly

- the International Relief Fund
- the following project/godchild: _____
- Yes, I would like to participate in the 10% campaign and donate an additional 10% of the amount mentioned above towards the budget of the *Friends*.
- My donation is for the work of the *Friends of Waldorf Education*.
- With my donation I become a sustaining member of the *Friends of Waldorf Education*.

First Name, Name

Address

Postal code (Country)

Phone, Fax number

Email

Yes, I would like to receive the newsletter "keep up with the *friends*" (for which my email address is required)

The 10% campaign

- Yes, I would like to participate in the 10% campaign and donate an additional 10% towards the budget of the *Friends*. Enabling the development of Waldorf initiatives worldwide is important to me.

Date, Signature



FOR OUR DONORS

GLS Bank Bochum

IBAN: DE47 4306 0967 0013 0420 10

BIC: GENODEM1GLS

Please state:

Purpose of donation + your address

Imprint

Editors: Christina Reinthal, Nana Göbel

Translation: Sara Blum

Design: Janine Martini, Berlin

Association

Wagenburgstr. 6

70184 Stuttgart, Germany

Registry number VR 2806

Privacy Policy for Donors: Your privacy is important to us and we treat your data in a strictly confidential manner. In order to provide you with a tax receipt, we will save your address. Your contact details will not be disclosed to unauthorized third parties. In addition, we will inform you four times a year about our work with our "Rundbrief" and member newsletter. If you do not wish to receive information from us, please let us know. We forward donors data to our partner initiative, so they can thank you directly. Our partners are not authorized to release the information to third parties. You can object to the transfer of your data at any time.

> How can I help?

With non-dedicated donations for our International Relief Fund, the *Friends of Waldorf Education* can respond to urgent requests and support initiatives worldwide. As a sponsor you can give children the opportunity to attend a Waldorf school. And through their commitment on WOW-Day, students can raise money for disadvantaged children in Waldorf initiatives worldwide.

> Does my donation reach its intended purpose?

Sponsorship donations, contributions for the International Relief Fund and donations without specified purpose, as well as the money collected on WOW-Day, are all forwarded to the intended projects directly at 100%, i.e. without deduction of administrative costs. We are also in close contact with our partners, who inform us regularly about their work.

> How do I contribute as a supporter?

As a supporter, you can contribute to ensure that donations are forwarded at 100% to Waldorf initiatives around the globe, that our partner projects receive support in difficult situations, as well as ensure that our global commitment will be published through our publications. As a sustaining member, you will receive our member newsletters that inform you about new developments in our work. We appreciate every donation that helps us realise our important work!

Forwarding 100 % And financing our work

Since 1971, we are succeeding in forwarding all earmarked donations at 100% to projects abroad. In order for this to succeed in the future, we kindly ask for your support.

There are several possibilities for doing this:

- Join the 10% campaign by donating 10% for the work of the *Friends of Waldorf Education* in addition to your earmarked donation.
- Become a supporting member by donating an amount of your choosing on a regular basis. This provides a dependable foundation for our work.
- You can help us with a single donation for our work.
- A more effective way to secure our work even for the children of coming generations is to include us in your will as a beneficiary (I would be happy to advise you on this matter, please give me a call: +49 30 / 6170 26-30, Eleonore Jungheim).

Only with donations from people who have confidence in our work, can we help.

Therefore, our sincere request:
Stay committed.

Community Service, Emergency Education

Parzivalstraße 2b | D-76139 Karlsruhe
Germany
Phone: +49 721 / 20111-0
Fax: +49 721 / 20111-16
freiwilligendienste[at]freunde-waldorf.de
notfallpaedagogik[at]freunde-waldorf.de

Waldorf Worldwide, WOW-Day, Sponsorships

Weinmeisterstraße 16 | 10178 Berlin
Ph +49 (0)30 617026 30
Fax +49 (0)30 617026 33
berlin[at]freunde-waldorf.de

OUR DONATION ACCOUNTS

Please state: Purpose of donation + your address

Germany

*Beneficiary: Freunde der Erziehungskunst,
Weinmeisterstrasse 16, 10178 Berlin, Ger-
many*

GLS Bank Bochum
IBAN: DE47 4306 0967 0013 0420 10
SWIFT / BIC: GENODEM1GLS

Postbank AG, Stuttgart, Germany
IBAN: DE91 6001 0070 0039 8007 04
SWIFT / BIC: PBNKDEFFXXX

International

Switzerland
Freie Gemeinschaftsbank
Postcheck Account: Basel 40-963-0
Account: EK 115.5
IBAN: CH97 0839 2000 0000 0115 5
SWIFT / BIC: FRGGCHB1

Netherlands
Triodos Bank NV, Zeist
Account: 21.22.68.872
IBAN: NL TRIO 0212 2688 72
SWIFT / BIC: FRGGCHB1

USA
RSF Social Finance
1002A O'Reilly Ave.
San Francisco, CA 94129