

# WALDORF WORLDWIDE

Topic

## The work of the Friends Your donation is well received

**Freunde der  
Erziehungskunst  
Rudolf Steiners**

### Ukraine

When war becomes  
everyday life

### Philippines

An important expansion  
of the Waldorf  
School in Iloilo

### Voluntary services

A year as an ecological  
volunteer with the Friends  
of Waldorf Education

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## UKRAINE: WHEN WAR BECOMES EVERYDAY LIFE

**S**chools in Ukraine are only allowed to teach if they have sufficient shelters in which all pupils and staff can find shelter in the event of direct fire. **Page 5.**

## THE WORK OF THE FRIENDS

In addition to our annual financial report, in this issue we would like to tell you more about our daily work at the Friends of Waldorf Education, especially how the donations are employed. How your donation is received around the world - our cover story starting on **page 9.**

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### Cover photo:

Zenzeleni Waldorf School in  
Khayelitsha, South Africa



### A SMALL OASIS FOR THE CHILDREN IN NANYUKI

**M**t Kenya Waldorf School in Kenya is using the resources of the local community to build its classrooms, using materials from of the local environment and employing inexpensive and environmentally friendly construction methods. **Page 6**

### WOW-DAY 2022/23: EDUCATION FOR FUTURE

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## About us

The *Friends of Waldorf Education* have been promoting Waldorf Education worldwide for over 40 years. Our association has developed continuously, and we now work on several focus areas from our offices in Berlin and Karlsruhe.



### Waldorf Worldwide

The *Friends of Waldorf Education* was founded in 1971 with the aim of promoting Waldorf Schools, early childhood education, therapeutic education centres and social projects worldwide. It is very important to us to open up good educational opportunities for children and young people around the globe. So far, we have supported and accompanied well over 830 educational institutions all over the world. We support Waldorf Schools as well as anthroposophical therapeutic education homes worldwide in financial and legal matters and forward 100% of our donations to the recipients abroad. Our educational sponsorships enable children from disadvantaged families to attend a Waldorf School. We support the training of school and early childhood teachers around the world with scholarships. On WOW-Day (Waldorf One World) we coordinate the worldwide fundraising activities for Waldorf initiatives by students.



### Voluntary Services

In 1993, the *Friends of Waldorf Education* also became a recognized organization for international voluntary service. With the suspension of compulsory military service, the area of domestic voluntary services was added in 2011. Since then, the association has supported over 1,800 people annually during their voluntary service. Since 2006, the voluntary services have been extended to include volunteers from abroad, called Incoming. This enables young adults who have their permanent residence outside Germany to do voluntary service in Germany.



### Emergency Pedagogy

Since 2006, the *Friends of Waldorf Education* has been committed to emergency pedagogy for children who live in war and crisis regions, or are refugees. Emergency pedagogy uses Waldorf-educational methods and related forms of therapy to help children cope with traumatic experiences. With art therapy and experiential education exercises, we can strengthen the children's self-confidence as well as their trust in their fellow human beings and resolve their paralysis. This type of trauma work has already proven itself in numerous missions worldwide. A further focus is on international networking and the ongoing training of local professionals.

## UKRAINE

# When War Becomes Everyday Life

In the summer, the Ukrainian Ministry of Education issued a decree according to which schools in Ukraine are only allowed to teach if they have enough shelters where all the students and staff can find protection in case of direct fire. Such a regulation shows that war has, unfortunately, already become part of everyday life.



**T**he need to provide shelters poses particular challenges for all schools in Ukraine. "We have started building an air-raid shelter in order to be able to start face-to-face classes as soon as possible," the head of the Stupeni Waldorf School in Odessa wrote to us in August. "For our school, living learning is essential. And direct contact is absolutely necessary for this. Also, a survey of parents showed that most of them want face-to-face teaching & learning for their children." Work in the school is progressing well: the basement has been deepened, the floor has been concreted and cables for electricity and communication have been laid. But the costs are great: "We have spent all the money in the school account on this work, including the salaries for August and all contingency funds, and now we are starting to work with construction workers on credit," the headmistress continued. However, it is important for die Freunde that the money we have already transferred for the salaries from our March appeal is also available for exactly this purpose, because the teachers still need reliable salaries. Their presence in the school is especially important for the students now. In addition to the Stu-

peni School, other Waldorf schools are dependent on donations in order to be able to expand their buildings accordingly, but also in order to be able to continue financing normal school operations. We are, therefore, happy for every single donation for the Waldorf schools in Ukraine.

**Christina Reinthal**



## KENYA

# A Small Oasis for the Children in Nanyuki

Nanyuki is a small town at the foot of Mount Kenya, home to Mt. Kenya Waldorf School. What started as a small kindergarten in 2018 has since developed into a Waldorf school a little more every year. In constructing of the classrooms, the school community decided to use the resources of the immediate environment by building in an affordable and environmentally friendly way.

**M**t Kenya Waldorf School consists of many small houses. Each class and kindergarten group has its own hut, connected by small footpaths. Two natural and sustainable building methods were used in the construction of this small village. The classrooms were built with layers of mud and straw. On the other hand, some of the administrative and toilet buildings, as well as the kitchen, were built from bricks that were made on site. "We wanted to use the resources that the land provided, because the soil was very suitable for this," explains the school's founder Jessi Allmendinger. "We also wanted to create jobs for the community and show how to use these valuable materials." The method is also extremely cost-effective, as most of the necessary material is readily available. Not only does the soil used in the building come from the school's property, but the water needed is also drawn from the nearby river. So,



only a small amount of cement needs to be added before the bricks are pressed in a machine. After two to three weeks, they are dry and ready for use.

All classrooms and most other buildings are round or oval. "This is a tradition in Kenya," explains Jessi Allmendinger, "Our vision was to build a village, and what could be more natural than to take up the traditions and redesign them in our own way? The houses convey a wonderful feeling of security. Of course, it is also important that the round shape promotes good insulation and ensures an even temperature. Corrugated iron was used for the roof, since this is the best way to catch and collect rainwater." Since November 2020, a total of five classrooms, a toilet building, an office and a kitchen have been built. The construction of another classroom and a wood and weaving workshop are planned for the autumn of 2022, and the process is not over yet: "In

**"In the long term, we also hope to build a common dining room, a music room, a library and a new classroom every year."**

the long term, we also hope to build a common dining room, a music room, a library and a new classroom every year."

**Christina Reinthal**





## PHILIPPINES

## Important Development of the Waldorf School in Iloilo

The Gamot Cogon Waldorf School is set in the very poor, rural community of Zarraga, in the province of Iloilo in the Philippines. The school founded in 2006 by the non-profit Gamot Cogon Institute (GCI). The school and its kindergarten are attended by 290 children and young people from a wide range of socio-economic backgrounds. About 25 percent of the children come from very poor families in the surrounding local communities.

With a school-leaving certificate from the Gamot Cogon Waldorf School, the young people officially have access to all the universities in the Philippines. Nevertheless, the choice of their field of study is quite limited, as too few science courses have been offered at the school so far. However, the so-called MINT subjects (mathematics, information technology, natural sciences and technolo-

gy), are a prerequisite for studying subjects in these areas at higher education level.

Co-financed by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Friends of Waldorf Education were able to support the development and opening of a MINT offer at the Waldorf School this year. In order to expand the curriculum, a laboratory complex with four new rooms was added to the school. In addition to biology/chemistry and physics labs, the new building complex also houses a library and an IT room. In addition to the construction of the labs and the curriculum development, special STEM training for teachers is planned. A 'container farming' workshop was also held for members of the community, and the high school students were invited to participate. Container farming is about very low-cost farming methods for one's own household. Most community members have neither land to cultivate, nor the financial means to eat a balanced diet. The workshop imparted knowledge and stimulated interest on how to grow low-cost vegetables in buckets and other containers. The workshop also contained guidance on how to make fertiliser from household food-waste and offered a starter pack of mixed seeds.

Johanna Ruber





TOPIC

# YOUR DONATION IS WELL RECEIVED

**T**he Friends of Waldorf Education has been working for the worldwide Waldorf school movement since 1976. We support schools and kindergartens as well as therapeutic education institutions and Waldorf day care centres. Of course, this work also includes promoting the training of teachers and coordinating the networking of all the institutions. The financing of all this is made possible by your donations and grants from foundations and ministries. Behind the scenes a lot of work takes place, to ensure that all the money donated is used wisely and applied exactly where it is needed.

On the following pages we would like to tell you about this work.

# More than a bank transfer

Donating is more than a bank transfer. You know this as a donor, because you have already given a lot of thought to where your donation will be most effective. You have decided to entrust us with your donation so that we can forward it to a school or therapeutic education institution of your choice, or for a specific purpose. For us, too, your donation is much more than a bank transfer, because it is important to us that exactly what you wanted to support with your donation happens. This also requires more than just another transfer to a Waldorf school, a Waldorf kindergarten, or a therapeutic education, or social therapy facility. A short presentation of our work in our office in Berlin follows in order to give you a little insight.

**Nana Goebel** probably knows the international Waldorf movement (schools, kindergartens and other institutions), better than anyone else. She hears about older schools when they run into difficulties, and she hears about new schools when they falter, such as during the Covid pandemic. Nana Göbel knows most of the institutions and their people through visits, so her knowledge is not just based on paper. Nana Göbel is Managing Director and responsible for the work in the Berlin office.

**Anselm Cojaniz** corresponds with representatives of the institutions we support abroad and checks their non-profit status. When schools receive grants, they send proof of allowable expenditure to Anselm Cojaniz. In 2021 we supported 251 institutions and all of them have to send us receipts, activity reports and annual financial statements, which we have to look at and check. Anselm Cojaniz also submits applications to

foundations and undertakes due diligence checks and is Nana Goebel's assistant.

**Johanna Ruber** organises the WOW-Day (Waldorf One World), where students spend one day a year collecting money, or working to support Waldorf schools in poorer countries. Last year, 30 institutions in 21 countries could be supported. In addition to her work for WOW-Day, Johanna Ruber also submits applications to the German Federal Ministry for Economic Cooperation and Development (BMZ). The work is not finished with the approval of the applications, of course. The funded institutions have to be accompanied, detailed accounts have to be prepared and proof of allowable expenditure is recorded.

**Christina Reinthal** reports on our work with the international Waldorf school movement. She is the editor of our newsletter, "Waldorf Weltweit", designs and edits our website, makes sure that online donations are possible, sends out the electronic newsletter and also our appeals for donations. She informs our donors where help is needed and what has been done with the funds from our appeals.

**Fabian Michel, Aimo Hindriks and Paulina Jantos** each work 20 hours a week in our sponsorship team. You will meet them when you call our office. They answer questions, send out thanks for SEPA direct debit mandates, help with questions about transfer options and so on. Most of their time is spent on our education sponsorship programme. They arrange educational sponsorships and are in constant exchange with 65 Waldorf institutions that receive donations from our sponsorship programme. They make sure that 879 education sponsors receive twice-yearly mail from their sponsored child and inform them when a child finishes school.

**Claudia Schwoch** registers incoming donations and makes sure that each donation is allocated to the right donor and for the right purpose. Last year we received 21,306 donations from 4,197 different



donors for the international school movement. If information is missing, she does the research. That way, the donation gets to where you want it to go. Claudia Schwoch also takes care of many other tasks, for example, she maintains the worldwide list of Waldorf institutions.

**Eleonore Jungheim** (Chief Financial Officer) runs checks at the end of each month for those institutions for which we have received donations and transfers the money to our project partners (whose non-profit status and proof of use have been clarified). She also issues the donation receipts for our donors, which are then checked and signed by Nana Göbel. Eleonore Jungheim is our contact person for the tax office and the German Donations Council. She ensures compliance with all charitable law requirements and transparency - among other things in the annual business report, which is published on our website.

Since our founding, we have managed to pass on 100 per cent of earmarked donations. Only those who actively choose to do so take part in our 10% campaign, and thus donate 10 percent of their do-

nation to our administrative work. We also finance our work through membership fees from individuals or German Waldorf schools and, of course, through targeted donations with the purpose "Friends' work". It is important to us to adhere to the principle of strict separation between donations to Waldorf institutions around the world and donations for our work. But it also means that we depend on these conscious donations. We are, therefore, happy about every donation for our work in the 10 percent campaign, because our continued existence depends on it.

**Eleonore Jungheim/Christina Reinthal**

# New board members introduce themselves

In the last two years we made some considered changes to the structure of the association. In 2020, we created a Friends of Waldorf Education Supervisory Board, to which two former board members transferred. This resulted in several changes to the board. Already in December 2020, we had welcomed Johannes Prahla as a new member of the board. This year, the Supervisory Board also appointed Susanna Rech-Bigot and Daniel Engelsman to the Board. The two new Executive Board members introduce themselves in short interviews.



"It appeals to me very much to see how Waldorf education is implemented in different cultural contexts and with what inventive means and how much heart and soul people work there."

Susanna Rech-Bigot has been working for the Friends of Waldorf Education in the Karlsruhe office since 2009. Since summer this year, she has been involved in the Friends' board, in addition to her work for the voluntary services. In an interview, she talked to us about her motivation for taking this step, and her enthusiasm for the international work of the association.

**Susanna, you have been with the Friends for a long time. How did you come to join us back then?**

When I met the Friends, I was just 20. I was part of a group of former volunteers who got together and founded an association to represent the interests of volunteers. Grenzenlos e. V. is the name of this association, and it still exists today. Many former volunteers of the Friends participated in the founding of the association. That's how I got interested in the Friends. At the beginning of the 2000s, the Friends of Waldorf Education commissioned us to design and run preparatory seminars, and that was my very first contact with the office in Karlsruhe. At that time I already thought, this is a great association, I'd like to work there later. And then at some point there was a job advertisement for a post in Karlsruhe. In fact, I didn't get this job, but another one with the Friends. But I was really happy to have arrived here. Since 2009 I have been working full time for the Friends. What I particularly like about it is the international work. In the start-up phase of the "weltwärts" programme, I had the chance to get to know many of our workplaces on several continents. It appeals to me to see how Waldorf education is implemented in diverse cultural contexts, and with what inventive means, and how much heart and soul is offered by the people

work involved.

The Friends covers a huge field of work, but I have always found the original idea of supporting Waldorf education worldwide - be it through the International Waldorf Fund or the WOW-Day or the volunteer services - to be an idea I can support. I appreciate the fact that we are not missionaries and do not go around saying: "Oh, it would be great to build a Waldorf school". Rather we accept and support impulses that come from local people on the ground. I think that's just right.

### **What exactly do you do at the Friends?**

In the volunteer services, we work with teams that are specialised regionally, and I have led a country team that accompanies volunteers and placement sites in Africa and Europe. I am mainly active in accompanying the volunteers, especially in the French-speaking countries: France, Cameroon, Senegal. I will also continue to accompany a German-French seminar group, where German and French volunteers meet and then go to each other's country. It is important to me to continue to be involved in concrete educational work with young people.

### **What connects you with Waldorf education?**

I find it a wonderful alternative. I didn't go to a Waldorf school myself, but my children do. I got to know Waldorf education during my studies through a fellow student and have discovered more and more aspects that appeal to me and in which I find inspiring. I like the holistic approach of Waldorf education and the possibility to address not only the cognitive, but to serve the range of human intelligences. I very much appreciate the focus on head, heart and hands. We offer this approach at the seminars for volunteers, as we work with the methods and approaches of Waldorf education with young adults who are preparing for voluntary service.

### **What do you see as your main tasks as a board member of the Friends?**

I see both internal and external tasks. First of all, it is important to carry the impulse of the Friends

of Waldorf Education into the future. To inspire people to get involved, to perceive the needs of children, adolescents and young adults, and to offer them educational spaces in which they can grow and develop.

I find it essential to work for authentic relationships and freedom in education in an increasingly complex world. I experience the work we stand for as valuable and meaningful and would like to make it possible for as many young people as possible to do voluntary service in one of the many Waldorf institutions around the world. Internally, I would like two areas of work of the voluntary services - the foreign services and the domestic services - to stay close together and create good connections between them. It is also important to me to create a good network between all the departments - the Voluntary Services, International Cooperation and Emergency Education - and thus also between our offices in Karlsruhe and Berlin. It is not only a matter of representing the point of view of the Voluntary Services Department, but of keeping an eye on the whole and jointly pursuing our goal as an association; namely, to promote Waldorf education, and to promote an education that enables people to be free.

**"I really appreciate the fact that we are not missionaries, but rather that we take up and support the impulses that come from the people on the ground."**

**For me, there has been a thread running through my family for generations with regard to anthroposophy."**



**D**aniel Engelsman is a Waldorf teacher in Prien am Chiemsee. He has been a board member of the Friends of Waldorf Education since spring. He has known the Friends - albeit from a distance - since his childhood, as he tells in the interview.

**Daniel, before you became a Waldorf teacher, you worked as an event manager for an agency. How does one go from being an event manager to a Waldorf teacher, what is your connection with Waldorf education?**

Yes, I have to start at the beginning: There has been a thread running through my family for generations as far as anthroposophy is concerned. My grandparents were involved in anthroposophical institutions for many years, including at the Alanus Hochschule in Alfter. My father is a class teacher at a Waldorf school and my mother is a eurythmy teacher. I myself went to the Waldorf kindergarten and of course to the Waldorf school. When I finished school, I didn't want to have anything more to do with school. Yet, somewhere in the back of my mind, I had already thought about becoming a teacher, because I was fascinated and enthusiastic about it. But first, I wanted to get to know the world a bit, to discover something else. That's how I

ended up in the event management sector. Among other things, I organised conferences and spent a lot of time travelling internationally, and not much time at home. At some point, this old desire - to be a teacher - grew in me again; firstly, to be able to spend more time at home, and secondly, to pick up the thread of becoming a teacher. That's when I did my Waldorf teacher training at the Freie Hochschule in Stuttgart.

**So the international aspect has always been important to you, and you speak several languages.**

Apart from anthroposophy, that also runs through my family. I grew up in a bilingual, German-Dutch home. My parents always spoke Dutch with us children, while at school and among friends, we spoke German. Then we were in Cape Town for a while, and I went to the Constantia Waldorf School. My parents accompanied Waldorf schools and Waldorf kindergartens in the townships. That's when my English developed, and also Afrikaans, which is, of course, very close to Dutch. At school in Germany I also learned Russian, but there are really only fragments of it left. Two years ago I worked as a Waldorf teacher in Mexico, and then I also learned Spanish.

### **Did the connection with the Friends come about through your work in Mexico?**

I have known the Friends of Waldorf Education and Nana Göbel for a long time, although not personally. Through my parents' connections there has always been a certain connection. The first personal contact actually came about in the run-up to my stay in Mexico. After my first eight years working at a Waldorf School, I wanted to take the opportunity of a sabbatical and make good use of this year. So, I put out some feelers to see what possibilities there were to work with a Waldorf school abroad during this time. And with this in mind, I remembered that the Friends of Waldorf Education have a large network worldwide. So I simply called Nana Göbel and asked if someone like me with my skills was needed somewhere. As a result, I travelled to Myanmar for a fortnight. I got to know a school and took courses with prospective teachers. However, I quickly realised that this was not the right country for a family with four children to make a longer stay. At that time, there was already a mood in Myanmar that later ended in the developments we all know about. After further considerations, I decided to go to a school in Mexico. I started there in September 2019. Like everywhere else in the world, a few months later we had to deal with the Corona pandemic, with online classes and everything. This all led to the school being on the verge of ruin, as there was no government support provided. I helped my school and the Waldorf schools in the area to apply to the Friends. This made the contact with the Friends and Nana Göbel much closer. And after I returned to the Waldorf School in Prien, I was asked if I could imagine being involved in the Friends' board.

### **Why is it important for you to take this position on the Board of the Friends'?**

There are several aspects that make me happy to take on this task. Firstly, it is a basic principle for me to say: If I am needed somewhere and I am behind the cause, then I try to make it possible. Of course, that is not always possible, but if it is, then I try to do my best to make it happen. That was also the case with my teach-

ing career. I didn't choose the school I wanted to work at but said, the first school that needs me and asks me, that's who I will work for. That has proven to be a good principle in my life. In addition, because of my own biography as a Waldorf pupil, as a child of very committed parents, and because of everything I experienced in Mexico, I gained an insight into what Waldorf education can achieve in the world. I would say that it is an educational answer to the really urgent questions of today. I therefore find it very important that there is an association like the Friends of Waldorf Education, which has set itself the goal of promoting this pedagogy worldwide. And if the people who are already active in the Friends believe that I am the right candidate for this and that my skills are needed there, then I am happy about it and will contribute.

**Interviews: Christina Reinthal**

**"I would say that [Waldorf education] is the educational answer to the really pressing questions of our time."**

## Financial Report 2021

# The blessing of non-profit status

You can find a detailed financial report in our Annual Report 2021 (in German) at: [www.freunde-waldorf.de/transparenz](http://www.freunde-waldorf.de/transparenz)

The last three years – 2020, 2021 and 2022 – were marked by extraordinary events to which we as an association had to react quickly, and with extraordinary measures across all our departments. During the Corona pandemic in 2020/21, a safety net had to be quickly set up for all those Waldorf schools and Waldorf kindergartens around the world that were in financial distress due to the various measures and contact restrictions, and our volunteers had to be brought back from everywhere. The concern for schools continued last year, yet fortunately, no school we supported had to close its doors. This year it was the war in Ukraine to which we responded with a quick appeal for donations for the Waldorf schools, Waldorf kindergartens and therapeutic education institutions in Ukraine, but also organised help in various forms for the people who had to flee their homes. Both during the Corona crisis and the war in Ukraine we received great support from our donors. Because of them and the fact that so many people are committed to "non-profit", we were able to achieve a lot.

In non-profit organisations, people join together for a purpose that goes beyond satisfying their own needs. All funds and actions of such an independent organisation must serve this purpose. I am happy to illustrate the practical benefits of this abstract description, using our work as an example. If you want to donate €100 for schools in Ukraine,

but you don't know which one needs it most, you can trust us to find out which institutions need help, how much money is needed in each case and that we will distribute the funds fairly. If you know exactly which school you want to support, you can donate to us with a SEPA transfer, or via our online form, and we will transfer the monies collected to the school's non-profit sponsor.

Why do we insist that each school we help has a non-profit sponsor? Because it makes the schools stronger. Each non-profit sponsor has a body of people who make decisions together and watch over the flow of money. This strengthens transparency, reduces concentration of power in few hands and gives people with little economic means the opportunity to participate. Unfortunately, the number of schools that sell education as a commodity and expect profits as a matter of course is increasing worldwide. Educators then become employees who follow instructions. Those who can pay the fees of these private schools get places. We, on the other hand, want to promote educational justice and freedom in the education system, which is why we insist on non-profit organisations.

We support non-profit organisations because they are always controlled by the tax office. This helps to avoid rookie mistakes when dealing with money. And if, despite all precautions, things should go wrong and a school has to close one day, the assets





must continue to be used for charitable purposes. We always check the statutes to see where the assets will go in the event of dissolution before we give grants for investments.

Here is another aspect. Let us assume that an exceptionally selfless and wealthy person finances a school for poorer children. He or she is highly respected in his or her community and regularly invites the teachers to parties. His or her only child is also actively involved in the school as an educator and one day comes into conflict with some colleagues at work. This conflict results in such intense feelings of hurt that the wish arises that the father should no longer support and promote the school. Check your heart for a moment: Would you continue as the school's benefactor if your only child - justifiably or not - was hurt like this? Hopefully, the answer is "yes", but rest assured, this doesn't work for everyone. In any case, the exceptionally selfless and wealthy person continues to fund the school. Until one day his or her business gets into trouble . . . or dies and the heirs develop completely different plans for the assets . . . This school is so dependent on a single person that sudden or unforeseen events quickly threaten its existence.

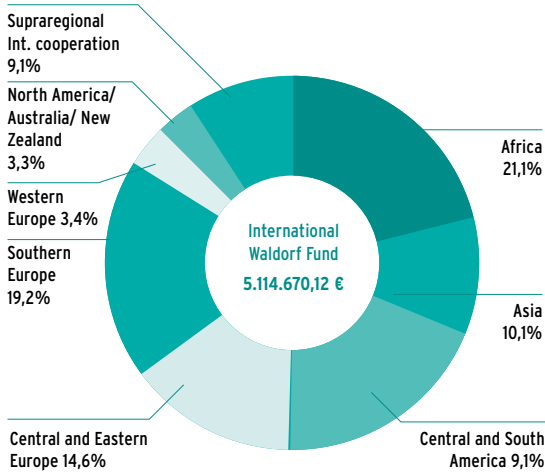
If you happen to be an exceptionally selfless and wealthy person, I would like to suggest that you set up a non-profit organisation for your school

**... the fact that so many people have dedicated themselves to "community service" has enabled us to achieve a great deal.**

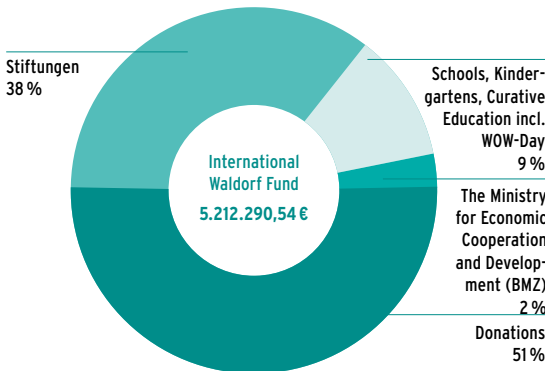
and donate your money to it. Make the school independent of you so that it can become strong and exist on its own.

Our goal is to educate children to become adults who can develop their talents and abilities and face the world awake and actively engaged. One means of achieving this goal is through our educational sponsorships. The Waldorf schools in our sponsorship programme undertake to accompany the children entrusted to them, even if the parents are unable to pay anything, or only a very small contribution. We are looking for educational sponsors who want to enable children to attend a Waldorf school and are interested in the development of a school and a child. The school pledges to report every six months and to continue to educate a child even if the day comes when the donor is no longer able or willing to donate. This is not an easy promise. In general, we check that the agreements are kept and that the funds we pass on are only used for charitable purposes - usually these are for salaries, school meals and room costs.

## Where do our donations go?



## Where do our donations come from?



In crises - whether natural or man-made - state action quickly becomes overwhelmed. Just think of forest fires. The professional fire services are not equipped for this and are supported by the volunteer fire brigades, or volunteers of the Technisches Hilfswerk. In the case of major disasters, numerous relief organisations become active. This shows the dual function of non-profit organisations: people who want to help can find a starting point for their support, and people who need help know who to turn to.

This is also the case with the Friends of Waldorf Education. We offer people a platform to support Waldorf schools and kindergartens, therapeutic education and social therapy institutions, training or students. We do this in many ways; for example, as donors, volunteer mentors, WOW-Day organisers and education sponsors. And we offer institutions abroad a contact point for advice and economic support.

Last year, we were able to support the worldwide movement (Waldorf schools and kindergartens, therapeutic education institutions, seminars, students and umbrella organisations, such as country associations) with € 5.1 million from the International Waldorf Fund.

### 100% FORWARDING OF DONATIONS

- We forward 100% of earmarked donations
- abroad, which means we make zero deductions
- to finance our work.



### Grants 2021

Waldorf Schools	118
Waldorf Kindergartens	28
Educational & social therapy	38
Social Work	18
Teacher Education	22
Other / Supra-regional	6
<b>Projects Supported</b>	<b>230</b>

**SO NOW, IN CONCLUSION, THE SAME QUESTION ARISES AS AFTER A DELICIOUS MEAL WITH FRIENDS: WHO PAYS FOR IT ALL?**

Since our beginning, we have managed not to finance the costs of our work through an automatic (and that means unconscious), deduction for operating costs. Instead, we ask for separate donations for our work. We are very grateful that our members and supporters invest in our work.

Last year we had expenses of €532K for nine staff salaries, office rental, the printing of our newsletter, "Waldorf Weltweit", and the appeals for donations, the flight costs for the consultation work in schools and projects, postage for the donation receipts and so on. This expenditure was offset by income of €467K. The result of one year's work was a deficit of €65K. Fortunately, we were able to cover this deficit out of reserves from previous years. But how shall we continue? We cannot reduce expenditure any further. Instead, we must finally tackle long-postponed investments of €100K in our IT (We have been working with the same database since 1996).

How is it possible that we raise €5.1 million for the international Waldorf school movement, and at the same time, cannot cover the costs of our work? The reason is simple: we always prioritise the needs and successes of the schools abroad and speak about them wherever we can get a hearing. But unfortunately, we forget to ask for donations for our work. It is so much easier emotionally to ask for others.

So, I have decided to try and give you a little insight into our work and our own needs with this report. We need your help to continue our work for the

**We need your help to continue our work for the international movement of Waldorf schools.**

international movement of Waldorf schools. We would be delighted if you would become a friend of the Friends and support our work on a regular basis. Also urgently needed and most welcome are one-off donations to help us finally modernise our IT.

I am very, very happy to be at your disposal by telephone on 030-6170 2630 for further information - feel free to call me!

**Eleonore Jungheim**



## Friends of Waldorf Education 01.01.2021 – 31.12.2021 in Euro

### A International cooperation

ALLOCATION OF FUNDS	2021	2020	SOURCE OF FUNDS	2021	2020
<b>A.1 International Waldorf Fund</b>			Donations	2.645.137,58	2.995.220,87
			Schools/kindergartens/therap. education	313.958,19	622.092,53
			Special campaign WOW Day proceeds	125.317,71	173.241,31
Waldorf schools / kindergartens	3.437.072,39	2.972.279,12	Special campaign collection/class acc	15.141,76	12.578,40
Training/ seminars/ scholarships	344.479,07	428.446,91	Sp. campaign fund / Operational centres	0,00	523,00
Therapeutic education/ social therapy	806.891,12	848.129,25	Grants from foundations	1.973.985,30	1.497.865,80
Overriding tasks	526.227,54	576.698,62	Government grants BMZ	138.750,00	0,00
<b>Subtotal</b>	<b>5.114.670,12</b>	<b>4.825.553,90</b>	<b>Subtotal</b>	<b>5.212.290,54</b>	<b>5.301.521,91</b>
Reallocation Emergency Pedagogy	143.007,85	81.417,48	Repayment of grants	7.700,30	9.496,84
Reallocation Wor of the Friends/ BMZ	8.400,00	0,00	Reallocation voluntary services	2.970,00	0,00
Loan default	39.665,03	0,00	Release of reserves	248,34	557,98
Increase reserves Israel fund	26.611,06	13.748,24	Exchange gains (Israel Fund)	25.811,06	12.598,24
<b>Disposals from int. Waldorf funds</b>	<b>5.332.354,06</b>	<b>4.920.719,62</b>	<b>Additions Int. Waldorf Fund</b>	<b>5.249.020,24</b>	<b>5.324.174,97</b>
<b>A.2 Work of the association (international cooperation)</b>			Donations Members	200.827,16	190.100,52
			Donations	211.438,35	287.209,70
			Reimbursement of expenses	2.998,71	6.283,74
			Extraordinary income/ Share price gain	9.309,13	828,61
			State grant	0,00	24.952,40
			other Income/interest	4.704,26	5.904,17
Personnel costs	352.554,74	345.911,59	Reallocation Waldorf Fund/ BMZ	8.400,00	0,00
Material costs	179.169,45	188.043,37	income asset management	29.254,47	35.731,23
Costs asset management	228,78	107,88	economic business operation	176,05	1.017,10
<b>Subtotal</b>	<b>531.952,97</b>	<b>534.062,84</b>	<b>Subtotal</b>	<b>467.108,13</b>	<b>552.027,47</b>
Creation of provisions	0,00	17.964,63	Estate allowance Grant Int. Coop.	125.023,55	194.559,92
Formation of reserve, estate fund IC	125.023,55	194.559,92	Consumption of reserve	64.844,84	0,00
<b>Disposals Association work</b>	<b>656.976,52</b>	<b>746.587,39</b>	<b>Additions Association work</b>	<b>656.976,52</b>	<b>746.587,39</b>

### B Emergency Pedagogy (NFP)

ALLOCATION OF FUNDS	2021	2020	SOURCE OF FUNDS	2021	2020
Employees international	190.279,18	213.729,73	donations	210.727,11	221.440,61
Travel expenses/ room and board	96.151,67	76.855,28	Grants from foundations	2.500,00	130.130,00
Information/ publicity campaigns abroad	17.085,79	533,10	Reclassification f. aid fund/WOW+Corona	143.007,85	81.417,48
Equipment	128.002,55	10.195,77	Grants Aktion Deutschland Hilft	579.641,86	193.699,12
Grants to partners	0,00	28.000,00	Grants NGOs	81.674,58	138.551,97
Office/ administration abroad	249.434,15	77.907,11	Government grants	119.420,13	380.519,78
Mittelrückzahlung	20.826,72		Reimbursement of costs	334,80	1.487,38
Project costs	701.780,06	407.220,99	Special purpose operation NFP	19.932,52	13.711,45
Personnel costs	283.837,33	506.740,80	Other income	25.454,96	21.882,07
Material costs	93.511,37	184.602,40	Reallocation voluntary services	7.596,20	0,00
Economic operations	1.580,00	8.826,23	Economic operations	1.543,80	8.286,19
<b>Subtotal disposals</b>	<b>1.080.708,76</b>	<b>1.107.390,42</b>	<b>Subtotal additions</b>	<b>1.191.833,81</b>	<b>1.191.126,05</b>
Allowance from partners	1.227.929,11	83.735,63	Utilisation of reserves	1.116.804,06	0,00
<b>Disposals emergency education</b>	<b>2.308.637,87</b>	<b>1.191.126,05</b>	<b>Additions emergency education</b>	<b>2.308.637,87</b>	<b>1.191.126,05</b>

Last year we were able to support the worldwide movement from the International Waldorf Fund to the tune of €5.1 million.



### C Voluntary Services Worldwide (FWA)

ALLOCATION OF FUNDS	2021	2020	SOURCE OF FUNDS	2021	2020
Travel expenses	303.210,29	393.884,07			
Insurance	259.437,85	150.787,23			
Pocket money	512.112,23	344.420,94			
Cost and accommodation allowance	280.396,83	309.215,32			
Seminars/Ped. Accompaniment/alumni	586.191,53	770.057,61			
Non-applicable programme costs	4.562,29	4.740,53			
Program "Weltwärts - und danach"	0,00	0,00	Donations promotion fund	1.371.554,91	972.572,44
Repayment of public funds	138.582,39	4.887,38	Grants	4.700,00	39.600,00
Project costs	2.084.493,41	1.977.993,08	Government grants	3.220.381,33	3.108.216,82
Realloc. Waldorf Fund/host organizations	2.970,00	0,00	Placements abroad	321.064,00	180.306,66
Personnel costs	1.747.114,68	1.774.541,66	Reimbursement of costs	2.184,07	818,99
Material costs	702.382,05	511.863,89	Contributions to cover costs Volunteers	17.842,87	19.775,87
Reallocation Emergency Pedagogy	3.798,10	0,00	Other income + interest	23,00	3.503,01
Economic operations	1.518,82	0,00	Economic operations	5.700,00	0,00
<i>Subtotal disposals</i>	<i>4.542.277,06</i>	<i>4.264.398,63</i>	<i>Subtotal additions</i>	<i>4.943.450,18</i>	<i>4.324.793,79</i>
Creation of reserves	401.173,12	60.395,16	Utilisation of reserves	0,00	0,00
<b>Disposals Voluntary Services abroad</b>	<b>4.943.450,18</b>	<b>4.324.793,79</b>	<b>Additions Voluntary Services abroad</b>	<b>4.943.450,18</b>	<b>4.324.793,79</b>

### D Voluntary Services in Germany (FWI)

ALLOCATION OF FUNDS	2021	2020	SOURCE OF FUNDS	2021	2020
Seminars / pedagogical support	1.058.492,66	823.703,42			
Flight scholarships	35.884,64	20.899,01	Donations / flight scholarships	1.562,00	2.714,00
Project costs	1.094.377,30	844.602,43	Grants	67.828,00	45.960,00
Pocket money + travel expenses	2.793.574,45	2.535.227,17	Government grants	1.651.676,09	1.354.580,11
Personnel costs	2.060.985,79	1.776.615,99	Erstattung Taschengeld und Reisekosten	2.679.915,68	2.529.569,48
Material costs	539.830,76	545.438,02	reimburse. pocket money + travel exp.	2.142.799,90	2.183.930,54
Reallocation Emergency Pedagogy	3.798,10	0,00	Other income + interest	0,00	0,00
Economic operations	119.271,29	96.417,07	Economic operations	119.273,98	99.781,32
<i>Subtotal disposals</i>	<i>6.611.837,69</i>	<i>5.798.300,68</i>	<i>Subtotal additions</i>	<i>6.663.055,65</i>	<i>6.216.535,45</i>
Creation of reserve	51.217,96	418.234,77	Utilisation of reserve	0,00	0,00
<b>Disposals voluntary services domestic</b>	<b>6.663.055,65</b>	<b>6.216.535,45</b>	<b>Additions vol. services domestic</b>	<b>6.663.055,65</b>	<b>6.216.535,45</b>

# Focus on the emergent human being



Nana Göbel

**W**ell, a change of times has not happened, but since 24th February there has been war in Europe again. In politics as in pedagogy, it is to the benefit of humanity and society if there is a moral compass that lives within people. And a moral compass is more than the presence of an idea; a moral compass is a strong inner power to make peace and freedom the yardstick of one's own actions. A difficult challenge. Shortly after the end of the deeply abysmal Second World War, the consequences of which we are dealing with again today, and at the beginning of the reconstruction of the German state, Konrad Adenauer said in 1949: "If we find our way back to the sources of our Euro-

pean culture, which spring from Christianity, we will succeed in restoring the unity of European life in all fields. This is the only effective guarantee for the preservation of peace." Today, when Church Christianity has had its day and is no longer the source of European culture, is there any other source for the preservation or, better, the recovery of peace in Europe? I would like to argue that Christianity, without the churches, can be opened up anew and then it can become the source of the European idea again. This would be a real turning point. But how can this be done? The best example is the Universal Human Rights declared on 10th December 1948. A Christianity that does without





churches is without a claim to outer power. Such a Christianity is no longer a religion in the former sense of the word; it is universal and transcends the borders of existing cultures, language regions and religions; it is universally human and needs no act or expression of confession. Such Christianity understands the growing human being and can become a moral compass. And we are in dire need of one today.

Wherever Waldorf education is sought in the world, the focus is on the growing human being. And this does not only mean the growing child, but the quality of becoming in every human being. This process of the human being 'in becoming' always means risk, it does not function in bourgeois respectability and is not predictable. It is open to the future. The more Waldorf education is written down and practised, the more the inner enthusiasm, the inner fire falls by the wayside. But these have an effect on the child and stimulate the inner educational processes. In this respect, a moral compass is needed in politics and in education. In recent years we have observed a significant increase in the search for Waldorf education and a growing number of newly founded Waldorf kindergartens and Waldorf schools around the world. In view of the economically difficult conditions and the worldwide shortage of trained Waldorf teachers, this growth is quite astonishing. Unperturbed by the difficulties, parents and children seem to be looking for an educational climate in which the arduous search for peace and freedom can be practised, often with much pain. And on

this path, the support of the Friends of Education is sought in many places.

Latin America currently occupies a top position in this regard, and within Latin America, Argentina and Chile. This is surprising because Argentina has, once again, been in an economically catastrophic situation for some time. In August 2022, the inflation rate was 78 per cent compared to the previous month; since 2018, it has never been below 30 per cent. In this respect, the people of Argentina are survivors, they know how to live from hand to mouth and have a rich experience of bartering. Of course, no one invests their savings, should they have any, in pesos. Hardly anyone is afraid of the future anymore because things can't really get any worse. People come to terms with the current state of affairs. And this arrangement includes young parents moving to the outskirts of cities, where the flats are cheaper, and you can grow vegetables in the garden. These former city dwellers are the clientele who are also looking for Waldorf schools in the villages and small towns. And if there are none, then they are soon founded. These small Waldorf schools often begin in temporary premises for which, of course, there is no planning permission. Over time, school buildings need to be constructed and there is no money for that. However, there is willingness to get involved. That is why in some places the school buildings can only be built with the cost of materials being financed. And because parents, teachers and children are involved, the school communities grow together. When things go well, a strong network of relationships full of warmth and enthusiasm develops. When things don't go well, deep rifts develop between people. So, remarkably familiar phenomena surface in

**... a moral compass is more than the presence of an idea; a moral compass is a strong inner power to make peace and freedom the standard of one's own actions.**



many parent and teacher communities. And only when there is a moral compass guiding one's own world of feeling and action is there a chance of success.

In southern Chile, the Waldorf movement is also growing, but under quite different economic conditions. Chile is a comparatively stable country, even if under the new young president, who was elected with great hopes, the ground is beginning to shake, and the conservative forces in the country are fomenting and threatening to ignite. While we are regularly asked by many small Waldorf schools in Argentina for support, especially for building projects, the Chilean Waldorf initiatives usually manage to self-build their facilities. In any case, it is always astonishing to see with what dedication and sacrificial power new kindergartens and schools are being built in Latin America.

In Ukraine, where freedom and peace are most longed for in Europe, we have been working continuously since 24th February. Until August of this year, all Waldorf schools and kindergartens in Ukraine received monthly payments from us for their remaining staff and teachers to have their salaries paid. The need arose not only among the independent schools, many of whose parents had fled to Western Europe and were, therefore, no longer paying school fees, but also among the state-funded Waldorf schools, whose subsidies were drastically cut month after month, especially over the summer. Without outside help, it was no longer possible for the schools to pay the remaining col-

leagues who continued to teach all the children remaining in Ukraine online. Then in August, further challenges were added. Understandably, the Ministry of Education decided that from September 2022, only schools that could prove they had a bunker would be allowed to teach in person. But these bunkers first had to be built and, of course, financed without subsidies. (More on this on page 5.) In addition, the Ministry of Education decided, again understandably, that only classes with at least 30 children could be financed in state schools. Therefore, the Waldorf schools in a certain town had to combine, at least in theory, in order to be able to account for the required number of pupils and students. In practice, this was exceedingly difficult because the pupils would have had to cross the Dnieper bridge every day to get to school, for example. And which parents today would dare to expect their children to make this journey to school? Therefore, the possibility cannot be dismissed that the buildings of the Waldorf schools, which have been painstakingly renovated by the Waldorf schools themselves, will soon serve other schools and Waldorf education will disappear. The future is, therefore, extremely uncertain and we will only be able to see how things can continue if and when there is a ceasefire and an end to the war, which we all hope for most sincerely

So, we wish to form a moral compass as much as possible, and to make this the guiding light of our work, and to renew it again and again and after every setback.





Page 23:  
Parents help build  
the Cecília Meireles  
Waldorf School in Nova  
Friburgo, Brazil.

Left page:  
Hekima Waldorf  
School, Dar es  
Salaam, Tanzania

Right page (both  
pictures) and page 22:  
El Nido Kindergarten  
in Villa de las Rosas,  
Argentina



## From the work of the volunteer services

**D**uring the summer months, it is unusually quiet in the corridors of the Karlsruhe Friends Office. The normal summer holiday phenomenon is coupled with a completely different peak period of absence in the office. Many colleagues are away at seminars. The current cohort of volunteers is released into the world after their final seminars, and the new cohort is already being prepared for the next voluntary service period in introductory seminars. This seminar work is the highlight and pedagogical heart of our work. It enables us to take an individual approach to each person who does voluntary service with us, and this year there are again more than 1,500 people. In addition, the seminars are meeting places where like-minded people can exchange ideas: to have the opportunity to show yourself as you really are, with all your strengths, fears and doubts. The young people perceive this as very supportive and encouraging. The seminar group ultimately carries each individual through the year.

We are often asked whether it is possible to do voluntary service without a sponsor. This may be possible in some places, but there are many good reasons to work with a sponsor. For one thing, there are practical advantages. We offer state-subsidised programmes, which provide financial relief, and the child benefit entitlement continues to exist. On the other hand, we have acquired special expertise over the years - both in the legal sense, and in the organisational framework of volunteer services, and in the field of educational support. A volunteer recently said at her return seminar: "Without you as a sponsor, I would never have made it through the year. Just knowing that I have professional support in the Friends Office that I can call at any time has helped me a lot." The educational support helps in many situations to turn

an excessive demand back into a challenge that can ultimately be mastered.

### WHAT HAPPENS AT SUCH A FRIENDS SEMINAR?

We deal with the fields of work in which the volunteers are deployed (Waldorf education in schools and kindergartens, education and social therapy centres, bio-dynamic agriculture), with anthropology and biography work; communication and conflicts; boundaries, closeness and distance. And in the process, we always ask the question: What does all this have to do with me? What is my motivation, my challenge? Where are my power resources? Where do I see myself in a year? What is my goal?

Since we work with young adults, it is important for us to see ourselves as seminar facilitators rather than "leaders". Ultimately, it is about creating a space in the group that the individual can use for him or herself. The seminars support the volunteers in taking development steps that are relevant to them, in experiencing self-efficacy, in developing questions and in recognising their own potential. The seminar teams are largely free to find implement methods that they personally find suitable.

With all the negative news that reaches us every day, it is very good to be in contact with these committed, positive, critical and life-affirming young people. I am convinced that with the voluntary services we offer a format that, on the one hand supports the Waldorf institutions in Germany and worldwide, and on the other hand, offers the young people a unique space for development. This gives us hope!

Susanna Rech-Bigot

## From the work of emergency pedagogy

Unfortunately, there are no signs of an end to the war in Ukraine. In the meantime, we have been able to work with educators and psychologists on the topic of emergency education for our times. The focus is always not just to support the people theoretically, but also to give them practical possibilities that are available to them in their everyday work with children. In addition to sessions that are theory-based, we offer workshops in which people can directly experience what it means, for example, to paint wet on wet, what can be achieved with clay, or a repertoire of rhythm exercises which can be integrate into everyday life. It is also important to offer space to talk about people's experiences, and to take up questions and suggestions. In the next steps, we will now support specific projects. For example, in Kharkiv, which has been badly hit by the war, a small group of people got together to work with children in emergency education. The initiator received the impulse through one of our training courses and started working directly on the spot with children on the street. She shared her knowledge with other colleagues who carried the impulse to other places in the city.

In June, our colleagues undertook their first self-organised and self-executed outreach in South Africa. You can read more about this on page 24.

In October, we conducted our first outreach in Pakistan after the devastating floods of August and September. You can read more about this on our website. In terms of personnel, in recent months, there have been some changes in our office in Karlsruhe. After the departure of two loyal and long-standing colleagues, Bonnie Berendes and Melanie Schmidt, we have been able to recruit Raphaela Logemann and Larissa Küllmar back from parental On a mini-job basis, Michaela Mezger has also returned to the public relations department of emergency educa-

tion. Michaela had already worked for us for several years and played a key role in building up the public relations work. We are all the more pleased that she is now back, supporting Christina Reinthal in public relations. Lukas Mall, who has led the department for the last few years and who has been with us since the beginning, was able to welcome his little daughter into the world in August and he will be on parental leave for a year.

Bernd Ruf, who has carried emergency education far and wide over the years, left the Friends in May. His impulses and commitment to emergency education have shaped the Friends for many years. In 2020, he founded the association, Emergency Pedagogy without Borders, which aims to institutionalise and professionalise emergency pedagogy in Germany. We wish him all the best for this so important task.

Fiona Bay



Ecological Volunteer Service

# Experience sustainability

This year, for the first time, it is possible to do a Volunteer Ecological Service Year through the Friends of Waldorf Education. This innovation fills an important gap in our work because this topic has been close to our hearts for a long time.

**D**o we, and can we want to live today in such a way that future generations will also grow up in a world worth living in? How do we shape agriculture in such a way that it is health-giving for people, animals, soil and climate? What pedagogy does our time need for future generations to be able to learn how to use these resources respectfully and responsibly?

This autumn, in the new programme of domestic voluntary service, the Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ), the first seminar group will begin to search for answers to these and many other questions in institutions in Baden-Württemberg. The young people will get practically involved in a wide variety of areas, such as environmental protection, nature conservation and species protection, cultural and landscape conservation, biodynamic agriculture, the timber industry and environmental education. Depending on the volunteers' individual interests, they will accompany children in forest kindergartens, or look after animals on a farm. In socio-therapeutic institutions, volunteers can work together with residents to plant flower beds, till fields or help in the gardens of a Waldorf school.

Special educational seminars accompany the volunteers throughout the year. Over 25 days, they will work on aspects of sustainable management and action. They will learn strategies with which



they can practise new actions and interpret them in a sustainable way. Together, volunteers will develop and reflect on solutions to current environmental problems. In addition, the seminars are a space for exchange and reflection, to share practical experiences gained in the placements for use in the future.

But what of this is really new for the Friends? It might seem as if the topic of sustainability is only now coming onto our agenda, but that is anything but true. The goal of bringing people and nature into harmony has guided the educational work of the Friends of Waldorf Education from the very beginning, and the principles are anchored in the association's statutes. In all our volunteer service formats at home and abroad, it is important to us that our educational seminar leaders have qualifications that allow for holistic educational work and awaken in the volunteer an awareness of, and commitment to, people, nature and culture. Furthermore, we have been cooperating with the German Nature and Biodiversity Conservation Union (NABU) since 2012 and offer positions and seminars with an ecological focus in the Federal Volunteer Service (BFD).

Beyond our seminar work, our institutions and partners are the ones who make aspects of sustainability tangible for volunteers, and at very different levels. Starting with biodynamic farms, which are characterised by gentle soil cultivation, preser-



vation of soil fertility, the eradication of artificial fertilisers and pesticides, as well as species-appropriate animal husbandry. In addition, there are the socio-therapeutic living and working communities, which forge true inclusion by softening the boundaries between care and family life and recognising each person as a fellow human being and neighbour. We also work with non-profit organisations and companies whose economic thinking is characterised by a long-term perspective and includes the people with whom, and for whom, they do business. And, of course, there are the educational institutions to be mentioned, because an important educational goal of Waldorf education has always been to enable children and young people to shape their lives in private, social and professional domains from a responsible and self-determined relationship with the environment and themselves. For example, horticulture lessons and practical farming placements are quite regularly anchored in the curriculum of all Waldorf schools.

The fact that these impulses have a lasting effect, even far beyond the period of service, is made impressively visible by the work of our alumni. Ten years ago, for example, former volunteers put the issue of sustainable nutrition on the Friends' agenda and founded a cooking initiative. Today, cooking team members provide 110 seminars a year about food that is local, vegetarian, ecological and healthy. And this is just one of many opportunities

for social and community engagement that alumni can take up after their voluntary year.

The FÖJ partnership is official acknowledgement for an ecological voluntary service support programme that we can and want to carry to the outside world. In our terms, however, we are and have long been true "eco-friends". However, this does not prevent us from continuously questioning ourselves. And the next generation of volunteers is already challenging us to implement further development steps towards a more sustainable future.

**Laura Jungmann**

Photos above: Annett Melzer,  
[www.annett-melzer.de](http://www.annett-melzer.de)





## Emergency Pedagogy

# First deployment of the regional teams in South Africa

In South Africa, a network of emergency education teams has been emerging since 2017. In Johannesburg, Cape Town, Plettenberg and Durban there are now trained emergency educators who, through training by the Friends of Waldorf Education and active participation in emergency pedagogy missions, are now partly trainers themselves and they plan and implement missions. In the province of Kwa-Zulu-Natal, Emergency Pedagogy S.A. worked in June with people affected by the floods of early April 2022.

Between 7th and 13th April 2022, heavy rainfall occurred in southern Africa. The floods caused numerous watercourses to burst their banks, including the Amanzimtoti, Umbilo and Mngeni rivers. In some places, there were power-cuts, and an interruption of drinking water supplies. Numerous roads were undermined and bridges, houses and at least 250 schools were damaged. In total, more than 13,500 houses were affected and about 4,000 of them were completely destroyed; approximately 450 people died.

The city of Durban and its surroundings were also affected by this disaster. Here, there were repeated floods - an additional trauma for many people after the riots, looting and violent clashes of July 2021. Here in the "Valley of a Thousand Hills", an Emergency Pedagogy S.A. mission took place: "A team of ten set out to provide the children, teachers and parents of some of the schools affected by the floods with the tools to cope with trauma and activate their self-healing powers. Roseway Waldorf School generously offered us a beneficial "home base" for this intervention.

**Das Team wurde mit einem starken Gemeinschaftsgefühl, Großzügigkeit und einem Gefühl der Hoffnung empfangen.**



In three days of workshops with about 400 primary school children and 70 high school youth, as well as over 130 schoolteachers and NGO staff, Emergency Pedagogy S. A. educators were able to share songs, stories, movement and games, body geography exercises, arts and crafts, and even some background information with everyone. Seeing the teachers begin to implement some of this work gave hope that the methods and practices of Emergency Education can be used as a tool to cope with trauma and to promote inner growth after trauma.”

The team was welcomed with a strong sense of community, generosity and a sense of hope. New connections were made, and bridges built. The outreach was supported by the Emergency Education Department of the Friends of Waldorf Education and Aktion Deutschland Hilft.

**Kiki Sanne, Notfallpädagogin in Südafrika**  
**On the genesis of Emergency Pedagogy S. A.**

At the 10th International Teachers' Conference at the Goetheanum in Dornach, some educators from South Africa heard Bernd Ruf's lecture on emergency pedagogy. As a result, the Michael Mount Waldorf School in Johannesburg invited him to speak at the national teachers' conference in 2017. Eventually a group of 34 interested people formed, splitting into a northern "Johannesburg" group and a southern "Cape Town" group, both with eastern offshoots, namely Plettenberg Bay and Durban. The aim was to learn more, participate in international outreaches and to be trained as leaders in the field. In June 2017, Bernd Ruf and Lukas Mall came to Johannesburg for five days to work through the first modules with these 34 people. Subsequently, the groups met regularly and worked according to their own approach - appropriate to their environment.

At the same time, contacts were made with organisations working with disadvantaged children. The first trainings took place in the communities of Diepsloot in Johannesburg and Manenberg in the Cape Flats. These communities are characterised by a absent or poor infrastructure, high unemployment, gang crime and domestic violence.

In South Africa, 2019 began with devastating fires in the Cape and in a short outreach with members of both teams, Lukas Mall and Bernd Ruf provided an insight into how to approach outreach. Further training, some of which had to take place online due to the Corona pandemic, was the next step for the South African team to intervene independently in the flooded area of KwaZulu-Natal. The first intervention was conducted successfully.

# WOW-DAY 2022 Education for Future!

On 29th September, the WOW-Day campaign for the school year 2022/23 began. Under the motto "Education for the Future", we would like to dedicate this year's annual student campaign to the question of why education is essential for our future, in addition to a variety of fundraising activities.

**W** WOW-Day has been taking place since 1994, and every year children, young people, teachers and volunteers work to ensure that children all over the world have access to Waldorf education, regardless of their economic and social background. On WOW-Day, pupils organise a variety of fundraising activities to support disadvantaged children.

## WHAT IS NEW THIS YEAR?

As of this year, the WOW-Day campaign is spread over the entire school year. This means that you have much more flexibility and more options for your WOW-Day activities. Unlike before, when

WOW-Day was held on a specific day or in a two-month period in the autumn, you can now organise your WOW-Day in the summer, or at the beginning of the year. Sponsored swimming in a nearby lake? Or a WOW-Day stand at your school Christmas market? There are no limits to creative possibilities for your WOW-Day campaign. The only important thing for our coordination work is to know when you are planning your action. We would therefore appreciate it if you, your class or your school would register early on our website.

There you will also find all the WOW-Day projects - the Waldorf institutions that you can support with your action. As of this year, you will also receive a variety of updates into the concrete wishes and needs of the WOW-Day projects. This way you can better assess what you are getting involved in. Whether you want to support the drilling of a well, the construction of a new classroom, the food programme of a kindergarten, or the renovation of a schoolyard is entirely up to you. In the project descriptions, you will also find information about the fundraising target for each project. If you can't or don't want to decide, you can also put your





[waldorf-one-world.org](http://waldorf-one-world.org)

donation into the WOW-Day fund. From the fund, 100% of your fundraising will go directly to the WOW-Day projects. We decide which project will be supported with your donation to the fund. We have a good overview of who is urgently lacking money and who has already received many donations.

Our motto, "Education for the Future" is also new. With WOW-Day we have always been committed to giving children access to the holistic educational concept of Waldorf education, but now we would like to draw attention to this aspect in a very concrete way. We are all aware that education is indispensable on both an individual and global level. But why is it actually so? Why do you think education is important, and how do you envision education worldwide in the future? Is there such a thing as educational justice and what does it mean?

### REGISTER NOW!

Do you also want to creatively support Waldorf institutions all over the world and give children and young people a warm-hearted place to learn and grow up, regardless of their often-harsh social reality? Then register now for WOW-Day!

Simply choose a day in your school year on which you would like to collect donations with your campaign. You can register using the form on our website at [waldorf-one-world.org](http://waldorf-one-world.org). There you will also find our contact details if you have any questions or need inspiration.

Please make sure to take a few photos of your action and write a short text about it. This can be a few lines or a detailed report. We will forward the photos and your description to the projects you want to support. This way, children and young people who receive your donation can picture who you are, what you did and whether you had fun doing it. WOW-Day is also about exchange and communication. In this way, you can really experience the reality of the lives of the children and young people you support.

Johanna Ruber



# Donate and help

**Yes! I would like to donate**  €.

- once     monthly     semiannually     annually

## My donation goes to:

- The International Waldorf Fund
- The following project/sponsorship:
- Yes, I want to participate in the 10% campaign, so, in addition to my donation above, I would like to donate ten percent to the work of the Friends.
- My one-time donation is for Friends' international cooperation (see pages 9-17).
- I will become a sustaining member and support the international cooperation of the Friends (Waldorf Worldwide) with my regular donation.

name, first name

address

postal code, city or town, country

phone, fax

E-Mail

- Yes, I would like to receive the electronic newsletter "Keeping up with the Friends" in the future.

## > Bank Account for Donations

GLS Bank Bochum, Germany  
IBAN: DE47 4306 0967 0013 0420 10  
BIC: GENODEM1GLS

## > Donate online

With our online donation tool you can use PayPal or your credit card for your donation.  
[Click here to get to the donation form.](#)

**Freunde der  
Erziehungskunst  
Rudolf Steiners**

**Friends of Waldorf Education**  
**(Freunde der Erziehungskunst Rudolf Steiners e. V.)**  
Weinmeisterstr. 16, 10178 Berlin, Germany  
berlin@freunde-waldorf.de

## How can I help?

With unrestricted donations to our International Cooperation Fund, the *Friends of Waldorf Education* can respond to urgent requests and support initiatives worldwide. With earmarked donations, you can provide targeted support for specific Waldorf institutions. As a sponsor you can give children the opportunity to attend a Waldorf School and thus support the school. With your involvement in WOW-Day, students support disadvantaged children in a Waldorf initiative abroad.

## Will my donation go where it should?

We forward 100% of sponsorship donations, donations for the International Relief Fund and earmarked donations as well as the proceeds of WOW-Day to the institutions without deducting administrative expenses.

## How do I make a difference as a supporting member?

As a supporting member you support our budget. This means that 100 percent of the donations we receive can be forwarded on to Waldorf educational initiatives. We can support institutions in difficult situations and report on Waldorf initiatives worldwide in our publications. As a supporting member you will receive our journal *Waldorf Worldwide* and our monthly e-newsletter several times a year, which will provide you with information on new impulses from our work. We are thrilled about every support that benefits our important work!

### Privacy policy for sponsors

The protection of your data is important to us and we treat your data with strict confidentiality. In order to send you a donation receipt, we record your address data. We will not share your address with unauthorized third parties. In addition, we inform you about our work four times a year with our journal "Waldorf Worldwide" and the appeals for donations. If you do not wish to receive information from us, you can notify us at any time. We provide the institutions with data on sponsors so that the institutions can thank their sponsors directly. Data is thus transferred to third countries, if the sponsored institutions are located in these countries. The donation projects are not authorized to pass on the data to third parties. You can object to the transfer of data at any time.

### Bank Account for Donations

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# EDUCATION SPONSORSHIPS

## DEAR READER,

Rudolf Steiner and Emil Molt founded the first Waldorf School with the intention of admitting all children regardless of their parents' economic situation. It is close to our hearts that many Waldorf schools are enabled, through long-term educational sponsorships, to educate children from socially and financially disadvantaged families. Emil Molt's impulse is a model for us.

With your educational sponsorship, you enable Waldorf schools in parts of the world where there is little or no state support, to continue to live up to this principle.

The minimum contribution for an educational sponsorship is 20 Euros per month. The amount of the real school fees is usually between 35 and 200 Euros per month. As an education sponsor, you will receive a letter, or short report twice a year, with a photo of your sponsored child or class.

We would be delighted if you would like to become an education sponsor! Simply fill out the form, "Donate and Help" (p. 34), and print the name of the child, or sponsored class, as well as the school. Each and every educational sponsorship is special. If you have any questions or requests, we would be happy to talk to have a pre-sponsorship conversation with you.

••• **Aimo Hindriks, Paulina Jantos**  
 ••• **and Fabian Michel**  
 ••• Tel. + 49 (0) 30 617026 30  
 ••• [sponsorships@freunde-waldorf.de](mailto:sponsorships@freunde-waldorf.de)



## ARMENIA, YEREVAN

### AREGNAZAN WALDORF SCHOOL

Since its opening in 1994, the Aregnazan Waldorf School has grown into a large Waldorf school with more than 600 pupils across 19 classes. The school community is still struggling to restore their financial and psychological resources since the onset of the Corona pandemic, as well as the renewed outbreak of armed conflict with Azerbaijan in September 2020 and 2022. Educational sponsorships provide indispensable support for the Aregnazan Waldorf School. Sponsor a child at the Aregnazan Waldorf School in Armenia now!



#### ARMENIA, YEREVAN

**Aregnazan Waldorf School Emili (8)** is especially enthusiastic about drama and eurythmy lessons. Emili memorises the fairy tales from school very carefully so that she can tell them to her little sister at home.



#### ARMENIA, YEREVAN

**Aregnazan Waldorf School Hmayak (10)** is a happy boy who loves to play rhythmical music and paint with watercolours. Hmayak likes to make games and toys, for which he uses wastepaper as the main material.



#### ARMENIA, YEREVAN

**Aregnazan Waldorf School Arina (9)** is eager and extremely creative. She always has new ideas and looks for innovative solutions to problems. Arina loves animals and cares deeply for them, including her little dog.



#### SOUTH AFRICA

**Zenzeleni Waldorf School Ilanele (8)** has a lot of energy and is very active. She is helpful, but also likes to set the tone sometimes. Ilanele has great fun mastering new challenges on her own.



#### PHILIPPINES

**Gamot Cogon Waldorf School Zickael (5)** is the oldest of three siblings. In kindergarten, he always looks forward to story time. When playing outside with his friends, Zickael loses his rather shy nature.



#### SOUTH AFRICA

**Hermanus Camphill School Siboleke (12)** is a friendly boy who often wears a big smile on his face. Siboleke loves music and especially enjoys listening to the sounds of the marimba - then he always gets up to dance.



#### HUNGARY

**Waldorf School Gödöllő Alina (10)** is a warm child; she draws very well, is friendly and likes to play the guitar. She experiences a good sense of togetherness in her family. Together, the relatives run a small family business: fresh Baumkuchen (tree cakes) are baked and sold on a car trailer.



#### BRAZIL

**Escola Jardim Do Cajueiro João (10)** is a great inventor. He builds boats and aeroplanes and draws his own designs in great detail in his sketchbook, which he always carries with him. His recorder, which he plays by ear, is also a constant companion.



#### MOLDOVA

**Waldorf School Chişinău Vasilina (10)** is smart, ambitious and talented in many areas. She loves to draw and sing, and her memory is phenomenal. Vasilina is always looking for new and unknown things. Reading is her great passion.



#### KENYA

**Rudolf Steiner School Mbagathi Liban (12)** is an enthusiastic football player. He lives in modest circumstances with his parents and two siblings. Liban's family gets by on the meagre income his father earns daily from his motorbike taxi.



## CLASS SPONSORSHIP

# Peru: Colegio Micael

Colegio Micael is a Waldorf school that has been running for over 20 years in an industrial district of Lima. In this environment not all parents are able to afford the monthly school fees and there are no state subsidies for independent schools. Therefore, we are looking for educational sponsors, or a class sponsor for the 3rd grade.

The pandemic years 2020 and 2021 brought many difficult learning experiences. Classes could no longer take place in the school. A lot of work was done with the parents, who accompanied their children at home, lovingly and with a lot of effort.

Together, it was possible for the children to enjoy a healthy education at home. This year, the most beautiful gift is that the children can be received and taught at school again. Finally, the time has come for the children to play, sing, paint and learn together once more.

These Year 3 pupils are hardworking, friendly and quite mischievous. They enjoy the lessons, and each child contributes. The classroom offers them opportunities to hone their skills and develop their young personalities in safety, away from the busy streets of Lima.

## Dear Readers,

In this newsletter we are reporting to you a little bit less than usual about Waldorf schools, Waldorf kindergartens and therapeutic education institutions around the world. Instead, you will learn a little more than usual about our daily work with you, your donations and the projects we support. Because this work is, in many ways, special. But what distinguishes us from almost all other aid organisations is the fact that we do not automatically use part of your donation for the very work we describe in this booklet. Even after decades of work, we still adhere to this principle, which ensures that you know exactly what is happening with your donation and that part of it is not used for something you did not even think about. But this also means that we have to actively promote this conscious giving of donations again and again.

Very quickly - and I know this from myself - the thought process runs: "I want my money to support the schools and thus the children, that is most important." The thought is not wrong at all; supporting the children is also the most important thing for us - we shape our work accordingly. But if you think about this idea further, it becomes very clear that the children can only experience good Waldorf education if we act professionally. A lot of expertise is necessary for this: pedagogical knowledge, accounting knowledge, economic knowledge and much more. I am a trained journalist and find that a professional, clear website, or a beautifully designed and clearly written newsletter, "Waldorf Weltweit", not only informs, but also conveys the sense that donations are in good hands here. The more effort I put into my work and the more professional my approach, the more donors I can win for our cause and the more children can experience Waldorf education. And therefore, I would like to urge you once again to put a cross in the donation form, here in this booklet, or on our website and thus participate in the 10% campaign. It's only when you elect to do this, will 10 percent

## Action 10%

You can find more information about funding our work on our website. Here you can also find our online donation form. Of course you can also donate using our donation form here in this Newsletter (page 34)

[waldorf-worldwide.org/10-campaign](http://waldorf-worldwide.org/10-campaign)

of your donation be allocated for our work.

You may have noticed that our newsletter is thinner than usual this time. In view of rising paper costs, but also production and postage costs, we have decided to make this issue eight pages shorter. We, along with Waldorf schools, Waldorf kindergartens and therapeutic education institutions worldwide, have to react to rising energy costs. In many countries the prices for energy, as well as for building costs, are increasing and often much more so than here. Our next appeal for donations will, therefore, be dedicated to this topic of rising costs - you will find it in your letterbox and on our website from the end of November.

With many thanks for your support of our work,

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Tel. 030-617026-35



## Forwarding 100 % and financing our work

Since 1971, we have succeeded in forwarding abroad 100 per cent of all earmarked donations! In order to ensure that this can also be achieved in the future, we would like to ask for your support.

There are many possibilities:

- Participate in the campaign 10% and donate an extra 10% to the work of the *Friends* in addition to your earmarked donation.
- Become a supporting member and support us regularly with a freely chosen amount. In this way you create a secure basis for our work.
- Help us with a single donation for our work.
- An effective way to secure our work for future generations of children is a legacy in your will

We can only help thanks to contributions from people who have confidence in our work.

**Hence our heartfelt request:  
Stay committed!**

## Account for donations

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