

RUNDBRIEF

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Freunde der
Erziehungskunst
Rudolf Steiners



WALDORF EDUCATION IN TAIWAN

HAITI Waldorf in the Eye of the Storm

RUSSIA Curative Education and Social Therapy

COLOMBIA Children without Childhood

About us

Since 1976, the **Friends of Waldorf Education** promote Waldorf schools, 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

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Dear readers,

Last fall, we devoted our newsletter to stories about finding the courage to make a new start. In this issue, the recurring theme is transition. In Taiwan, for example, the challenge is to find a way to re-structure the Waldorf movement into a clearer and more supporting entity. To this end, the National Taiwan Waldorf Association was founded, emerging from the work of the Taiwan Waldorf Forum. The new association will support the development of Waldorf Schools. (Read more about the Association's history and function on pages 18 and 19).

For the newsletter itself, this issue also marks a transition— at least internally – as I left my work in public relations to further pursue my studies at university. Thankfully, Christina Reinthal took over the public relations work in Berlin and already contributed a lot to the success of this issue. During my work for the *Friends of Waldorf Education*, I had the opportunity to meet both nascent Waldorf initiatives and well-established schools in diverse locations and countries.

And with deepest conviction, I can assure you: Everywhere, where people manage to maintain the balance between ideal and reality, between effort and necessity, there will thrive a dynamic place of learning and growing where young people can find themselves.

It is therefore my great pleasure to present in this issue reports and stories from these places and from our work for the international Waldorf movement.

I hope the stories in this newsletter will embrace you as warmly as the beaming summer sun.



Jaspar Röh



Christina Reinthal

Report from our work: The Friends of Waldorf Education

In the poorest part of the southernmost tip of the island of Haiti, once upon a time a little boy attended the *École du Village*, a small Waldorf-oriented school. The boy developed and grew well, enjoyed learning, and took particular pleasure in artistic works. His parents could not share his joy. They missed the school uniforms; they did not understand why he did not learn to read and write right away; and they wondered how one could properly teach in those simple wooden barracks. They forbade their son to further attend the *École du Village*.

At first, he gazed at the school with wistful eyes in the morning; then he sneaked into the *École du Village*, not attending state school. When his parents found out, they spanked him hard, so he did not dare to ever go back to *École du Village*. He became withdrawn, disobedient and totally uncooperative.

Unfortunately, this is a true story and it reveals the whole tragedy especially of the poor and ordinary people in many countries of the global south.

Somehow, the new liberal educational ideals of the International Monetary Fund and the World Bank became internalized in even the simplest mind and now seem to be the most natural thing in the world. By now, views on what is natural and what is not have become entirely confused. Children are not allowed to play anymore and are not allowed to decide themselves what to do. In almost every so-called civilized society, children are controlled and organized from the very beginning, down to the last detail. A schedule determines their lives. To quote Bertold Brecht: "Ay, make yourself a plan. They need you at the top. Then make yourself a second plan, then let the whole thing drop." Failure is inevitable.

The closer we get to the 100th anniversary of the Waldorf movement, the more we have to ask ourselves how to prepare for the next century, in order to ensure that Waldorf Schools remain lively, future-oriented, and innovative. Waldorf education



Executive Board Member Nana Göbel.



Children in the *École du village*, Haiti.



left side above:

Sewing at the Center for Creative Education in Cape Town.

Below: Celebrating the Foundation of the Waldorf Association in Taiwan.

Right side: Market und new high school building of the Waldorf School El Tiller, Barcelona.

is enjoying an extremely rapid growth, especially in countries of the southern hemisphere. Even in the southern most town of Patagonia, some young people are striving to establish a Waldorf kindergarten, just like in the town of Rusape in southeast Zimbabwe or in Tuburan on the Philippine island of Cebu. The list could go on and on and it shows that Waldorf initiatives are not only founded in big cities anymore, but also in rural areas – almost all over the world. It shows the difficulties faced by many parents in finding a good school for their children; and since it is mostly the parents who want their children to attend a Waldorf school, they take the initiative by looking for teachers or dabble at teaching themselves.

While neo-liberal policies of global organizations such as the World Bank aim at early cognitive education, use of technical media as early as possible, and standardized textbooks – even in northern Iraq the World Bank stipulates what kind of textbooks are to be used – many parents are looking for an alternative which gives the children time to develop and where children can learn without early ex-

am-oriented stress. Otherwise how do you explain the increasing popularity of the Waldorf movement in countries such as China, Taiwan, Brazil or Argentina? Big politics is diametrically opposed to the needs of many people. To meet the educational needs of these many children and their parents, teachers are needed and this is why funding for teacher training was one focal point of our work in the last year. For that reason we dedicated our last call for donations to this cause.

Only if there are enough teachers willing to work with interest on the children in their care and to align themselves with the needs of the children, can the teachers do more than just implement what they have learned, if they have any professional training at all. The search for suitable teachers is one of the greatest challenges for the Waldorf movement – incidentally, this has been the case already since its foundation in 1919.

With the donations from the last call, we were able to continue financing the kindergarten- and schoolteacher training in East Africa. The Centre for Creative Education also benefits from the donations

as well as some individual students from Namibia, Zimbabwe, and Ethiopia. The Waldorf movement in Africa is growing relatively slowly and is frequently experiencing ups and downs, in keeping with the mentality. We are really glad to receive questions from Ruanda, Ghana, or from the Ivory Coast on how to improve the quality of the kindergartens and curative education facilities.

The training in China lies within the responsibility of many experienced colleagues mainly from the USA, Australia and New Zealand. The need for trained teachers remains high, as more than 400 Waldorf kindergartens and about 60 Waldorf schools are currently being established and the number is growing every month. And of course, there is the question of quality, like in so many countries. Finding a balance between the ideals of the human being

and classroom skills, a balance between philosophical and imaginative-creative skills is a substantial challenge in many places. This applies also to the teacher training in Lima, Peru, which we subsidize and which is frequented by students from all over the country; it also applies to the training of the so-called Periodic Seminar in Russia, which we also subsidize. In providing our support, we thus try to make sure that this balance is observed in the training.

In countries where the Waldorf movement is still in its infancy, the situation is of a somewhat different nature. For instance, have we decided to sup-

port a British Waldorf schoolteacher and Kindergarten teacher, who are going to move to Myanmar for a year to offer a training course in Pyin U Lwin. This is a first attempt and we will see if it leads directly to the foundation of a school. And then we are working towards the ambitious goal of establishing high school tracks in many schools. This applies to Eastern Europe as well as to China or Latin America. The teacher-training seminar in Kassel plays an important role.

The seminar has established a training week for future high school teachers from all over the world, which takes place every year before Easter.

We support international participants mostly by covering their traveling expenses. The social recognition of Waldorf schools in most countries is related to the quality of the high school classes, and therefore the schools run the risk of turning to classic exam-oriented state school education instead of teaching with Waldorf methods – not least because the only colleagues to be found have been trained exactly for this purpose.

It will be important for the Waldorf Schools of the next one hundred years to maintain the conception of a general school– and this contradicts the educational convictions in many countries.

During the past few months we have also been supporting Waldorf education in Europe again, for example the only Basque Waldorf school in Vittoria

Gasteiz, the Catalan Waldorf school near Barcelona, but also requests from Waldorf schools in Italy, France, Hungary or Romania.

We will continue asking to which extent the schools pursue the system of the class teacher, which prevents a fragmentation of the school years. There are beautiful examples, especially in Hungary, Armenia, or Russia, of how healing it can be for the children when a teacher accompanies them over many years. Of course, there is always an exception that proves the rule.

The class teacher system is highly contentious, as exemplified by the school-founding initiative in Athens, Greece. Greek educational law stipulates that teachers must be changed after two years, at the latest: non-binding teaching imposed by the government. Everyone knows nowadays, how learning is promoted by a positive relationship to the teacher – a positive relationship is even the prerequisite for learning in general. Under these circumstances it would be interesting to question the interests of a government, which makes the lack of true relationships a rule.

We are going to need a special recommendation from the Institute of Education to the education department to get the authorization to employ long-term class teachers in Athens.

The right of children to a good and healthy education will not come about by itself anymore. We will have to fight for it. The *Friends of Waldorf Education* were founded to allow more pluralism in education and to maintain political flexibility in order to achieve freedom in the education system. This will become even more in the next century.

Nana Göbel

Report from the work of Emergency Pedagogy

Last year was a special year for Emergency Pedagogy. For ten years now, the *Friends* have been committed to help traumatized children from war zones and disaster areas. The global increase of armed conflicts and natural disasters brings ever new chal-



Music Class at the Basque Waldorf School in Vitoria-Gasteiz.

lenges for Emergency Pedagogy. In 2017, intervention teams are again going to travel to troubled areas, helping the people on the grounds. Already in January, a four-day seminar took place in Italy. We supported teachers and volunteers in developing projects for children that were evacuated from the earthquake region and are now housed in hotels and tents in Tortoreto. In addition to the current challenges, the training and development of local employees is an important aspect of our work. After typhoon Haiyan struck the Philippines in 2013, there have been a number of training courses there. In 2016 we put the project to an end, handing it over to teachers on site.

Since the devastating 2015 earthquake in Nepal, our teams have been on site to offer Emergency Pedagogy. In February 2017, they will carry out an aftercare mission.

Our long-term project in Iraq is shaping up very well. Three projects in refugee camps have been implemented in Zakho in the Dohuk area. Pedagogues, themselves living in the camps, organize the daily programs. An emergency pedagogical team joins them for assistance every two months. In January, a team started out for Zhako for the 12th time. By now, the camp projects also offer also courses for teacher trainees from the University of Dohuk, in addition to continuing educational courses and parental advising.

South America is also showing a positive develop-

ment. After some seminars in Colombia last year, Bernd Ruf reported on the increasing establishment of emergency pedagogy in civil defense and in clinics. Apparently, the Department of Education is also showing great interest.

In addition to all this, we are planning a training program for emergency pedagogues. This program aims to impart sound knowledge and to enable the participants to work themselves as emergency pedagogues and share their knowledge.

Reta Lüscher-Rieger

Report from the Work of Voluntary Services

With more than 2000 applications and 800 current volunteers in 2016 for a German Voluntary Social Year or a German Federal Voluntary Service, we achieved a good growth compared to the previous year. This 40% increase illustrates the radiant power of the Friends' Voluntary Services. We can trace this increase mainly to the fact that our volunteers show a high level of satisfaction at their respective assignment locations as well as to the good educational work at the seminars. Regular evaluations and ongoing development ensure a constant increase of quality. Together with the assignment locations, we have been deepening the culture of respect in the voluntary services through mindfulness and appreciation.

We, the sponsoring organization and the assignment locations, are in direct contact with the volunteers. Therefore, we have the best opportunities to directly show them our appreciation in our everyday efforts and attitudes.

In this manner, we can honor the enormous achievements, the initiative, and the enthusiasm of the young volunteers. Appreciation leads to an increase in value.

The services abroad and the Incoming Program also show a positive development. In the course of optimization processes, the entire field of voluntary services was able to further stabilize its position in the landscape of sponsoring organizations.

With the establishment of the South-North Program for the Incoming, we renewed and intensified the international relations with anthroposophical partner facilities in the global south. For the future, this will enable us to recruit more volunteers with a decided interest in anthroposophical work for an Incoming voluntary service.

The services abroad are also doing very well, as witnessed by the outstanding placement rate for the current season. This year, we have high expectations for our new cooperation with the "Service Civique". The program brings together German and French volunteers at a seminar in pairs of two and works closely with them during the voluntary service.

Building on these developments and considering the quotas prescribed by the respective federal ministries we can be happily optimistic about the near future.

Reta Lüscher-Rieger

Support the 10% Campaign

We often communicate that our projects receive “100% of the donations” or that “your donation will be forwarded at 100%.” What does this really mean?

First and foremost, it means that if you give € 100, for example for the Waldorf school in Sierra Leone, we forward the full amount, without any deduction for administrative expenses. In this case, the donor can decide herself for which project 100% of her donation will be used.

Transparency and freedom of choice

Adhering to the principle of forwarding 100% of donations means that the budget for the work of the *Friends of Waldorf Education*, e.g., administration of the donation process, consulting the projects, and public relations, is not automatically ensured. Usually charity and development organizations deduct 15 - 20% of the donated amount for administrative purposes. This principle is contrary to our approach, because we want to give every donor the freedom of choice to support our work.

Who finances the work of the organization?

The *Friends of Waldorf Education* are primarily funded by members, supporters, individual donors, and endowment funds. It is, however, not always easy to cover the entire costs. In recent years, the requests from abroad, the amount of administrative work, and public relations spending have increased significantly. Nonetheless, the *Friends* estimate that they could be able to cover the increased budget and continue with their work, if donors choose to spend an additional 10% on top of their donation towards the work of the *Friends*. From this initial idea, we developed the 10% campaign.

10% Campaign

How does it work? When you donate, you can tick the box on our donation form. In this manner you agree to donate an additional 10% for the work of the *Friends of Waldorf Education*. In this case, you might transfer € 100 for Sierra Leone and an additional € 10 for our administrative work.

Example donation form

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*.

Alternatively, when using direct bank transfer you can mention the 10% campaign in the reference line in addition to the project name. Then we know that you would like to donate 10% of your donation amount towards our budget. In this case, you might transfer € 50 for the Hekima Waldorf School, out of which € 45 will be forwarded to the school, and € 5 are used for administrative purposes.

Example bank transfer form:

indicate in the reference line: *Hekima Waldorf School + 10% campaign*



Elisabeth Unger Pederiva



For many decades, Elisabeth Unger Pederiva shaped the Waldorf Kindergarten Movement in Italy. She passed away in February 2016 at the age of 103.

Born on August 22nd 1912, the daughter of Auguste Arenson and Carl Unger, Elisabeth Unger grew up in Stuttgart with her parents and grandparents, who both led mid-size companies. From 1904 on, Carl Unger and his father-in-law, the musician and composer Adolf Arenson, had been very intensely involved in setting up of the Anthroposophical Society in Stuttgart, working side by side with Rudolf Steiner. It goes without saying that they sent their children to Waldorf School, from its very beginning in 1919. Like her brother Georg and her sister Gretel, Elisabeth Unger attended the Waldorf School at the Uhlandshöhe in Stuttgart. Together with 40 other children she attended the first grade of Leonie von Mirbach. After a short period of time, the class was taken over by Herbert Hahn.

Throughout her life, Elisabeth Unger was shaped by the deep impression Rudolf Steiner, whom she had met on several occasions at her home and at the Waldorf School, had made on her, as well as by the impression made by her class teacher Herbert Hahn.

At the age of 23, life brought her to Meran, where she looked after the children of a German family. From there, she moved to Milan where she lived during World War II. During the last years of the war, she was already working with a group of small children at the house of Lidia Baratto, because she had urgently needed childcare for her own little son.

In 1946, she started, together with her colleagues, to set up the first Waldorf Kindergarten in Milan. And it was from this Kindergarten, in which she had worked for 35 years, that the Waldorf School of Milan emerged, where she taught Eurythmics and music.

Elisabeth Pederiva established the style of the Waldorf kindergartens in Italy and also shaped the way the Waldorf kindergarten teacher training was done.

Since 1978, two kindergarten conventions have taken place in Italy each year, recently attended by more than one hundred kindergarten teachers. Three times a year, there are regional advanced training courses, as well as an intensive weeklong seminar for anthropological and pedagogical issues.

The association “Sole-Luna-Stelle” was founded in 1991 to support the collaboration of Italy’s Waldorf kindergartens. It coordinates the cooperation and advanced training of Waldorf kindergarten teachers in Italy. Elisabeth Unger Pederiva was an honorary member.

Through all the ups and downs of the 20th century, Elisabeth Unger Pederiva was a pioneer, a shaper, and a witness to the development of Waldorf education. She passed away in 2016 at the biblical age of 103.

Nana Göbel

Cultivarte – an Initiative is thriving

About 15 years ago, faced with the terrible, unsupervised situation of little children in Buenos Aires’s suburb of San Fernando, some former students of the Escuela Arcangel Micael decided to do something about it together. Ever since, over 40 former students from Waldorf schools have been doing voluntary work for Cultivarte. The initiative offers creative afternoon care for children from disadvantaged families. The center has grown significantly in the past few years.



At the beginning of 2015 we were able to move to new premises. After the tiny classroom without a garden we had before, we suddenly had three spacious rooms, a real kitchen, three bathrooms, an office, and a library. In addition to that, we have a wonderful garden with enough space for vegetables to grow, a playground with a slide, and a little clay hut, which we built together with the third grade of the Rudolf Steiner School.

Thanks to the increase in space, we were able to open up more workshops, more often, and most importantly with more children participating. Last

year, we started to hold the kindergarten workshop on a daily basis and we also offered workshops for the grades one to five, a gardening workshop, and some art therapy. Moreover, since 2016 we can even offer a drama workshop and we were able to increase the frequency of the first-grader workshops to three times a week.

A total of about 100 children come to our center every week– many of them have been coming for several years, some of them are even children whose parents already used to come to our workshops.

This consistency and our longtime presence in the neighborhood contribute to the trust between Cultivarte and the families.

Cultivarte has long since been more than a place where children come to play. They can bring up subjects they did not fully understand at school, so that we can explain them again.

As snacks, they are not having cookies and juice anymore but a nutritious meal, developed by a nutrition physiologist. Often, the mothers ask for the recipes. Our social worker helps the families to get

in contact with local services such as ophthalmologists, clinics, social workers, psychologists, etc.

Indeed, we see ourselves as a facility for educating children, but since we know that no one can learn with an empty stomach, or if one cannot see properly, or with a toothache, we try to fashion our education in as integral a manner as possible, so that the children who come to us have the best chances.

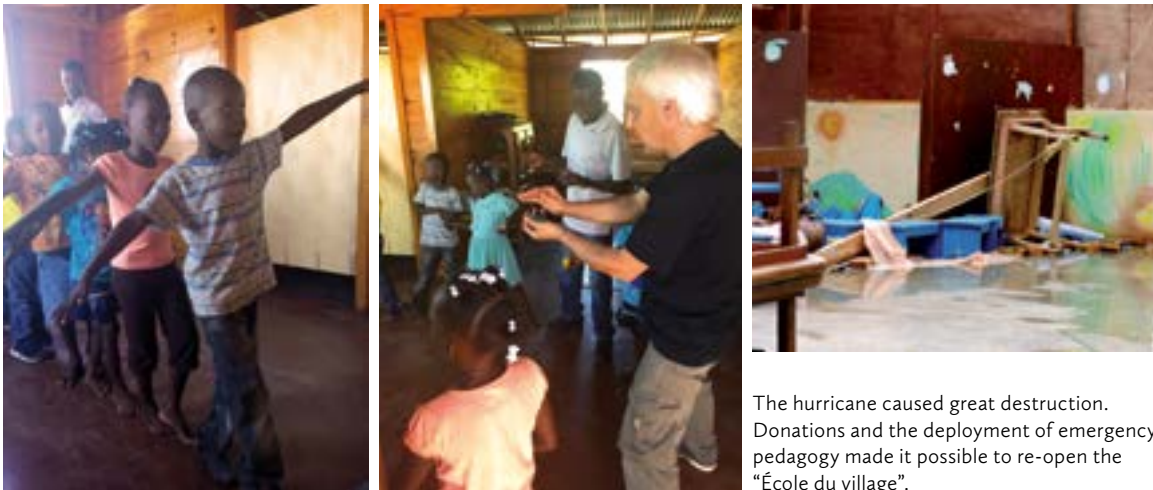
Elisabeth Möhle



At Cultivarte children from disadvantaged families enjoy creative afternoon care and healthy food.

Waldorf in the eye of the storm

In October last year, a major hurricane partially devastated the Waldorf School “École du Village” on the island of Haiti. The *Friends of Waldorf Education* reacted immediately by sending out an urgent call for financial support, so the school could re-open quickly.



The hurricane caused great destruction. Donations and the deployment of emergency pedagogy made it possible to re-open the “École du village”.

As for many Waldorf Initiatives around the world, it is the encounters between people on which such initiatives are built – and this also holds true for the small Waldorf School “École du village”. Its history begins in 1996, when the young Frenchwoman Myriam Silien came to Haiti, to work in an orphanage. She met her future husband, fell in love, and had children.

Because the relationship between teachers and students in Haiti is often shaped by violence, the couple deliberated which school to send their own children to, so they would be able learn with joy and without hitting. The couple developed the idea of an own school. Other people, also wishing for a more caring school for their children, joined them. So, in 2005 Myriam Silien, Marie Claude Alegrand, and Florence Tessier decided to take the plunge.

They called the initiative “École du village”, which means “village school” in English. It started

on a small island off the coast of Les Cayes in the southern part of the country. Later on, the initiative moved to the country’s main island, to a small town called Torbeck, because the demand was high and the founders wished to offer the chance to attend this school to as many children as possible and thus to counter their poverty and lack of prospects. Because of her own experiences as a Waldorf student, it was clear to Myriam Silien from the outset that the classes should draw on the concepts of Waldorf pedagogy.

Among the many tasks that had to be tackled when founding a school on one’s own initiative, gaining the parents’ trust was particularly difficult. They didn’t believe that children would learn properly at a school to which the children didn’t have to carry a stack of books every day, and where teachers didn’t hit the children to discipline them.

The fact that the tuition fees were not as high

as for other private schools made the parents skeptical. The trust grew slowly and the community had to suffer a number of painful setbacks (as Nana Göbel reports on page 5 of the newsletter).

But the efforts paid off and the small initiative thrived. Every year a new grade was opened; then followed some kindergarten groups and a new building with an Earthquake-resistant ground floor and a garden with vegetables to cook for the meals that the children eat twice a day at school.

Visitors turning off the dirt road and driving through the blue metal gate at the entrance, might peek through one of the classroom windows and see the children concentratedly looking at their teacher. Maybe the children are following a language lesson taught in both of the local languages. Or you can watch some of the now 120 children play, under shady trees and banana plants, moved by the sea breeze. But in the same way as a quake (such as the 2010 earthquake, the worst in the history of the country) can turn the security-giving earth into a trembling monster, also wind can develop a destructive force.

As it did last October, when a major hurricane hit the country, particularly devastating the south, where also the school is located. Over night their belongings were washed away, buildings were heavily damaged, and school supplies became unusable. The *Friends of Waldorf Education* reacted quickly by sending out an urgent call for financial support and sending on its way a team of emergency pedagogues. The *Friends* also coordinated the help in close consultation with the people on site. Thanks to our donors the basic repairs necessary for the re-opening of the school could be performed. Because a healthy rhythm, healing classes, and warm meals were of the utmost importance under these circumstances. But now it became clear that the community needed a solid building, providing sustainable protection, since another hurricane or quake will definitely come.

A first attempt to finance such a building with the help of the German Ministry for Economic Cooperation and Development (BMZ) turned out to be unfeasible, so that we, the *Friends of Waldorf Education*, have to keep looking for other financial sources. The local conditions are difficult in general, as prices for construction materials were increasing after the storm and the school had to find a trustworthy construction company whose materials meet the required quality standards and who can ensure a process without corruption.

Those problems didn’t impress the children. They had to deal with a much more important question: How would as many children as possible fit into the new basket swing that was being erected in the garden?

For the future, Myriam Silien wishes are, besides a protective building, that the school can keep growing and that the meals can stay free of charge. Moreover, the teachers should attend an ongoing training to be able to one day lead their students to the Baccalauréat, the highest school diploma. Because, despite all obstacles, the students need to be made able to seize their self-determined tasks.

Jaspar Röh

Haiti

The Central-American Country of Haiti (Haiti means mountainous land) is part of the island of Hispaniola. The country has known much suffering in its history: After entering the European horizon with the discovery by Christopher Columbus at the end of the 15th century, the indigenous population was nearly annihilated. Later the territory fell to France, and the French imported African slaves to work on the sugar plantations. At the beginning of the 19th century, the country finally gained its independence, but descended into political unrest and tyranny. Today, it is among the poorest country of the western hemisphere.



The „Leprahilfe Shanti Sewa Griha“ was founded in 1992 by Marianne Großpietsch. Over the years, it grew to encompass a clinic, a hospice, a soup kitchen, a well for drinking water, various workshops as well as a Waldorf-oriented school, kindergarten, and orphanage, which were completely destroyed by the severe earthquake of 2014. With combined efforts and much help from our donors, we were able to get the community through the following monsoon and set up some temporary classrooms in the clinic.





TAIWAN

Founding of the National Taiwan Waldorf Association

In Taiwan, the Waldorf movement takes another big step and founds a national association.

Already in the 1990s, students from Taiwan came to Europe and Australia to study Waldorf education. After returning to Taiwan, they established Waldorf initiatives – as first pioneers. They set up these initiatives around Táizhōng, at the center of the island, and around Yilan, a province in the northeast. The Portuguese colonial rulers called Taiwan “Formosa” because of its beauty.

The initiatives were set up independently and where mainly focused on establishing individual kindergartens and schools. Initially, the communities of Yilan and Táizhōng didn’t have much in common and it took a while for them to feel the necessity to cooperate.

While in Táizhōng the Waldorf independent schools were privately sponsored, the Ci Xin Waldorf School in Yilan was a state-owned school from the very beginning. Due to its financial security and its substantial appeal, the school became the biggest Waldorf School in Asia with currently more than 800 students.

When Ya Chih Chan, Yi-Ling Chang, June Lin,

Chuen Shu Chang, Shy Tyng Kai met on February 5th, 2004, they agreed to set up annual teacher meetings and to benefit from the exchange of translations and other material. They also decided to establish the Taiwan Waldorf School Development Committee (TWSDC).

The cooperation between kindergarten teachers was progressing at a faster pace than that of the school teachers. In October 2005, representatives from seven kindergartens met, of which three were from Táizhōng, the others hailing from Gāoxióng, from Dōngshān in Yilan, or from Táiběi.

At the kindergartens, there were intensive discussions with the state supervisors, who of course noticed that the kindergartens didn’t comply with state regulations. In the mid-2000s, when Taiwan’s Ministry of Education brought about a reform in early childhood education, they asked the Waldorf teachers for their opinion.

So it took only ten years for the Waldorf pedagogues to be accepted enough to be consulted in developing a suitable educational policy.



On the left: Group Picture taken at the founding celebrations for the Taiwan Waldorf Association on 12 February 2017. Above, left: Yi-Ling Chang was confirmed as president of the association. Middle: In his speech, minister of education, Pān Wénzhōng, underlined the innovative power of the Waldorf school movement. Right: Waldorf students singing at the founding celebrations in the Taizhong concert hall.

However, the risk arose of people, who were just following a trend, founding Waldorf Kindergartens, or that others would abuse the “Waldorf” tag for commercial purposes.

In late April 2014, the delegates of all Waldorf Kindergartens and Schools agreed to establish the Taiwan Waldorf Forum, a preliminary stage towards a national association. The delegates formed a core group of eleven members, to organize the collaboration and to come to a mutual agreement on future tasks. This core group met on a regular basis, the Taiwan Waldorf Forum came together once a year. Besides the content alignment, they primarily had to work out the political representation and the political protection of the Waldorf movement.

After a year of cooperation, all parties involved noticed that, on the one hand, they had built enough mutual trust; and, on the other hand, that the number of tasks had increased – so the Waldorf colleagues and school representatives decided to set up a national association.

On February 12, 2017, the founding ceremony took place at the great concert hall of Táizhōng’s philharmonic orchestra with speeches, artistic contributions by the students, and welcoming addresses from the Secretary of Education and from the Mayor of Táizhōng. In his address, the Secretary of Education, Pān Wénzhōng, highlighted the high level of innovation of the Waldorf movement and the remarkable artistic standard of the student’s contributions. Pān Wénzhōng was also delighted

that an increasing number of state schools incorporated elements of Waldorf education into their own curriculum.

The closer collaboration of the now established Waldorf Schools was urgently needed. The increasingly wide acceptance of Waldorf education in Taiwan, as well as the new law on experimental schools, led in many communities to an increasing desire to shift towards Waldorf education, but without knowing what Waldorf education is really about.

This is why the Waldorf movement in Taiwan needs a strong and clear voice, which will also support the necessary qualitative innovation of state schools. A “task force” set up for this purpose is going to set down the essential characteristics of the Waldorf movement in Taiwan and will state the prerequisites for the recognition of schools as Waldorf Schools.

The delegates elected Yi-Ling Chang as President of the new national association. She thanked the Secretary of Education, indicating the willingness of the Waldorf movement to contribute to the renewal of Taiwan’s educational system. Taiwan is facing the challenge, urged along by many parents, of replacing the old school of rote learning by a school that develops students’ skills and competencies. The Waldorf State Schools in particular are welcomed as partners in this process.

Nana Göbel

The voice of the sea in Táizhōng

For a year, Jeremias Lin has been working at Hai-Siann School in Táizhōng and has been observing the nascent Waldorf movement in Taiwan



Students of Hai-Siann Waldorf school on a field trip in the surrounding area

Ever since I was a little boy, I have dreamily lingered in Asian temples, which did mightily invite me with their curved roofs. I have admired the Chinese civilization in all its splendor and fascination and have always felt attracted to the Far East. This yearning increased, as I became more and more aware of my Taiwanese roots. This is the reason I decided to work on Chinese calligraphy for my class eight project. In the process, I sensed the deep silence and inner harmony as I guided the brush over the rice paper and experienced a hint of the timid romanticism expressed in the use of tender natural imagery.

But this alone didn't quench my thirst for that mysterious foreign land. Fairly early, I decided to do a voluntary service in Taiwan. Taiwan is an island of about the size of Baden-Wuerttemberg. With a population of more than 23 million people it is the second most densely populated area in the world.

Situated in the East China Sea, Taiwan is being watched by its "big brother". And as it is with siblings, disagreements can lead to friction.

For centuries the Taiwanese part of my family have been living in Taichung, the third biggest city in the country. Because my family are deeply rooted in Taiwan's history, I wanted to be as close as possible to my ancestral home and asked the Freunde der Erziehungskunst Rudolf Steiners for potential posts in Taichung. This is how I came to Hai-Siann (海聲 – voice of the sea) Waldorf School in Taichung. Hai-Siann is a relatively young school, which was set up, like many other Waldorf Schools around the world before it, through the commitment and interest of a handful of people. This school year, they have a 12th grade for the first time and are thereby complete, according to the Taiwanese education system.

Situated in beautiful surroundings, the school is sheltered by high mountains and a few minutes away from the sea. The staff of teachers, the students, and parents gave me a warm welcome, and I have the pleasure of teaching English in three classes.

Certainly, we cannot compare a Waldorf School in Taiwan to a European Waldorf School, since western philosophy and pedagogy are not straightforwardly applicable in a foreign culture.

Sometimes I wonder about some of the approaches, but it is great to see how the school lives in the fresh spirit of Waldorf education by passing on the Taiwanese culture combined with Waldorf and always striving to create a pleasant classroom atmosphere for the students.

School starts at 8.30 and all students meet in front of the little open-air theater, doing a few rhythmical exercises before they sing the school's part song.

Afterwards grades 1-8 go with the teachers to their classrooms, and the high school students gather at the entrance hall to recite the morning verse in Taiwanese – unless it is Thursday, then it is English day, which the children appreciate very much.

One thing, which I noticed in particular at Hai-Siann, is their love for nature. Taiwan is a fast-growing high-tech economic power, where interpersonal relationships are becoming less and less important. The school tries to counteract this development, by having the students go on many field trips out into nature. In this manner they do not lose touch with the environment. They go hiking, climbing and camping. A highlight is the three-week internship for which the 10th grade flies to Nepal, where they work for the Kevin Rohan Memorial Eco Foundation. This means humanitarian, agricultural, and developmental work.

In this manner the school and its 300 students live as steadily growing, evolving organism carried by the breath of fresh air brought by new arrivals to the school.

I am really excited as to what to expect in the next six months. How will I rise to a challenge? How will the impressions and experiences influence me?

Although the students seem dreamy and rather playful to me, protected by the shell of the school and by the parents, I am confident that the children will soon walk out through the gates as autonomous, mature, and wakeful people and will understand the meaning of the beginning of a verse we all well know, "I look into the world".

*Jeremias Lin,
Volunteer at Hai-Siann Waldorf school in
Taichung*





Views into the workshops of Blagoe Delo.

CURATIVE EDUCATION AND SOCIAL THERAPY

Curative Education and Social Therapy at the beginning of 2017

Since 2005, the social therapeutic facility “Blagoe Delo”, situated in a village 70 kilometers north of Yekaterinburg, supports handicapped people, who are not taken care of by the authorities or other organizations and who would be living in inhumane conditions and without any perspective in life, because they are also lacking support from their families.

In the workshops they manufacture wooden angels or felt shoes, or they rehearse for theater plays, which they have already presented abroad and for which they have even won prizes.

In the last year, the financial situation became so precarious that some employees, some of whom are themselves handicapped, had to be laid off, and the electricity bill could not be paid anymore. A call for donations by the *Friends of Waldorf Education* raised € 10.000 to prevent the impending disconnection of gas and electricity supplies – which is very important as the average temperatures can be as low as minus 35 degrees Celsius in the winter. The past winter was particularly harsh, with lots of snow and minus 45 degrees Celsius already in November. It had never been that cold that early in the central Ural region.

Several facilities in Armenia also benefitted from last year’s call for donations for curative education and social therapy. The day center Mayri (“cedar”) was again favored by fortune in 2016: Two years after its inauguration, made possible by support from the Federal Ministry for Economic Cooperation (BMZ), it now received the authorization to build a workshop extension, just before the turn of the past year. By early summer 2017, a bakery and carpentry will have been built, where, eventually, 50 young adults with special needs will have the opportunity to receive vocational training. The sales of the manufactured products are needed to cover the necessary expenditures, since the center has to make ends meet without any local state support. With the new whole food bakery, the center aims to fill a gap in the market, and the new products will hopefully lead to soaring sales in Yerevan.

Since the BMZ covers only 75% of the total costs, we have to cover the shortfall through fundraising. We were able to use € 6.136 from the call for donations. The donations help us to further develop this facility, as a pilot project for accompanying people with special needs in a country where everyday life is shaped by discrimination.

In 2016, as in previous years, the teacher salaries at the Michael School for Curative Education in Tbilisi, Georgia, needed to be supplemented with 20.000€. The state funding is not enough to grant the teachers a salary ranging at the minimum subsistence level. If we didn’t render this financial support, the curative teachers would have to look elsewhere for work. In this case, who would take care of the children, with sometimes multiple severe disabilities, at the school in the city center?

Also in Georgia, about 110 kilometers east of the capital, is the Qedeli Community for 22 people partly with multiple severe disabilities, of whom are 18 orphans. Last year, construction work has started for a new building providing an additional twelve dwelling places and fifteen work places so that the facility can extend its care to 50 places altogether.

For this year, the BMZ has informed the *Friends* that it will presumably be supporting only one project. This is supposed to be the social initiative Temi in Gremi, also in Georgia, at the Northeastern border to Russia. About 70 people live there, among whom are 50 with disabilities, forming a colorful social community.

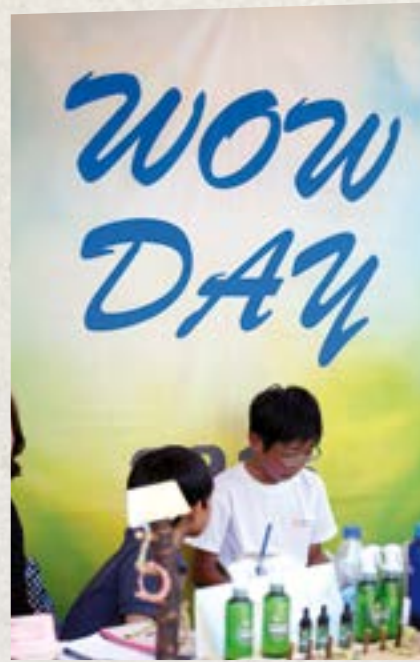
If the BMZ lends financial support, the community will refurbish the slowly decaying main building, in particular the derelict roof. Sometime in the first half of 2017, we will know if the project can be realized as foreseen.

Thomas Kraus



„Me, you, and us“

On the campaign day “Waldorf One World-Day”, WOW-Day for short, children and adolescents take a direct and active stand for a better world. A variety of unusual fund-raising campaigns are taking place, connecting people from all over the world. The proceeds are used to give children the gift of time at school, a sheltering community, or a warm meal. The WOW-Day campaigns are wonderful events, and last year was no exception.



Early one morning at the Waldorf School in Seoul, final preparations are being made. Have they already erected the pavilion in the schoolyard for the charity concert? Where do we find some more tables to put our WOW-Day bracelets on display? Does every runner have a bib number yet? Ok, we are ready, get set, go!

For the second time in a row, the Waldorf School of Seoul is participating in the worldwide WOW-Day campaign by organizing a colorful party, to which also students from the neighboring school were invited. “We would have loved to invite all Korean Waldorf Schools for this day, but the premises of our school are too cramped”, says Eun Sim Jang teacher and coordinator of the WOW-Day

at Seoul’s Waldorf School. Lap by lap, the students collect money in their charity run, while the parents sell homemade craftwork.

The proceeds benefit other schools around the world whose financial means barely meet the needs of everyday school life. “I am proud that our school is the first to organize a WOW-Day in Korea”, a teacher says enthusiastically. “The children set their goals themselves and asked friends, grandparents or neighbors to sponsor them. I could see their hope, their confidence in the future and their power. WOW!” Also in Korean, this exclamation expresses admiration. How fitting.

The WOW-Day in Kleinmachnow, Germany, 8000 kilometers from the Korean mega city,

is celebrated in a very different manner. In Kleinmachnow, the students of the 9th grade go working for one day. “The students are supposed to look for an assignment on their own and face the world”, says Agnes Kuhs, teacher at Kleinmachnow’s Waldorf School. “Some students earned money, others went to a retirement home to spend some hours with elderly people. It is of little concern to me, whether the students help other people right here or if they help children elsewhere in this world. The important thing is to get out of your comfort zone. And that the students did on WOW-Day.” The teacher well knows the challenge of making some room in the packed school calendar. “I have wanted the school to participate in this campaign for a long time. But there were also some voices claiming that there were too many projects – and having regular classes in between projects was also important. But this year, I seized the opportunity.”

Thomas Wehkamp, teacher and co-organizer of the WOW-Day at the Waldorf School Schopfheim, Germany, also knows that it is not always easy to make the first step. The school is participating in the worldwide campaign for the second time, by organizing a charity run. In the weeks and months

before the event, students were enthusiastically looking for supporters to donate for every lap completed. “I was never able to win over a single colleague,” says the committed teacher, “but when I again received a letter from the *Friends* last year, I decided to take the plunge, saying to myself: then I will do it. Why? “We are doing so well here, why not give back some of what we have in abundance?”

WOW-Day exists not only in South Korea and Germany, but also in Kazakhstan, Brazil, South Africa, and Thailand. By now, WOW-Day takes place in more than 35 countries. While some schools organized their WOW-Days for the first time, others have been participating for the fifth or tenth time. The campaigns of the participants differ a lot. For example, the “Freie Georgenschule Reutlingen”, Germany, combined the 70th school anniversary with the campaign day by organizing a festive gala night, with music and dancing and a humorous stage performance. “Our gala night was an absolute highlight of the past school year”, says Christina Wörner-Gentili, teacher and co-organizer of the WOW-Day at the “Freie Georgenschule Reutlingen”.



Seid Ihr dabei?

The upcoming WOW-Day

will take place from September 29th until November 29th 2017. We invite all students, teachers, and parents to become a part of our worldwide campaign by organizing your own WOW-Day. We will forward 100% of the proceeds to Waldorf and social initiatives. For further information please go to: waldorf-one-world.org

The guests made a little donation for admission, food, and drinks, so that the school collected a respectable amount of money, from which a Waldorf facility in need can benefit.

Out into nature was the motto for the students of the “Rudolf Steiner Schule Bern”, Switzerland. The grades one to nine organized an environment day for the WOW-Day. Teachers and parents joined the students in trimming hedges in the nearby woods, in consultation with the local Forest Department. Not only did they do something good for nature, but they also collected a considerable sum, which is to be used to help erect a safe building for the “École du village” in Haiti.

The Norwegian schools make use of the WOW-Day to get to know a new country every year. It is important for the students to establish a connection to the country for which they are campaigning”, says Vincent van Harlan, teacher and co-organizer of the WOW-Day at the “Steinerskolen i Vestfold”.

Every year in fall, the school organizes one to three international project days. This is when the whole school takes some time to look into the world together.

Cuba or Africa were in the focus in the past years; in 2016, the school community turned its gaze toward Syria and got closely involved in the topic of refugees and flight.

Not only did the students study the country’s

geography and culture, they also walked in the shoes of a person who has to flee her own country. On the last day of the project the students set themselves to work to collect donations for Waldorf Initiatives in Colombia and Brazil, which provide a sheltered home for children.

The campaigns of the participants couldn’t have been more different. But they all had in common the courage and the willingness to devote an entire day to supporting Waldorf and social initiatives that provide a warmhearted home for children to learn and to grow, regardless of the often harsh reality they grow up in. Through their commitment to the WOW-Day campaign, the participants support the work of Waldorf and social initiatives, on the one hand. On the other hand, they raise the banner of unity and solidarity, under which students, teachers, and parents around the globe gather for the WOW-Day. “If we become active, we notice that we can accomplish something”, a mother says, excitedly. “It was wonderful to experience that we are connected to the entire world”. They are already looking forward to the upcoming WOW-Day in 2017. “I really do want to participate in WOW-Day again. I can help others through my work, that is a great experience,” a student says, enthusiastically.

Jana-Nita Raker

“The activities unite us and educate the children to good-heartedness and solidarity.”

Liceul Teoretic Experimental in Moldawien

“The environment day was fun.”

Rudolf Steiner School Bern, Switzerland



“Thanks to WOW-Day I felt connected with the whole world. At each step I felt extremely significant and large!”

Waldorf School Seoul, Korea



“We participated for the third time and it was a great joy. It is cool to always try new ideas and to improve the campaigns each year.”

Escola Waldorf de Capao, Bonito in Brazil

“Apart from the community-building aspect of such an event, donations were raised supporting five WOW-Day initiatives.”

Waldorf School Luxemburg



Why “now” doesn’t necessarily mean “right now”

„Masha, I will come now!” About an hour later, I am still on the spot, waiting and waiting and waiting. Then, finally, two hours late and a big smile on her face, slowly approaches my South African friend. “Oh wow, you are already here?” she asked me, surprised, already shifting her focus to something else. This was my first encounter with the South African concept of time. I learned that time ticks somewhat differently for the South Africans than it does for us Germans, always anxious to be on time. There is a fitting African proverb: “In Europe you have watches, but in Africa we have time.”

Hello, my name is Masha, I am 21 years old, and I come from Lake Constance. I carried out my voluntary service, supported by the *Friends of Waldorf Education*, at the Zenzeleni School in Khayelitsha. Khayelitsha is the biggest township in the metropolitan area of Cape Town, but it is impossible to say how many people actually live there. For one year, I got the opportunity of being one of them. I stayed right in the township in a relatively large guest family. The family consisted of my mom, my dad, four brothers, and two sisters.

My workplace was the Zenzeleni School. It is considered to be the only Waldorf School in a township in the Cape Town area and has seven grades as well as a preschool. I was the assistant of the preschool teacher and worked with her every day until class was over. A normal school day here is basically the same as in any other Waldorf School.

In the mornings, we recited the well-known morning verse in Xhosa, the language of the local indigenous population, as well as in English. After that we did a lot of sewing, crafts, painting with watercolors, drawing with wax coloring blocks,

Eurythmy, and playful learning. Also the Zenzeleni School celebrated the communal holidays, as is done at Waldorf Schools around the world: The entire Zenzeleni School made an excursion to a nearby beach, in order to duly celebrate Rudolf Steiner’s birthday. It is customary that each class goes on two to three excursions, in the course of a school year.

“Enjoy yourself!” I heard this frequently from the people in Khayelitsha, but I never really understood exactly what the people meant by it. After several months, I had settled in and it gradually became clear to me. Unwittingly, I became familiar with their concept of time, came too late to appointments myself, but without a guilty conscience, because it was normal. There are two types of “now”. “Now” designates a longer period of time, whereas “now, now” really means right now. I became a bit more relaxed and eventually I caught on to the notion of “enjoy yourself”. Time is not as important as what you experience and that you feel good. It is a lifestyle of sorts.

The people I have met really all have my greatest respect. They showed me that you do not necessarily need much to achieve something, if you really want it. You need to be proud of yourself, and you need to respect yourself as well as others, you need a dash of serenity, and you need to enjoy life. Here is another very nice proverb of the Xhosa people: “Many small people in many small places doing many small things can change the face of the world”.

Masha Ruppenner



What I do is me, for that I came to India!

In November 2016, two important and rewarding conferences were held in India.

„What I do is me, for that I came to India“ was the motto of the “Festival of Anthroposophy” which took place from 4 to 6 November 2016 at Abhaya Waldorf School. For the third time, educators, teachers and people interested in the Anthroposophical Movement met in Hyderabad, India, for this year’s Festival. Issues from the Waldorf School and Camphill movements dominated the conference. Many guest speakers, such as Joan Sleight, board member of the General Anthroposophical Society in Dornach, Switzerland, or Anand Mandaiker of the Christian Community in Berlin enriched the event with their presentations. Saturday night was a colorful highlight of the convention with a staging of the Ramayana. The actors were teachers, parents, students but also “people with special needs“ (a term we use at the Camphill facilities to refer to people in need of special education).

The motto of the Social Initiatives Networking Conference (India) was “Healthy Body, Healthy Society, Healthy Earth – Riddle of Relationship“. It took place from 11 to 13 November 2016 at the Pillar Convention Center in Madurai. The event was or-

ganized by the Goetheanum and the Bio Dynamic Association of India (BDAI), along with the Muhil Health Center & Karmuhil Organic Farms. The conference provided an opportunity for people interested in biodynamic agriculture in India to meet, learn, and exchange views. But the conference was also attended by many people who are not so deeply rooted in biodynamic agriculture. For these people the practical exercise of CPP-making was surely the most memorable experience at the conference. We call it CPP (cow pat pit), because it is produced in a soil pit: cover the walls of the pit with bricks and fill in stirred cow dung adding various additives such as eggshell powder and rock flour. At the end, add the six special biodynamic preparations. This blend has to ferment for two to six months. The fermented blend is then mixed into water, dynamized, and sprayed on the soil and the plants, to bring the effect of the biodynamic preparations to the earth. It promotes good soil development and thus, indirectly, healthy growth, says Jean-Michel Florin, head of the Section of Agriculture at Goetheanum.

Christoph Herrmann und Felix Henning



INTERVIEW

Waldorf100 – a Celebration of Waldorf Education

We have come a long way from the inauguration of the first Waldorf School in September 1919. Today, there are 1.100 Waldorf Schools and more than 2000 Waldorf Kindergartens in 80 countries. This is a good reason to celebrate the upcoming Jubilee with a fabulous party – and this should be well prepared. Under the umbrella of “Waldorf 100,” numerous global and community building projects are now starting. Henning Kullak-Ublick, coordinator of “Waldorf 100”, will tell us more about it in an interview.

Dear Henning, Thank you for taking your time to answer a few questions. Could you roughly outline what Waldorf 100 stands for and what the idea behind it is?

Henning Kullak-Ublick (HKU): Waldorf100 is the global idea to actively include the more than 1.100 Waldorf Schools and even more Waldorf Kindergartens in the preparations for the centenary of this educational impulse and for a big communal celebration. The aim is to have simultaneous celebrations on all continents, in all countries, and of course in as many institutions as possible. The idea first appeared in 2014 at a meeting of the International Conference of the Waldorf movement in Israel and is now spreading over the whole world. We would like to use the anniversary as an opportunity to once again go to the sources of this pedagogy and to develop them with the possibilities and the knowledge of our time to face our current needs and challenges.

We propose three things: First, we would like all teachers to commit to a careful reading of the basic texts of Waldorf Education; second, to give even more attention than they already do to the so called “child observations”, that is the dialog of pedagogical development for each child. Third, we would like all Waldorf institutions around the globe to keep bees. This is a path leading from study to encounter



From 1984 to 2010, Henning Kullak-Ublick was a class teacher at the “Freie Waldorfschule Flensburg”. He is a board member of the German Federation of Waldorf Schools as well as a board member of The Friends of Waldorf Education and the International Conference of Waldorf Schools – Hague Circle.

WALDORF 100 | **LEARN TO CHANGE THE WORLD**

For more information
about the Waldorf100 Initiative
go to
WWW.WALDORF-100.ORG

Joining Forces – project Bees & Trees
THE RETURN OF THE BEE

When the bees are doing well, so are the humans. Bees are the core theme of Waldorf 100. We have set ourselves the goal of turning all Waldorf institutions into Bee oases by 2019.

Learn more:
www.waldorf-100.org/project/bees-trees



to fact, where all these elements mutually reinforce each other. All of those who have committed themselves so far are excited about it.

Is it all about looking back or is it something else?

HKU: Looking back is important only out of respect for the millions of parents, teachers, and students who have spread this pedagogical impulse across the world in spite of sometimes extremely difficult conditions. But it is also important because many of these people passed away and they can help us from beyond the threshold. It is an important part of a proper collaboration not to forget each other.

But most importantly we have to find future impulses, which lie undiscovered in our pedagogy and which are much more important than the structures we have already found. Rudolf Steiner used to emphasize that the most important curriculum was to gaze upon and always renew one's view of the child.

By its self-concept, Waldorf education can never be static. „Copy & Paste“ will undermine the movement in the long run. For this reason, the motto of Waldorf100 is „Learn to change the world“ – and this always begins with yourself.

Are there certain traits or qualities defining the Waldorf movement to which the celebrations refer?

HKU: This is an interesting question, which has a lot to do with the founding impulse of the first Waldorf School. The workers of the Waldorf-Astoria cigarette factory had heard from Rudolf Steiner how the economic and the spiritual life, as well as the legal sphere, could be re-structured after the catastrophic war, so that these realms would finally interact instead of dominating each other. He argued for associative fraternity in economic life, putting the needs of man and nature first, instead of making profit a top priority; he also argued for equality in the legal sphere, and for liberty in cultural life, which means that it is not defined by economic or political influences. This includes of course

the schools. These tobacco workers initiated the founding of the first Waldorf School because they wanted an alternative school for their children. Today, if you look at the Waldorf Schools and Kindergartens around the world, you can see that the uniting impulse that led to founding the schools and kindergartens was the wish to let children grow up in a liberal atmosphere in order for them to become free people. And they always “belong” to those who are acting within them in positions of responsibility. That is democracy in action. And the large network of mutual assistance among the Waldorf institutions follows the ideal of fraternity. The *Friends of Waldorf Education* play an important role here, because they connect people. But the most important thing that connects all Waldorf Initiatives is the attention on the developing child and the developing human being, in combination with the never-ending striving for a real knowledge of the human being and of the world, inspiring all educational action. This is the common ethos.

One might think that there is still a lot of time until 2019. What will be the way to get there?

HKU: It is actually just around the corner. Therefore, the heart of our website consists of an interactive world map, where all the budding initiatives can be made visible. There are also many projects that we organize for the schools, such as music compositions, theater plays, the “postcard exchange” from all the schools to all the schools, a marathon around the world, movie projects, and much more. And of course the bees, if they are doing well, so are the humans. And in the end a festival will be the highlight.

When will the festival take place, and what will happen on that day?

HKU: Around the globe, the festival will take place on September 19th 2019 with several central and many smaller events. We would like to connect the big events across the continents, focusing on the people, regardless of all political, geographical, cultural, social or ethnic boundaries. We have already

rented the Tempodrom in Berlin and we hope to create a very artful event, which quintessentially speaks of the human being and also brings joy to the main actors, namely the children.

Is there a thing or an aspect that you particularly like personally?

HKU: I particularly like that this will only work if everybody enjoys making this project a success.

How can I participate and contribute something to the process?

HKU: Everyone can think about whether and what he or she wants to contribute locally. It can be something very small, but it can also be coordinated by the entire school. The more ideas, the better. So do not tell others what they should do, but get yourself going. That is the motto. We will present all of these ideas under the umbrella of „Waldorf100“. If I were a class teacher right now, I would tell the children about the children elsewhere in this world and then discuss how we would like to contribute. I am very sure many ideas would pop up. And when the parents get wind of it, they are also in, and then it spreads to the entire school community. So let's go!

Interview: Jaspar Röh

Colombia– Children without Childhood

Life in Colombia is shaped by violence and poverty. The country saw over 50 years of bloody war between left-wing guerrilla forces, right wing paramilitary groups, and the Colombian Military. In December 2016, the Colombian Government and the revolutionary armed forces (FARC) signed a peace agreement after protracted negotiations. The Emergency Pedagogy of the *Friends of Waldorf Education* supports the Colombian government and civil society actors in the process of rehabilitating former child soldiers.



The vast majority of the population lives in towns and cities, many of them under terrible conditions. The large social gap leads to rural exodus and the number of people violently displaced from their villages has increased steadily in the last few years. There are currently about 30,000 Colombian children living on the streets, 68 percent live in poverty, the same number is maltreated; one third has no access to education. To this day, children are abused as soldiers: around one third of all Colombian soldiers are minors. They are recruited by force or join the troops in hope for a better life. The war appears to have ended in 2016, but the scars are nowhere near healing. Children are severely traumatized by their experiences and have no prospects. The main issue is now how to integrate former child soldiers into society – the reintegration must proceed quickly, since many of the former child soldiers form gangs. They have never attended school and their life was shaped by loss, extortion, and exploitation. In addition to the psychological damage inflicted by such experiences, these children and adolescents have no strategies for conflict management, and thus these victims often become perpetrators themselves.

Emergency Pedagogy for fire victims

In 2013, Bernd Ruf traveled to Colombia for the first time, to raise awareness among educators, helpers, and parents for the symptoms and the long-term effects of trauma and to train them in emergency-pedagogical methods. A doctor and a nurse in the ward for fire victims at the University Hospital of

Cali talked about the severe psychological consequences war victims have to face when injured by burns: The pain, despair, and hopelessness of the children and young people here know no end. The two of them initiated emergency educational sessions for the psychosocial stabilization of the children and adolescents, which take place once or twice a week in the ward. In the past year, the initiative was evaluated. The results were very good: The program had a very positive effect, not only on the children's and adolescents' psyche, but also on the wound-healing process. The children who participated in the emergency educational program recovered faster from their burns. Thus, the program evidently helped relieve post-traumatic stress and promoted resilience as well as it fostered physical healing. After these positive results, the project was expanded to the hospital's child and adolescent psychiatry and to the ward for young victims of violence.

Integration and schooling of former child soldiers

The Colombian government also became aware of the emergency pedagogical offers. The Ministry of Education invited Bernd Ruf to advise 250 teachers at a meeting in Medellín on dealing with traumatized child soldiers and members of criminal gangs. Questions relating to an adequate educational response were at the focus: How can we deal with children who have known violence as the only way of dealing with problems? How can teachers contribute to rehabilitating children and adolescents? The various possible emergency pedagogical procedures were then treated in more depth in several smaller workshops. Bernd Ruf also accepted an invitation from the Department of Interior to support police officers and firefighters in reintegrating child soldiers.

Reta Lüscher-Rieger



Emergency pedagogy means urgent intervention

Emergency pedagogy sees itself as pedagogical first aid on the basis of Waldorf education. Shelter and security, reliable relationships, self-esteem, self-control, self-efficacy, stress reduction, as well as a healing group atmosphere help foster the general wellbeing of children and activate their self-healing forces. The goal is to integrate the traumatic experience into the biography and to counteract post-traumatic stress disorder.

Inauguration of Darbari Waldorf School



The city of Jaisalmer is located in northwestern India, in the middle of the Thar Desert in the federal state of Rajasthan. Just outside the city is the small village of Darbari where a small Waldorf School opened in 2016. Many children of the Bhil people live in the desert around Jaisalmer. They are one of the largest of the approximately 420 indigenous tribes of India. Many of these children live in extreme poverty, are malnourished and start working very early on. Illiteracy is widespread in these rural regions; in particular among the Dalit, the Pariahs or untouchables, people who do not belong to any caste or to a lower caste or who are outcasts. The Bhil people are often put on the same level. In the middle of the last century, the government abolished the caste system, but in many places it still dominates social life. The newly inaugurated local Waldorf School aims to offer a perspective to the Bhil children living in Darbari. Since 2014, Jaques Monteaux, Waldorf School teacher of many years and Waldorf teacher trainer in France, supervises the nascent initiative. In January 2015, the school community held the groundbreaking ceremony in the presence of local politicians and tribe members; the final inauguration of the Darbari Waldorf School took place on October 17th 2016. For the time being, there is one mixed-age class, and a small kindergarten group.

Here, in a sheltered environment, the children can learn and experience how people treat each other in a respectful and healing way; they also

receive freshly prepared meals. Already in the course of the first school year, the class size will increase to over 20 children and there are plans to extend the school by one class each year. This is the reason the school needs further support, in order to create the necessary infrastructure and to employ new teachers and to train them in Waldorf education.

Quo vadis, social impulse? Convention on Social Future, June 15 – 18 2017 in Bochum

For 100 years now, Rudolf Steiner's social impulse has been part of the anthroposophical movement. What is the potential of this precious legacy for current social issues and for the social needs of our time? The Convention on Social Future invites you to interdisciplinary discussions on this and other questions. Whether in the so-called refugee crisis or in the debate on inclusion, whether in education or in organic farming: Anthroposophical initiatives are involved in forming a social and sustainable society all over the world. A broad-based alliance of anthroposophical associations and organizations will host the Convention on Social Future, which sees itself as something like a conference for the future: Plenary addresses and panels as well as various workshops with laboratory character will explore the possibilities of how to sculpture our society by finding possible answers to today's ecological, social and spiritual crises. Numerous large anthroposophic associations and organizations teamed up to host the event:

The Anthropoi Federation (Federal Association of Anthroposophical Social Work), the Anthropoi Support Group, The Anthroposophical Society in Germany, the German Federation of Waldorf Schools, the Umbrella Organization for Anthroposophic Medicine in Germany, "Demeter", "Gesundheit aktiv", the GLS Bank, the "Nikodemus Werk", the Federation of Waldorf Kindergartens, the Software AG Foundation, the Social Science Section at the Goetheanum, as well as *The Friends of Waldorf Education*.

The "gaze into the future" VW Hippy Van sets off in Mannheim to tour all of Germany



Many schools know the *Friends of Waldorf Education* for the WOW-Day and numerous opportunities for voluntary services at home and abroad. Now our former volunteers are taking a trip through Germany in a Volkswagen van. Starting March 2017, they are visiting schools all over Germany. They have stories to tell, pictures to show, and some handy advice for students interested in voluntary services at *The Friends of Waldorf Education*. With the help of the bus tour, we aim to create a space to transmit our enthusiasm to the students and to inform them about possible pathways after graduation. It is important to learn about where and how young people can actively shape our society, instead of letting the world pass by as onlookers. In addition to information events and presentations, our "alumni" offer interactive future workshops in small groups or project days on "Youth Leadership".

Emergency Pedagogy Annual Conference June 9th to 11th in Karlsruhe

In 2017, the Emergency Pedagogy Annual



Conference will again take place in Karlsruhe, with a focus on "manmade disasters". Many are threatened by wars, violence, and natural disasters—but children are especially affected by the feeling of not being safe anywhere. They find it especially difficult to understand and process man-made disasters. How can we prevent these hardships from becoming stress factors, which lead to traumata? And how can emergency and trauma pedagogy help to integrate experiences into one's biography?

We want to explore these questions together. Speakers 2017: Andreas Müller-Cyran (leader of emergency pastoral care in the archdiocese of Munich and Freising), Dr. med. Christian Schopper (chief physician of the psychosomatic clinic Sonneneck, Badenweiler, Germany), Dr. phil. Dima Zito (trauma therapist, Psychosocial Centre for Refugees (PSZ) in Düsseldorf; her doctoral thesis is about child soldiers) Bernd Ruf (Waldorf and special education teacher, headmaster of the Parzival Competence Center for Education), Ralf Willinger (advisor for children's rights at Terre des Hommes).

7th Asian Waldorf Teachers Conference, AWTC

Since 2005, the Asian Waldorf Teachers Conference takes place every two years, aimed at Waldorf teachers working in this region. Initiated to a good part by the *Friends of Waldorf Education*, the conference offers a very important opportunity for Waldorf teachers from all over Asia to learn and exchange views and ideas. The last few Asian Waldorf Teacher Conferences were held in Japan in 2015, in South Korea in 2013, and in India in 2011. In late April the 7th AWTC took place in Chengdu, in the Chinese province of Sichuan. Keynote speaker was Christof Wiechert, further talks and workshops were chaired by Thanh Cherry from Australia, Sucheta Garud from India, Mariko Kawamura from Japan, and Yi-Ling Chang from Taiwan. Another focus was the 100 year Waldorf Jubilee. The aim of



the conference was to use the history of Waldorf education as a basis for a strong and courageous further development of Waldorf kindergartens and schools. In addition to training workshops for school and kindergarten teachers, there was also room for networking within the Asian Waldorf movement. As many colleagues from the Asian region as possible were asked to give talks, in order to meet the specific needs of this region and to help strengthen the movement from within.

Cracow: Musical instruments for setting up an orchestra



For a long time, the Cracow Waldorf School has wanted to set up an orchestra, but there was not enough money to buy the necessary musical instruments. Too limited are the financial sources of the school. By far not all parents can afford buying an instrument for their child or paying for music lessons. Waldorf schools in Poland receive no state funding, so the tuition fees are a major challenge for many families. An additional financial burden from the acquisition of instruments would be unthinkable. So the students and teachers were all the more happy when they learned that their instruments could be bought thanks to the many large and small donations forwarded by the *Friends of Waldorf Education*. In a joyful mood and with great zeal, they started rehearsing immediately. A longstanding dream has thereby come true for Kasia Cieplińska, teacher at the Janusz Korczak Waldorf School: "This is a wonderful beginning", says Cieplińska, "I hope

that in the future we can enable all pupils to learn an instrument."

Tbilisi: daycare center for people with disabilities needs help



The Daycare Center for Social Therapy takes care of people with special needs in Tbilisi, the capital of Georgia. More than 50 people come to the Center every day to learn, to receive therapeutic support, and to work, which makes them very proud. This would not be possible anywhere else. After 26 years of social work, the future of the Daycare Center is uncertain, because sufficient funds are currently lacking. Up until now, the social therapy project was mainly funded by larger donors such as CORDAID or Bread for the World. But these organizations recently changed their aid programs and have transferred their funding priorities to other regions. Yet, in Georgia there are no welfare projects to support those affected and to help an organization such as the Daycare Center to survive. The small amounts of money parents can afford to pay or the proceeds from selling self-made products are simply not enough. In this dire situation, the people of this community kindly ask you to support the Daycare Center so that they can continue their work through next year.

EDUCATIONAL SPONSORSHIPS

Dear sponsors and school classes,

In most countries Waldorf schools do not receive any government funding and parents often cannot afford to pay school fees. With an educational sponsorship, you enable children from financially disadvantaged families to attend a Waldorf school. Your donation allows the respective school to admit children from different social backgrounds. You are free to specify the amount of your donation. The full tuition fee is usually between € 25 and € 200. As a sponsor you will receive a photo and a letter from your godchild on a semi-annual basis.

We would be delighted if you became a sponsor! Simply fill out the "Donate and Help" form and indicate the name of the child and the school. As each sponsorship represents a unique relationship and each sponsor has different expectations, I am looking forward to talking to you in advance.

Fabian Michel
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KENYA



Mbagathi Waldorf School in Nairobi

John (6) lives together with his parents and his four sisters in a small "hut". His father is a carpenter and his mother a cleaner. John is a modest and quiet boy, who enjoys attending Waldorf School a lot.

GUATEMALA



Escuela Caracol in San Marcos La Laguna

Abby (8) lives with her single mother and her siblings, with whom she loves spending her free time. Abby lovingly cares for the many animals in the household. Her favorite subject in school is needlework and she has artistic inclinations. In her free time, Abby takes ballet classes at the local community center.

HUNGARY



Gödöllő Waldorf School

Judit (8) lives with her parents and her two younger siblings in the vicinity of Gödöllő. She is open, helpful, and sensitive. At school she loves drawing and needlework. Judit is creative and looks openly into the world. After school she helps her mother take care of her siblings.

ISRAEL



Ein Bustan Kindergarten

Nataly (3) is a cheerful, spirited young girl who attends nursery school with great joy. She is good at languages and can already count in Hebrew and Arabic. Her mother is still a university student and her father works in a hospital. Nataly loves playing with building blocks and dolls together with her friends at kindergarten.

PHILIPPINES



Gamot Cogon School

Juan (9) lives with his mother and his younger sister in simple conditions. Always smiling, he is a quiet but cheerful boy, who actively takes part in the classes. Juan is on good terms with his classmates and they like playing together outside.

SOUTH AFRICA



Hermanus Waldorf School

Nkosana (8) lives together with his mother, two sisters, an older brother, his aunt and his grandmother in a township near the school. He delights in reading and writing and his ability to express himself is getting better and better. In the afternoon, his grandmother helps Nkosana learn vocabulary.



Zenzeleni Waldorf School in Cape Town

Ngcali (6) is a bright girl. Already in preschool she was helpful and committed. Now she is attending first grade and handicraft classes are her favorite. When she grows up she wants to become a teacher at Zenzeleni School.

MEXIKO



Escuela de la Ciudad de México

Andrea (9) lives with her parents and siblings in a small apartment. She has an older brother and a sister. Andrea is an attentive and curious girl, but sometimes it takes some effort for her to participate in group activities. She loves painting and listening to the stories of her teacher.

RUSSIA



Raduga School in Voronezh

Michail (10) lives with his mother, who is a teacher at Raduga Waldorf School. He is a cheerful and friendly boy. Mikhail is very active and cannot sit still without having anything to do. He loves handcrafting, but his real passion is music. He loves to play the accordion and the piano.



St. George School in Moscow

Iljas (13) lives with his single mother and his older sister. He is very talented, but it takes some time for him to adapt to a new environment. Iljas loves attending St. George School. Here he started speaking. He smiles more often, trusts in people and believes in himself.

MOLDOVA



Scoala-grădinită Waldorf in Kishinev

Nicolae (12) lives with his parents and his younger brother at his grandparents' in the village of Hulboca. Next to the house there is a big garden, and Nicolae greatly enjoys joining in the gardening work. He is a friendly, courageous, and caring boy. Nicolae writes almost without mistakes and beautifully designs his main lesson book.



CLASS SPONSORSHIPS



After school center of the project Salvador da Bahia, Brazil

Salvador is one of the poorest cities in Brazil. In the midst of this poverty the Projeto Salva Dor takes care of about 50 children aged two to ten, with a supplementary Waldorf-educational program, partly full-time, partly as after school care. Children between five and ten attend the after school care on a daily basis, to master the difficulties of their often chaotic everyday school life, to enjoy excursions, and to grow together. In Brazil, unfortunately, compulsory schooling already starts at five years of age. Much too early for many children. In overcrowded classes they are taught with authoritarian methods; oftentimes all classes are cancelled, some subjects for months, which hampers the children's development. Livia, a teacher, who studied education and completed a Waldorf Kindergarten teacher training, looks after a group in the mornings before they attend school in the surrounding areas in the afternoon. After that, she looks after a group that attends school in the mornings. The children get breakfast, a warm lunch and a snack in the after-

noon. For many children these are the only regular mealtimes. To establish a healthy rhythm, a daily routine is essential. Regular workshops, for example Capoeira, a martial art dance, dietary education, experimenting in the kitchen, as well as painting, drawing, and handicrafts provide the framework for a better everyday life. A life where children can act and live according to their abilities, and where violence and drugs are pushed away as far as possible. Not only the teachers' salaries, but also every sheet of paper, every pencil, and every meal are funded by donations, because the parents cannot contribute financially. To make contribution of their own, the employees make dolls and other handicraft work, which they sell at a bazaar.

Each new class sponsorship matters and helps maintain these important local initiatives.

Donate and Help

Yes! I would like to donate _____ € once monthly
Mi donación es para: six-monthly on an annual basis.

- 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
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Purpose of donation + your address

> Wie kann ich helfen?

Durch zweckungebundene Spenden an unseren Internationalen Hilfsfonds können die *Freunde der Erziehungskunst* auf dringende Anfragen reagieren und Initiativen weltweit unterstützen. Als Pate können Sie Kindern die Möglichkeit geben, eine Waldorfschule zu besuchen und die Schule somit fördern. Durch das Engagement am WOW-Day unterstützen Schüler benachteiligte Kinder in einer Waldorfinitiative im Ausland.

> Kommt meine Spende auch an?

Patenschaftsspenden, Spenden für den Internationalen Hilfsfonds und zweckgebundene Spenden sowie die Erträge des WOW-Days werden von uns zu 100 % an die Einrichtungen weitergeleitet, ohne Abzüge von Verwaltungskosten. Außerdem stehen wir in engem Kontakt zu den Einrichtungen, die uns regelmäßig über ihre Arbeit informieren.

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> Was bewirke ich als Fördermitglied

Als Fördermitglied unterstützen Sie unseren eigenen Haushalt. Das bedeutet, dass Spenden zu 100% an waldorfpädagogische Initiativen weitergeleitet, Einrichtungen in schwierigen Situationen begleitet und in unseren Publikationen über Waldorfinitiativen weltweit berichtet wird. Als Fördermitglied erhalten Sie mehrmals im Jahr unsere Mitgliedernachrichten, die Sie über neue Impulse aus unserer Arbeit informieren. Wir freuen uns über jede Unterstützung, die unserer wichtigen Arbeit zugute kommt!

For our donors

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