

RUNDBRIEF

NEWSLETTER SPRING 2012

Freunde der
Erziehungskunst
Rudolf Steiners

TOPIC High school yes, but how?

Emergency Pedagogy in **KENYA**

Impressions from **BRAZIL**

20 years Curative Education in **ROMANIA**



About us

Freunde der Erziehungskunst

The Friends of Waldorf Education promote Waldorf schools, kindergartens, social therapy and special education facilities as well as other social initiatives. The idea is to open up new educational opportunities to people around the world. So far we have been pursuing this task quite successfully. Well over 600 institutions around the world have benefited from the support of a wide base of donors.

Areas of work

We accompany and support facilities around the world in financial and legal issues and directly **forward donations at 100%** to initiatives abroad. With our **international relief fund**, we can provide quick and urgent support to schools and kindergartens in case of emergencies. Through our **educational sponsorships**, 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 engage 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 cooperation with the German Federation of Waldorf Schools and the European Council for Steiner Waldorf Education. 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 organizations in Germany with nearly 1,000 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 of a voluntary service in Anthroposophical institutions in Germany. Our **Emergency Pedagogy** helps traumatized people in war and disaster zones. Since 2006 we went on over 14 missions in war zones or countries affected by natural disasters.

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

Überschrift besser: Would you like us to visit your school?

Incase you would like to learn more about „Waldorf worldwide“ and would like to know about the work of the Friends of Waldorf Education, or if you are planning a WOW-Day or would like to get involved to help the worldwide Waldorf movement as a school, we offer the opportunity to visit your school. We would be happy to come and visit your school!

Title photos: bottom left George Washington Carver High School/Sacramento, USA; Students: Kimberton Waldorf High School/Pennsylvania (Nancy Coe Photography)

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Dear Reader,

Some time ago I witnessed a village community in India as it struggled to send an eleven-year-old boy to an urban English school. Great hope rested on the boy's shoulders. Land conflicts, environmental degradation, rural migration – these were the daily worries. I was assigned to teach him English, but the homework tormented him. His parents wanted a good school in the village, which did not exist. I wonder today, whether he has learned the necessary skills allowing him to overcome the challenges?

Worldwide, new Waldorf initiatives are founded almost on a daily basis that know about the environment and its problems, speak the local language and build a healthy relationship with the young people. "The children learn things that are really useful for their future lives," says a mother from Beijing. In this issue we address the question what makes high school sustainable for the future – an interesting question for the new high schools in Thailand, the United States and worldwide.

Furthermore, we want to present the newsletter in a new design. A big step for us and we hope you like it. Suggestions for improvement, praise and criticism are welcome! Enjoy reading!



Best regards from the editorial office

Katharina Kuz



Excerpts from the work of the Friends of Waldorf Education

On 22 December 2011, The Times of India reported on the situation of children in Mumbai: the average weight of the schoolbag of elementary school students is 9 kg, 62 % of children in Mumbai have their own computer at home, 79 % use a cell phone, 35 hours per week are spent watching television, another 14 – 16 hours playing video games – and worst of all the children are often left alone.



Executive Member of the Managing Board: Nana Göbel; Amidst a South African township: the Masakhe Educare Centre

Meaningful time spent together has become a most precious commodity in families, not only in India. With this background one can perhaps better understand why such a relationship-based education like Waldorf education has an increasingly important role worldwide.

The inner and outer poverty of today's children rises...

...at the same time social pressures and unilateral performance requirements play an increasingly important role. Therefore it does not come as a surprise that many new Waldorf schools are being founded around the world as the search for alternatives continues. In Spain, where until a few years ago there was only one Waldorf school, there are now small primary schools developing in many regions. Furthermore, new kindergartens and schools have been founded in Central America, for example in Guatemala, Costa Rica or Nicaragua, but also Thailand, the Philippines and China report new impulses and even in Malaysia there is a stirring interest.

International cooperation

We have accompanied many of these small kindergartens and schools, and got to know the destinies of the people involved. Often there are questions about mentoring, initial and advanced training, about translations or about the appropriate organizational form that come our way. Only now and then there are economic issues that we try to solve together with the initiatives. The work of the Friends of Waldorf Education extends often beyond financial support and brings with it the task of connecting people with each other.

Call for donations

In the area of economic support, there were particular highlights in 2011. On 3 February 2012, the Georgian President Mikheil Saakashvili signed the regulation with which the purchase contract for the property of the Tbilisi Waldorf School was validated. With the help of many donors, who have responded to our call for donations last summer, the required sum has been reached with which the Waldorf School in Tbilisi, can now actually buy land. This is one of the most important



steps to obtain an official license, a goal that yet has to be reached. We would like to warmly thank all donors once again.

Even our winter fundraising has received an overwhelming response. Within days after our call for donations, the first contributions arrived – just in time before for the decisive meeting of the board of the Centre for Creative Education. We were able to transfer the first fifty thousand Euros in September, after which the Board gave green light for the continued existence of the Centre. Thus, the main barrier was removed and the training for Waldorf teachers and educators in South Africa was saved.

After the earthquake in Sichuan (China) in 2008 we also asked for donations. We were subsequently able to make funds available both for the reconstruction of the kindergarten building and the building of a new school. These donations were used according to the revised regulations for school buildings and the building was completed during the school year 2010/11. As a result, the Waldorf school was finally able to prove licensable premises. The kindergarten has had an official

permit already for several years, the school however was not meeting various conditions. At the beginning of January 2012 the school has now been granted the license - and the school community has good reason to celebrate.

International relief fund

The international relief fund is our fund through which we receive donations without purpose limitation. In order to promote the consciously dealing with money, the Friends of Waldorf Education have always advertised that kindergartens, schools and special education institutions are funded directly. Nevertheless we are very happy if we also receive donations that are purpose unbound, because then we have the opportunity to stand by the initiatives that are not yet well known and therefore have no circle of friends. In 2011, we have supported the following initiatives through the international relief fund: a kindergarten in Monterrey (Mexico), the special education seminar in Santiago de Chile, the kindergarten in Bratislava in Slovakia, the annual central Asian teachers seminar in Bishkek with teachers from Kyrgyzstan, Kazakhstan and Tajikistan, the Association of Remedial Education



Left side: students of the Centre for Creative Education in Cape Town; right side top of the page: teacher in South Africa; children from Khayelitsha Educare Centre/South Africa, middle: Kindergarten Monterrey/Mexico; bottom: A heart of students at the Zenzeleni Waldorf School/South Africa



in Romania, the Waldorf school in Ufa (Russia), the Waldorf school in Pilisszentlászló (Hungary), the Waldorf school in Tallinn (Estonia), a teacher training at the Waldorf school in Neuquén in Patagonia, the Association of Waldorf schools in Romania, a kindergarten teacher training in Costa Rica, a special education training in Beirut (Lebanon), and a training course in Cuzco (Peru). In addition, we were able to offer scholarships to students, of whom we had gained the impression that - once returned to their countries – they would significantly contribute to the development of Waldorf education. We would like to wholeheartedly thank all the donors that made this possible with their non-specific donation.

Voluntary service

In the field of voluntary work we received 25 % more applications, despite the dissolution of the German Civil Service. The establishment of a domestic voluntary service came along at just the right time. This service, which was established in collaboration with the Association for Anthroposophical Curative Education and Social Therapy, proves to be very popular with nearly 400 volunteers participating. It is also gratifying that in all

programs (worldwide: "weltwärts", International Youth Voluntary Service; in Germany: Federal Voluntary Service, Voluntary Social Year, Voluntary Ecological Year) people are eligible for government child benefit until the age of 25.

Emergency Pedagogy

In the area of Emergency Pedagogy we continue with our Gaza mission. The Friends of Waldorf Education support the local partner (Al Qattan Center for the Child) in the restructuring of kindergartens. In 2012 there will be further emergency educational training seminars held in Latin America. About the mission in East Africa, which has just started in February, there is a report later in this newsletter.

Overall, the work is growing in all areas. There are growing challenges and difficulties as well as unforeseen events. However, we will continue to ensure a worthwhile childhood through our projects around the world.

Nana Göbel

GERMANY

WOW! What a meal!

Waldorf One World at the Wurzburg Waldorf School

Eat well and support a good cause at the same time, who would not like that? On WOW-Day, 95 guests enjoyed a delicious meal without feeling guilty. At a winery called "Eternal Life", 16 students of the Wurzburg Waldorf School cooked and served food for a good cause.

Students from ninth, eleventh and twelfth grade came up with the idea as part of the annual WOW-Day (Waldorf One World) campaign. The revenues will go to the care centre for toddlers and preschool children in the townships of Cape Town at 100 percent, in order to ensure the training of further teachers and educators. [...]

But despite all the expert guidance, the tension could be felt. "Will the guests enjoy our offer?" was a common question not only asked by Florian and Julian, who took care of serving the guests at the table. In the tasting room that had been converted to a preparation room the excited amateur cooks were at work. There, the food was prepared often still with a restless hand. But everything went smoothly. It was not before 10pm that the first guests decided to leave enriched by an exceptional dining experience. In the kitchen at the same time, a group of tired but happy cooks rejoiced at the successful evening. And some of them already thought about repeating the event at next years WOW-Day.

Extracted from the Main Post 7.10.2011

WOW-Day in Wurzburg: a successful dinner for parents, friends and teachers





top: WOW-Day in Zagreb / Croatia; bot-
tom: Class 6 of the Waldorf school
in Mainz harvesting grapes

WOW-Day 2011

On the 150th Anniversary of Rudolf Steiner 230 schools in 25 countries became involved on WOW-Day 2011 and supported Waldorf initiatives that face difficult circumstances. Nearly one fifth of Waldorf schools worldwide and their students proved that it is possible to do something good together and change the lives of many children around the globe. This year even schools from Brazil, Canada, the USA, South Africa and India participated. By the mid of March 2012 over 320,000 € have been received!

Since 1994, WOW-Day has greatly inspired people and helped towards reaching a global balance between rich and poor countries and to create an awareness of students around the world. Since its implementation, students have collected a total of two million Euros that were transferred at 100% to Waldorf initiatives in need.

WOW-Day is a campaign by the Friends of Waldorf Education in cooperation with the German Federation of Waldorf Schools and the European Council for Steiner Waldorf Education. We would like to especially thank the Evidence Foundation, the Mahle Foundation as well as the IONA Stichting and of course all the students and teachers for their extraordinary commitment!

Olivia Girard



A new kindergarten in Zimbabwe

The surprise came in early 2011, when a white Zimbabwean, mother of two young children, returned and was very committed to build up a Waldorf school in Harare. In January 2012 we opened the "Nyeredzi" initiative, which means "shining star" in Shona, the local language.

As a German medical doctor who has worked for over seven months a year in Zimbabwe doing social work, I was able to send two kindergarten teachers for an internship in Cape Town two years ago with the help of the Friends of Waldorf Education. There they could gain impressions in different kindergartens and came back full of enthusiasm. Both of them now work in kindergartens in Zimbabwe, which are part of the Kufunda Village initiative. Kufunda itself lies on the outskirts of Harare on a private farm. The project includes five partner municipalities out in the country, each with its own kindergarten.



first impressions of the new kindergarten in Zimbabwe (top), a kindergarten in Kufunda Village (bottom)

Last year, three kindergarten teachers left for training to South Africa. After their return, they passed on their new knowledge to the other over twenty kindergarten teachers in Kufunda. As a result, a small but modest very practical and very cordial rural African movement developed. How can the Kufunda Village initiative now be brought together with the new Kindergarten in Harare – in the vastness of the country, with transport problems, with no regular income, with kindergarten teachers coming from such different backgrounds? We are working on it. At first there will be monthly meetings, to which all teachers, parents and generally interested people from both Kufunda and Harare are invited. The intention is to exchange ideas on education, health and nutrition. In addition, we would like to offer a one-week educational seminar for Waldorf teachers in Kufunda and offer internships for the rural kindergarten teachers in Harare. However there is almost no financial support, or possibilities to pay regular salaries; In earlier periods when the Zimbabwe Dollar was still there, donations from friends from around the world were really worth something. Despite all the hardship and permanent insecurity: the work continues on a voluntary basis.

Florence Hibbeler

We are urgently looking for donations for ten training seminars in Kufunda 2012! Financial contributions for toys, play houses and a playground in Kufunda and Harare are also more than welcome.

International bank details or via Paypal

Postbank Stuttgart, Germany

IBAN: DE91 6001 0070 0039 8007 04 | SWIFT/BIC: PBNKDEFFXXX

Please mention: Kufunda/Harare + your address.

Civic education by European mail

The European Forum for Freedom in Education (EFFE) has launched a project that wants to encourage independent schools in ten different European countries to jointly work on the overarching topic of "citizenship". The eighth grade of the "Hans Spalinger" Waldorf School in Rosia is also participating.



The first package arrived on time in November 2011 and in it, the students found the task, to examine the context of the main topic with the term "responsibility". The eighth-grade students had amazingly clear and responsible ideas about the rights and obligations of a citizen, and saw the need for responsible action both by the political representatives as well as by every individual citizen.

The discussion became heatedly controversial when the students exchanged opinions on the request of the people in the lower village who asked the Mayor to asphalt the road in their part of the village. The most critical student took up the role of the mayor in an improvised sketch and was aggressively approached by two "citizens of the lower village" about his (alleged) former "asphalt promise" and his responsibility to ensure proper streets throughout the village. Facing the citizens the "Mayor" suddenly answered so skillfully and diplomatically, that the audience almost had the impression of sitting in a Mayor's office.

Annette Wiecken

Rosia, a village facing great social challenges

There are many villages like Rosia in Romania. Rosia has about 800 inhabitants, two thirds of which belong to that poverty-stricken population who up to recent years described themselves as Roma. Many of them live in the lower village, where there are no proper roads, unlike the so-called upper village, where the "privileged" non-Roma population lives. Today 95% of the Roma population does no longer want to be labelled ethnically and thus be excluded. They want to finally be "ordinary Romanians". Until they are, they continue to face difficult social challenges.

from left to right, scenes from the Waldorf School Rosia/Romania: Student of class 4 with bowed psalteries, class 6 baking; Comenius art project

in the open letter of the "Hans Spalinger" Waldorf School Rosia in Romania 2011

New high school program in South Africa

The remedial education school "Khanyisa" in South Africa has introduced a new high school program. This program includes skills courses with subjects such as house keeping, gardening and woodwork. It appeared to be a necessary addition to the regular curriculum, and has been well received by the young people. They look at it as career preparation. Approximately one out of four people in South Africa are currently unemployed. The teachers continue to develop this field of education.

We have looked through the frequently asked questions by South African parents concerning this new program. Excerpts from the Khanyisa newsletter 12/2011



What is the purpose of the skills classes?

To enable the learner to be sufficiently trainable either for the workplace or for various post-school courses that they are able to do. To hone their natural abilities or affinity for a skill into recognition that it can become a skill for life.

How do the classes work?

All skills classes in year 1 and 2 are compulsory so that we can determine which classes are suitable for which individual.

Does the school choose the classes for the students?

Learner's progress in the groups are monitored by the respective teachers and when the child has reached the required age and level where he or she can hone their skills toward a career choice, a meeting between teachers, learner and parents is called to help the child choose the appropriate skills class that will benefit them for their future.

If the school does not offer matric, how do the children manage to graduate?

Learners at Khanyisa School leave at the end of Year 5 with a Khanyisa School-Leaving Certificate certifying that they have completed the Khanyisa High School LSEN programme. Graduates are assisted in compiling their own CV reflecting their attained skills and receive a reference letter from either one of their respective teachers including the class teacher.

What happens to learners once they leave Khanyisa School?

This depends on the child's interest or abilities. Some learners are able to cope with basic courses that are offered at FET Colleges. Others on the other hand, prefer to enter the workplace immediately where they can do casual or supervised jobs that fall within their abilities and or interests.

What are the other activities that you offer in the High/Senior School?

Learners enjoy educational and enrichment activities by way of class outings, camps and tours. Special programmes such as community projects and visits are organised by the high school faculty depending on lesson content.



Scene of the upper grades of the curative educational school in Khanyisa/South Africa

Our beliefs apply only to us. We teach them to young people, in order to tell them: this is how we look at the world; now you take a look and see how the world presents itself to you. We are supposed to awaken ability in young people, not provide them with set beliefs.

Rudolf Steiner



Kenya: Waldorf Education as Emergency Pedagogy in a refugee camp in Kenya

Since summer 2011, one of the greatest humanitarian disasters of recent decades happens in East Africa and is largely ignored by the world public. According to UN estimations, Millions of people are threatened by starvation. Millions are on the run. Help for the suffering population is hindered by tribal wars and military conflicts. The Friends of Waldorf Education conducted an emergency educational crisis intervention from 20 January to 4 February 2012 in collaboration with the Nairobi Waldorf School, the UN refugee agency (UNHCR), the Lutherean World Federation (LWS) and the Alliance for Disaster Relief “Campaign Germany helps”. In the Northern Kenyan refugee camp they helped children cope with their traumatic experiences due to violence, expulsion, displacement and hunger-related reasons. The project is intended to continue for one year.

In the middle of nowhere – the Kakuma refugee camp in Northern Kenya

The Kakuma refugee camp was originally built in 1992 for refugees from South Sudan. It is located in northeastern Kenya, near the borders with South Sudan, Uganda and Ethiopia. It currently serves as a home to about 100,000 refugees from Ethiopia, Burundi, Congo, Rwanda, Uganda, Somalia and southern Sudan and has long since reached its capacity limits. Inside the camp different tribal groups live with their diverse languages, religions and traditions. About 38% of the camp children visit the 14 basic and four middle schools. In small and packed classrooms up to 250 children sit with their teacher. Except for a handful of kindergartens that charge high fees, there is no care facility for the under five year old children.

The psychosocial consequences of poverty and hunger

Not only wars and disasters but also poverty and hunger can deeply traumatize people. Such expe-

riences cause those affected to bear an existential threat and experience a loss of control of their life situation. This experience of uncontrollability, helplessness and powerlessness leads to traumata. “Hunger traumata” tend to have psychosocial consequences. They can lead to attachment disorders and underdeveloped social behaviour. Often, children suffer from disturbed sleep and wake phases and psychiatric disorders. In cognitive development, such traumata lead to perception disorders, poor concentration, language deficits and developmental delays. Furthermore, physical development is delayed or disrupted. Often, movement disorders and an increased susceptibility to infection are also results that are due to an impaired immune system.

Educational shelters – trauma education at the Kakuma refugee camp

Jamila¹ is a 16-year-old girl from Somalia. She was on the run for a whole year after her family had been murdered by militants. During this time she was raped 12 times. Her baby is now three weeks old. Since several weeks Jamila now lives in the central reception camp of Kakuma in which all newly arriving refugees must undergo a long enduring registration procedure. About 100-orphaned children reach the camp daily. Nearly all of them are malnourished and suffer from diarrhoea, anaemia and tuberculosis. The children initially remain there until they can be placed with foster parents in the camp.

Children and adolescents who have experienced the unspeakable need to cope with the traumatic consequences and initially need a protected place where they can feel at ease and safely sheltered. The emergency educational team of the Friends of Waldorf Education², supported by an eight-member teacher team from Kenya³ and further eight teachers from the Kakuma refugee camp,



Impressions of the emergency education campaign in the Kakuma refugee camp/Northern Kenya: farewell ritual in kindergarten; coordination exercises; ball games in the reception center; figure kneading

therefore began establishing a “Child Friendly Space” - a protected area that serves as a place for emergency educational trauma work with children⁴. The educational trauma work starts with a long trail of members of the emergency teams that walk through the Reception Centre clapping and singing. Then follow individual workshops in art therapy, storytelling, eurythmy, experiential

learning. A big circle with rhythmic exercises and a song finally end the day.

Healing Education - day nursery based trauma work in Kakuma 3

In the vicinity of the reception area at Kakuma camp 3, the Mt. Songot Pre-School is located with its 485 children and ten teachers in seven

classes. The headmaster Ali Osman makes two small rooms of his school available for building up a toddler group. Again, the first thing to do is to build a safe place, as well as implementing rhythm and ritual in the daily routine. The day begins with a morning circle. Each child is being individually welcomed and songs are sung. Then the group continues in the small not very well renovated rooms. There is time for the children to draw with crayons a tool that helps them develop their self-expression. To promote motor skills and tactile sense the children knead with beeswax and there is a lot of time for playing. During the final circle the educators tell a story and there is a puppet show. Another period of playing time and the handing over of the children to their parents end the day at the nursery. Children with disabilities are also included in the nursery's educational trauma work.

Trauma education - training seminars for teachers in the refugee camp

The teachers at the Kakuma camp are traumatized as well. They report post-traumatic problems of motivation, persistent nervousness, memory disturbances, panic anxiety, alcohol problems and marital problems.

After working with the children the emergency education team held a three-day seminar with nearly 30 special education teachers, social workers and schoolteachers. Besides general questions of psycho-traumatology and emergency education the course primarily focused on child development in the first fourteen years, as well as developmental disorders in the face of traumatic experiences. In addition to the contextual contributions there were also artistic activities, movement and rhythmic exercises.

The struggle against resignation - challenges, responsibilities and opportunities

The trauma educational development work of the international emergency team of the Friends of Waldorf Education gained a lot of attention. Thus, the project was visited and appreciated by the

German Bundestag representative Thilo Hoppe, vice chairman of the development committee, and Frank Heinrich, Deputy Chairman of the Human Rights Committee, as well as representatives from the United Nations.

A further three support visits by the international emergency team are scheduled for 2012. The aim is to stabilize the work that was begun in the refugee camp and at the Mt. Songot Pre-School. Furthermore the idea is to open a child protection centre and another nursery. In addition, the Friends of Waldorf Education intend to establish a parent counselling that focuses on dealing with trauma-specific behaviours of children.

Bernd Ruf



In April 2012, a book of Bernd Ruf about Emergency Pedagogy will be published (in German) under the title „Trümmer und Traumata. Anthroposophische Grundlagen notfallpädagogischer Einsätze“ by the Ita Wegman Institute.

¹ All names have been changed for reasons of personal privacy.

² Participating in the international crisis-intervention team were: Fiona Bay (nurse), Christoph Doll (Waldorf educator), Moises Elosua (Waldorf educator/activity based educator), Sarah-Maria Lengwenat (Waldorf teacher), Kristina Manz (coordinator), Jörg Merzenich (remedial educator), Reinaldo Nascimento (activity based educator), Dr. Johannes Portner (Med. Doctor), Bernd Ruf (special teacher, mission leader in charge), Yoko Miwa (psychologist), Birgit Maria Stoeber (Waldorf educator), Dimitri Vinogradov (eurythmist), Heidi Wolf (art therapist).

³ Members of the Kenyan intervention team: Valerian MBandy (Waldorf teacher), Lucy Murinki (Waldorf educator), Maria MDunciv (teacher), Christine Mugo (teacher), Salomom Miawi (teacher), Millicent Kalemesei (teacher), Bellah Wairimu (coordinator).

⁴ Book reference: Ruf, B. (2011): Erste Hilfe für die Seele. Wie Kindern und Jugendlichen durch Notfallpädagogik Traumata überwinden. In: Neider, A. (Hg): Krisenbewältigung, Widerstandskräfte, soziale Bindungen im Kindes- und Jugendalter. Stuttgart. p.173-230.

»Question of all questions«

WHAT MAKES HIGH SCHOOL COME ALIVE?

“For me, high school is a place of vitality. However, in order for high school to be perceived and seen like that depends on the common will of the teachers and parents to connect education with current affairs. I also see a constant search for new relationships as a main part in high school. Furthermore, it is important to direct attention towards the individual as well as towards community at the same time. One has to be open as well as authentic to be able to deal with what is present and what is created by the young people.”

Constanza Kaliks, former high school teacher at the Escola Waldorf Rudolf Steiner in São Paulo and now leader at the Youth Section Goetheanum.

“After my years at Waldorf, I found the state schooling system a bit boring, but I was able to get the top marks in the school. This was not because I'm especially clever, I think it had more to do with the fact that the Waldorf system gave me an interest in understanding the principles, and so when I went to state school instead of trying to remember all the details you are expected to repeat in their examinations, I could see how things worked instead. So when asked a question in Mathematics/Geography/Science/English I produced my answers by solving the question rather than remembering the answers.”

Greg Hamerton, former Waldorf student at Constantia Waldorf School in Kapstadt, fantasy author and extreme sports publisher.

“In high school, we have learned to go to the heart of the problem and to connect elements from different disciplines. Also the artistic sense is very strongly encouraged. I learned many things that one cannot learn elsewhere.”

Egon Nord received the best mark with his thesis on biodynamic agriculture at the Cuiaba Waldorf School and works as an agronomist today. The Escola Waldorf Livre Porto included an environmental science class in their curriculum 10 years ago. It is the first school subject on environmental studies in Brazil!



A vivid high school encourages active participation, not only to listen, but to do and participate. It's nice to go deeply into one topic. High school needs good friends and good teachers. We also wish for special classrooms for music or sports competitions ... Competition also keeps a school alive. Soon, our school will take part in a sports event, so we are preparing with great dedication for the games. A good high school encourages us to try something new: artistically, academically and practically.

10th grade Fujino Waldorf School, Japan

High school as the secret formula

For years, North American Waldorf practitioners would often state that, “Waldorf schools are the best-kept secret in the world of education.” The past few years have given the lie to this belief; Waldorf education is now regularly mentioned in newspapers and magazines in the United States and Canada, and has recently even been the subject of a flurry of nationally-televised features on evening news programs. However, it could be said that, “The Waldorf High School is the best-kept secret in American education.” Even as growing numbers of parents and educators come to know about main lesson books, the virtue of one teacher remaining with a class for several years, the value of learning to read at a slow and measured pace and so on, they are almost always referring to the Waldorf kindergarten and grade school – the Waldorf high school is still mostly unknown.



Although there are nearly two hundred independent American Waldorf schools that go up to grade eight, there are only forty that support high school. Most of these high schools are under-enrolled, even when they are linked to a flourishing grade school. And even though some of America's leading colleges and universities vie for that select group of Waldorf high school graduates, many parents fear that a Waldorf high school will not provide their children with the academic arsenal and the “competitive edge” that guarantees them a place in the most prestigious institutions of higher education.

The essential difference between the Waldorf grade school and the Waldorf high school

We might imagine that in grade school, students are like planets rotating around the class teacher, who (ideally) will be a source of light and wisdom for eight years. To understand high school, however, we must revert this idea. In high school,

every student becomes a world unto him or herself. Rather than having one class teacher who integrates all of the subjects she teaches, teachers in different subjects must come together and “customize” lessons so that they meet the specific and highly differentiated needs of every single student. Teachers must not only have expertise in a particular subject, but also must understand and appreciate the subject his or her colleague are teaching. And, not least of all, the high school teacher must have a dynamic relationship to the ceaselessly changing nature of the adolescent.

Example of a North American High school

In the mid-nineties, the San Francisco Waldorf School recruited Allegra Allesandri, a former student at the Sacramento Waldorf School and graduate of one of the country's leading management schools, to take on the seventh grade class. Utilizing her foundation in management and her broad educational background, Allegra was able

Left side: George Washington Carver High School in Sacramento, top: Allegra Alessandri, founder of Carver High School; rest: Kimberton Waldorf High School, Pennsylvania (Nancy Coe Photography)



to help found the San Francisco Waldorf High School in 1997. It still ranks as the most successful American Waldorf high school “startup,” and within a decade had as many students as the much older Waldorf Schools.

What accounts for this achievement? Allegra attributes it to the essential support given by the grade school class teachers to the idea and the reality of opening a high school. It is also essential that teachers themselves understand the essential, and healthy differences between grade school and High school, the profound differences between puberty and adolescence, or between generalists and specialists. A decade passed. The San Francisco High School’s remarkable trajectory, satisfying as it was, served to heighten another dilemma faced by Allegra – and, indeed, by the Waldorf Movement. There was no getting around the fact that one of the most important elements underlying the success of the new High school



was the affluence of its parent body and the help of its major donors. But what about the great majority of children in California and North America who suffered in high schools that treated them like so many ciphers?

High school in the American “Ghetto”

Allegra was completing a doctoral degree when she realized that the time had come to found the first public (state-sponsored) Waldorf high school

in the United States. It would go far beyond the scope of this short introduction to describe the lengthy, legalistic, politically charged, and often thankless task of bringing Waldorf education into the American public school system. Suffice it to say, however, that Allegra succeeded. In the 2008 – 2009 school year, the George Washington Carver High School opened its doors in Sacramento, the city in which Allegra had her own first experiences as a Waldorf student.

Allegra and the pioneers of teachers she assembled were given the mandate to “take over” a high school in which gang issues, drug problems, and episodes of violence were the order of the day. Not only were these Waldorf educators expected to bring order into chaos in the qualitative sense, but they were going to have to quickly demonstrate quantitative success as well, and raise student scores on California state tests from depressing lows to acceptable highs.

Extraordinary success

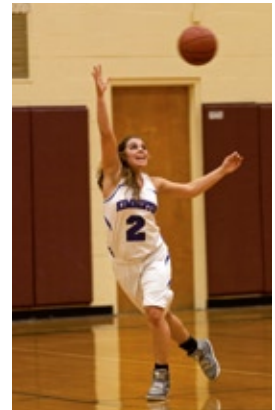
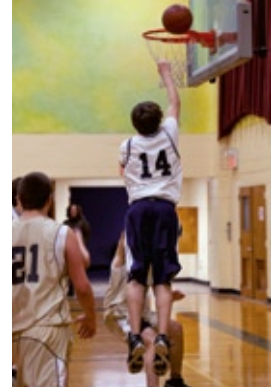
Within three years, the school had the highest increase in standardized test scores and in attendance of all schools in the Sacramento City School District (a system that serves over ten thousand students). But test scores and attendance records are only the quantifiable tip of the iceberg. Anyone visiting the school grounds is immediately impressed with the social harmony of the students (in a city known for its ethnic, racial, and gang discord), by their interest in one another, and by their obvious joy in learning. A visit to Carver High School can give one the feeling that these schools have come of age in what the scholar Ida Oberman has called the “American Crucible.”

Eugene Schwartz



In his 25 years as a class teacher at Green Meadow Waldorf School in New York, Eugene Schwartz frequently crossed the aisle to teach Literature, History, and Art History. He presently serves as an international Waldorf consultant, working with schools in North

America, Europe, South America, and China.



Basketball Tournament at the Kimberton Waldorf High School, Pennsylvania



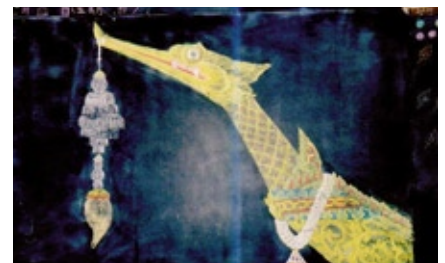
Changing the landscape of the Thai Educational System

An example is the Panyotai Waldorf High School that commenced its first Class 9 in May 2006. The following year the school moved to its current location and gradually developed into a full high school in 2010 with the first graduating class. As the first and only Waldorf high school in Thailand we are well aware that each step taken by our school is a landmark in itself.

Since our educational system is very competitive and children are inundated with examination after examination, we are left choosing between preparing children for a life of exams and the ongoing consequences, or for their own life – long journey and unique individual destiny. Having opted for the latter, we began venturing into uncharted land.

Through this journey we have been posed with a number of challenging issues. How can we best respond to the need of our children in the fast-changing Thai society? What can we do to enable our students to meet the challenge of life without

losing their own identity? In what way can our curriculum nourish the students and help them find balance between the push toward modernity and the traditional roots of their own culture? In order for the school to be able to meet these challenges, several aspects need to be brought into consideration. First of all, there is a slight lapse or delay in developmental stages in Thai children. It is therefore, more effective to adjust some subjects to accommodate their development. For example, certain humanities lessons are altered to be better aligned with their developmental stages, their Thai identity and their Eastern culture.



Thailand/Panyotai Waldorf School: Field measurement excursion at an ancient temple (left); Peace Festival 2011; blackboard painting from Thailand, right side: high school students performing a traditional dance



As every person is an integral part of the society, it is therefore, important for the school to bring this social awareness to the students. Apart from having students participating in different social activities or events, work experience in the high school is an important tool for heightening this awareness. Each year high school students spend two weeks per year at their chosen organizations all over the country to work and experience life from a different perspective; with agriculture and its related businesses for class 9, handcrafts and household industries for class 10, and social services for class 11.

As a matter of fact, many students have found that these were life-changing experiences. Consequently, our high school students have initiated

several fund-raising activities to find financial support for these social organizations.

To make education become even more relevant to life, many academic subjects have been taught in connection with their practical uses and application in the world. All of this has enabled many of our graduates to find the balance within and venture out in the world to pursue their life-long goals.

Porn Panosot



As a high school teacher of Panyotai Waldorf High School, Porn Panosot hopes that the Thai educational landscape will continue to undergo such important changes through this educational pioneer work.

Impressions

Since the founding of ACOMI more than 1100 children have found an open door there and have stayed, either in the Kindergarten, or as school children or taken part in the afternoon courses.



The Associação Comunitária Micael (ACOMI) is a charity organization that works with 350 children and teenagers from favelas in the suburb of Jardim Boa Vista in São Paulo. It includes a kindergarten and the “being and becoming” project that was founded with a neighbouring school to help and support individual children. There is also a wide range of extra-mural activities that the young people can choose to take part in during the afternoons.





“We are fighting to protect children and young people from social exclusion, by offering them lessons complementary to what they learn in school.”

teacher





Hekima
Waldorf
School
Tanzania

A dalladalla is never full

A bus ride to the Hekima Waldorf School in Tanzania.

Today I leave the house at five o'clock in the morning. It is drizzling lightly while I walk up to the bus stop Tangi Bovu. It is hot and the air is very heavy with humidity, but the frogs are celebrating singing in chorus with the muezzin, who sounds today as tired as I feel.

Already at this time in the morning the traffic is moving slowly, but in an hour you would only move at snail pace. Driver Ima picks me up in our yellow school bus. On the bus is our gardener Benela, driver Ima's wife and his son Abduli. Benela is the "Conda" who will open the doors for children and make sure they are safe. We drive past women, who carry baskets or buckets on their head and who are probably on their way to the market.

At half past five we arrive at Mwenge, the big bus stop ...

... a very busy place in the day time but now everybody seems to still be sleeping. Also Abduli dozed off in his seat ... We drive up to the University and follow a dirt road up to a house with a black gate. Ima honks and Abduli wakes up and goes to the back row to lie down. We wait for Anni who comes running barefoot with her shoes under her arm. 20 minutes later we are back on the main road and on our way to Sinza. At quarter past six it is getting light out and we crisscross through Sinza and pick up children here and there. Nadjam, David, Lewis... the little shops are taking their goods outside on the road and now everywhere fires are lit and hot oil is bubbling to bake mandazis and the women are rolling their chapatis and pour sweet tea. After the rain of last night the roads are not so dusty!

We pick up Kisali, Maureen and Sabina. Abduli woke up again and happily chats with his friends. Maureen sits next to me, sighs loud and says: "oh,

I m so sleepy". It is 7am now and the city is really awake and the traffic is heavy. Luckily we are driving out of town. Twenty minutes later we wait for teacher Edward and teacher Steven. We collect Bertholdi, Mkindi, Hausbert, Karl, Joshua. The bus is full, 3 children share two seats and it gets quite lively on the bus now. I give my seat to Hausbert.

At around 8 am it starts raining again. We are on our way to Tegeta to pick up Owen. We are late. I feel like Maureen: so sleepy. On the way to Mbezi the traffic slows us down. Benela sits on the stairs of the bus and rests his head on the door. I think about how tired he must be doing this trip every-day, before and after work. But more so, how tired must Abduli be and the other children who have been on the bus for hours now. I look around and some of them have fallen asleep again. But nobody complains on the contrary, there is a very happy chatter in the bus ...

I am now used to the Dar es Salaam traffic and I have every day stood crammed in the more than full busses not able to move an inch. Sometimes you can be glad if you can put your two feet down. You never have to worry about falling over because there is simply nowhere to fall to. People say here: a dalladalla (bus) is never full, after all it is not like a bucket of water that will overflow. You can always squeeze in another person.

What happens next I am kind of used to but it is still shocking.

Even though we are all used to it, it is stressful and tiring. We meet the other two school busses that are already waiting. Here we have to shift the school children plus teachers into the big busses and the kindergarten children into the small bus. If our busses were a bucket of water, they would very much overflow! I count 26 seats and 50 something people on the bus. From here we drive



up the hill to Goba, which is 15 minutes away. We arrive at school and the busses pour out over a hundred people. Everybody takes a breath! I quickly agree that this situation needs to change quickly. Abduli spends more of his childhood on the bus, than playing.

Hekima Waldorf School is a wonderful school. Just a few weeks ago the school moved to their own school ground (mainly funded by Friends of Waldorf), which is in a wonderful place with palm trees and butterflies and really I wish I could be a child again and go to this school. That is if I did not have to go on the school bus.

With the help of friends from Europe, who contribute with educational sponsorships, Hekima provides education for some of the poorest children in Dar es Salaam. Tanzanian parents, who wish for a better education than the government schools provide, send their children to Hekima. The school has great plans for the future and will be able to provide education for even more student! But for now we need to make sure we can bring the children to school safely!

We desperately need a new school bus. If we had four busses, there would be fewer children on each bus and the routes would be much

Donations for the Hekima School bus!

International bank details or via Paypal
Postbank Stuttgart, Germany

IBAN: DE91 6001 0070 0039 8007 04 | SWIFT/BIC: PBNKDEFFXXX

Please mention purpose: Hekima school bus + your address.

The Friends of Waldorf School forward all received donations at 100%.



shorter and travelling times could be reduced to one and a half hours or two at the most. We have already found a very nice bus, which would solve the problems for now. The seller is asking 38 Million Tanzanian Schilling. We are still negotiating with him and are hoping that he will reduce the price some more. 38 Million, this if I have it right equals 18'000 Euros. As you can see we would need the bus as soon as possible actually already next Monday!

Julia Eisele



Left side: The Hekima School moving into its own building, top right: two-hour morning bus ride, bottom: old bus



Julia Eisele supports the Hekima Waldorf School in Dar es Salaam in reaching their goal to build a new school building.

China: Educating the whole child

Schools adopting Waldorf educational approaches are becoming increasingly popular with Chinese parents. The journalists Lin Qi and Guo Shuhan from China Daily report.

More than a year ago, Zhang Tiange's first-grade daughter, woke up at five o'clock one morning. "She was to take the end-of-semester exams that day. I wondered why she was up so early when she said, 'Mom, what if I can't get full marks on the test?'"

Zhang had chosen a nearby ordinary public school when her daughter reached school age, hoping it would not put as much pressure on kids as the more sought-after ones. But she soon realized her folly. "I didn't see her learning anything interesting or inspiring at school. I felt like we were preparing for battle every morning because we would have to hurry to the school to be on time for the morning reading of the classical *Di Zi Gui* (Standards for Being a Good Student), which, I think, is too obscure for young children. I don't understand why a child is made to feel so competitive at just 7," Zhang says.

Recalling her own childhood she says it was much more relaxed - there wasn't much homework, and no pressure to prepare for contests such as the Math Olympiad. The academic environment was nowhere near as competitive, she says, and hopes her daughter too can enjoy her childhood. Last September, her family moved from Beijing's southern district to a northern suburb, to enroll her daughter in the second grade of the privately-run Nanshan Waldorf School.

"The school doesn't overload the children with information and assess how much they have absorbed through exams. Instead, it pays equal attention to a child's intellectual, emotional and physical growth. The children get to learn things that are truly useful for their future life," Zhang says.



Highgate Kindergarten in Hong Kong (top left); rest: Scenes from the Chengdu Kindergarten/South China

The Chengdu Waldorf School in Sichuan province, founded in 2004, is the first from the Chinese mainland to be accredited. This year, another six schools nationwide received accreditation. Meanwhile, dozens of schools and kindergartens employing the Waldorf method are appearing in Beijing, Shanghai and Guangdong province, attracting a growing number of parents looking for an innovative education that gives play to a child's creativity.

Cao Lili, whose 5-year-old son Wang Wang attends the Fengdan Waldorf Children's Home, a community-based private kindergarten in Beijing's northwestern suburb, admits she was suspicious at first of the applicability of an overseas educational concept in China. "Teachers here encourage children to play, to imagine and



Large picture/small picture right: kindergarten in Guangzhou, two photos left: Wu Bei Kindergarten in Beijing

to explore what they are curious about, which is what they should do at this age," Cao says. "They also value each child's unique personality, unlike public kindergartens where most of the emphasis is on imparting information in preparation for primary school."

She says Wang Wang, who used to be too introverted to even talk to his peers, can now answer his teachers' questions and often takes the lead in a group.

Despite the growing popularity among parents, Waldorf schools come with a high price tag. Zhang Tiange pays 24,000 yuan (\$3,688) a year for her daughter at Nanshan Waldorf School, while Fengdan Waldorf Children's Home charges a monthly tuition of 3,000 yuan (\$462) and a 400-yuan lunch fee, which is also higher than for public kindergartens.

"We use a lot of imported materials for our handicraft classes, organize outings and provide healthy organic lunches. Besides, our rentals are high," Wang Li, founder of the children's home, explains. Hou Longlong, associate professor in education at Beijing Normal University, who has studied the Waldorf system, says that to promote their ideas, Waldorf schools in China should work closely with international Waldorf associations and Chinese professors interested in the Waldorf philosophy. He also suggests Waldorf schools cooperate with educational consultants to reach out to more parents.

"It would definitely improve our own educational model if educationists draw on alternative ideas, including the Waldorf theory," he says.

Lin Qi und Guo Shuhan

published with the kind permission of the editors of China Daily, Issue 23/06/2011

My year at the Proyecto Social Q'ewar, Peru

As part of my voluntary service, I spent one year in the Peruvian village Andahuaylillas, situated in the Andes near Cusco. I worked and lived in the Proyecto Social Q'ewar, a social initiative for the villagers in Andahuaylillas.



The initiative particularly supports women. Poverty, domestic violence, lack of education and alcoholism are some of the most common issues. The salary they receive from Q'ewar helps them improve their lives and gain financial independence.

The social project funds itself through a puppet workshop, in which about forty women work five days a week. At the village square is the store where the dolls and Peruvian handicrafts are being sold. Every day many tourists come by, who are visiting the famous Sistine Chapel in the village.

The social initiative also looks after the women's children, who can spend the afternoons and holi-

days in an after school care facility. In the morning there is also a kindergarten for children from the poorest families in the village. They eat breakfast there and paint, learn about gardening, knead beeswax, grind grain or bake bread. They also attend music lessons twice a week.

As a volunteer I worked in the kindergarten and the after school care, the village shop and in the workshops. I also taught English classes for adolescents and organized cultural and community activities together with the women. In the second half of the year I became a permanent staff member in the kindergarten and together with the kindergarten teacher was in charge of a group of twelve children aged two to four years. In between I did translation work, actively promoted



Right side: the puppet workshop in Q'ewar; children painting Easter eggs/ playing the flute, left side: spinning, free play time, wool dyeing



donation and sponsorship programs, and gave some impetus for change, such as the introduction of compost or conducting home visits for preschool children.

As time went by, I could sense how important it is to educate children in a healthy way and to exchange opinions about it. Many young women from the social project were already mothers, but hardly did they ever think about educational issues in their daily routine. The public school system was normal for them and many of the single mothers never took the time to question this kind of education due to their financial worries.

To work and live at the Proyecto Social Q'ewar during one year was a very special experience for

me. Through the foreign culture I have learned to appreciate our society, but also strongly gained awareness about our tendency to value performance and consumption.

Annika Heim



The former volunteer is now studying Spanish and Sports Sciences in Berlin, with the goal to be a teacher. During her time working in the kindergarten, she realized how important it is that children experience a conscious, positive and non-violent upbringing. To actively shape the world, she has decided to pursue the path of education. She keeps in touch with the project and especially with the current volunteer, so that together they can contribute towards further positive development at the Proyecto Social Q'ewar.

Curative Education in Romania: 20 years of hard work

A report by Adrian Pinte



Top: Friendship in Simeria, right bottom: Hans Spalinger, founder of the curative educational initiative Simeria/Romania; rest: Impressions from the life/work in Simeria

Public interest revealed the need for change. After the fall of the Iron Curtain in 1990 and the resulting opening of Eastern countries, the respect for individual human dignity became the centre of attention in Romania. During this period the real living conditions of children and adults with disabilities as well as the way they were treated in residential homes were brought to light by the foreign press.

New impulses of a pioneer

In Romania, curative education came about as an impulse brought by Hans Spalinger, who was previously mainly involved in the development of Swiss remedial education community facilities. Together with a circle of supporters, he dedicated the last decade of his lifetime to changing the image and attitude towards disabled people in Romania. Well above age 70, he did not only want to raise public awareness but also practically take the necessary steps. With Curative education the aim was to build a structure, a home, different from those that existed up to then, where children, teenagers and adults with disabilities could live in dignity.

Lack of understanding by government authorities

At the beginning, the first challenge on this path was the feedback the founding circle of the curative education movement in Romania received from each and every state authority. Statements such as „this cannot be set up because such a

thing does not exist“ was a common response back then.

Success

As a reply, now, after 20 years of hard work, curative education does exist. It has been officially recognized as a state educational alternative, the curative education centres have a legal structure, are economically sustainable, state funded, and some operate in buildings of their own. Last but not least, these centres have a specific organizational culture and an own curriculum, which is also approved of by the ministry.

Adrian Pinte



As the founding director of the first Curative Education Centre in Romania in Simeria, he now sees the fruits of the effort put in by a team of pioneers who have selflessly offered the best years of their lives to a noble cause and who can now say: indeed, it was worth it. Currently he works as magisterial director of social services in Simeria, with special focus on people with disabilities. Furthermore, he continues as a member of the Romanian Association for Curative Education and as an active volunteer.



What does curative education mean?

Anthroposophical curative education focuses primarily on the healthy development of children with special needs. The main idea is to recognize individual development opportunities and to promote them in a holistic way. Thereby it is being assumed that disability affects body and soul, but however, cannot occur mentally. As a result, it does not have an effect on the development of someone's incomparable individuality. The development of each child is fostered through methods of Waldorf education and specific therapeutic treatment. The aim is to encourage each child so that it can later live its life as independently as possible despite its disabilities.

From being a volunteer to initiating a sponsorship program

With Anton Mikoleit, 22, the Friends of Waldorf wanted to talk about his voluntary service in a South African township. Locally, many wealthy South Africans wondered how Anton was able to engage in this difficult environment. He told us how the Abantwana Care sponsorship program was created in cooperation with the Zenzeleni Waldorf School. Furthermore, he is our youngest member.

How did you get interested in South Africa?

Anton Mikoleit: My desire was to go abroad, leave Germany and get to know a different culture. What specially triggered my interest in South Africa was the development of an all new voluntary service project. This offered many new opportunities for me to become actively involved in shaping it.

How was it for you to live down there?

Before the trip I had a certain image of South Africa. Apartheid was of course a topic that I had dealt with, but I assumed that it belonged to the past after almost twenty years. However, when I arrived in South Africa I was very appalled by the still evident separation of coloured and white people. It quickly became clear that not only this type of separation, but rather a gap between rich and poor exists. Whenever we as volunteers talked to white people in Cape Town or at the beach, it was incomprehensible to them, how we could volunteer to work in a township of Cape Town. They thought it was far too dangerous.

The Friends of Waldorf Education have recently released a call for donations for the Center for Creative Education in Cape Town. Now you have been to the Masakhe Educare Center, one member of the network of kindergartens accompanied by the "CfCE". What was your impression?

At this particular Educare Centre, there were three teachers and one cook caring for up to 130 children. The Waldorf approach implies that during the first years of life a particular development takes place and therefore this time is very

crucial for children. In Masakhe, every child should be allowed to attend kindergarten, even though the Centre does not like this approach, as looking after so many children is questionable from an educational point of view. But Masakhe wanted to give all children the opportunity and therefore, no matter whether the parents were able to pay the monthly fees, the children had a safe and sheltered place.

In the Environment of the Masakhe Educare Centre, what are the problems that people have to face?

What one always faces is AIDS. Then there is the issue of young mothers, something that we have encountered quite dramatically. Many grandmothers brought their grandchildren to kindergarten, so that the mothers could go to school. There are quite a number of people who literally have nothing. They do not work nor do they receive any welfare. But there are also some people who have a job and a relatively secure income. Then, we as volunteers set up a rhythmic massage workshop. Some kids were screaming all day long. Through the massage, they were able to relax. The township is always a very busy place and many people live in small dwellings. To find inner rest in this environment is very difficult.

What led to initiate the Abantwana Care program?

During the follow-up seminars in Germany we came up with the idea for Abantwana Care, an educational sponsorship project in cooperation

From top to bottom: the Masakhe Educare Centre/South Africa, South African "Mama" playing the drums, in the baby group; AbantwanaCare Germany



with the Zenzeleni Waldorf School. At first it was difficult to decide how to choose a child as the initiative started with individual sponsorships. This did not come without problems. Today, every child that receives a sponsorship serves as an ambassador, so that the entire school community is supported by the sponsorships.

Anton, you are our youngest member. Put in another way, most of the people at your age are members of a sports club. What made you decide to become a member of the Friends of Waldorf Education?

I think three things are essentially unique for this association: first of all the kind of projects that are being supported, then the people who work within the association and feel connected to it, and finally the "philosophy" of the Friends. As a volunteer I had the opportunity to work in one of the projects and was able to see how the work of the Friends positively affects the local population. Also the fact that the donations are transferred at 100 % and the Friends say: we will continue to exist as long as there are people who think that our work is worthy of support. That inspires me. Obviously there are people who are behind all this work and I am now apparently also one of them. I think this is great.



Anton Mikoleit currently studies water resource management at the College of Forestry in Rottenburg and in his spare time manages the sponsorship AbantwanaCare program.

Julia – A Georgian biography

We would like tell you the story of Julia, an orphan and now an independent woman who has suffered from a thyroid dysfunction since birth. Without the TEMI community in Georgia she would have been forced to live on the streets after her school time and would now have to live without work, without a family.



Having a picnic near Gremi/Georgia

As a child Julia was left at an orphanage in Batumi. She has never since heard from her relatives. When she reached school age, she was brought to a home for disabled orphans in Tbilisi. Then she decided to move to Gremi, when she did not have another option.

After the independence of Georgia in 1991, money lost its value practically overnight and the Civil War began. The struggle for survival “every man for himself” had serious consequences. During this time, it happened that Julia became pregnant by an employee. In December 1993, Julia gave birth to a healthy daughter. She raises her with lots of love and commitment.

When Julia left the state asylum to join the TEMI initiative, she was quite dependant. She had some learning difficulties in the intellectual field, but is very creative and very apt in handicrafts. Over

time she has developed great social skills.

In 2003, Julia took over the care of an autistic teenage girl, who was brought to TEMI by her family, because they could not raise her at home. In a short time, Julia was able to integrate the girl within the community.

Two years later, a group of severely disabled, primarily autistic teenagers, who had outgrown the orphanage, were taken in by TEMI. These were the first disabled people in TEMI who were supposed to receive state funding. However, in spite of firm commitments these people also did not receive any government aid for over a year. During this time Julia also started taking care of five young women in addition to the autistic girl that she was looking after. She showed extraordinary skill and loving care in nursing and was able to make independent decisions.

Georgia in numbers

Area: 69.700 sq km

Capital: Tbilisi with 1,3 million inhabitants

Ethnic groups: 71% Georgian; 9% Russian, 7,1% Armenian, 6% Azeri

Population 2005: 4,321 million

Population decrease since the end of the

Soviet Union: about one million

Per capita GDP 2008: 2.021 USD

Declaration of Independence on 09/04/1991



Adequate state funding for Julia, her daughter and the other residents in TEMI is hopeless. There are no government subsidies whatsoever, neither for health insurance, medical assistance or hospital if needed, not even for undergraduate education. The six Euros the government pays per day for half of the people living at TEMI are not sufficient to keep up with the rising cost of living in Georgia.



Susanna Reinhart, Project Manager at TEMI hopes that the situation for people with disabilities in Georgia will improve soon and is currently developing a sponsorship program.

About TEMI

TEMI is a residential community in Georgia, in the small town of Gremi, situated at the foot of the Caucasus. Surrounded by vineyards, people of different generations with and without disabilities live and work together. This is an all new approach particularly in Georgia, where the social environment is organized primarily in family clans and no central social welfare system exists. There are over seventy people that are part of the TEMI community. Only about half of the people living there, receive a small state subsidy of about 6 €/per day. Most of the funding for the community comes from donations. The initiative also grows fruits and vegetables for their own usage. Despite the weak purchasing power in the country, TEMI tries to sell its own products such as wine, furniture and concrete blocks, to generate an income for the community.

An “odd” volunteer

With over 70 Rafael Camorlinga went from Brazil to Germany to volunteer.

The reason behind my oddness is especially due to my age. A retiree aged over seventy doing a social voluntary service? No wonder that the facility had concerns about my admission. No wonder that the German consulate in Brazil, showed little enthusiasm to approve my visa. The obstacles were finally overcome, and in January 2011, I was in Germany. On the same day I found myself in an introductory seminar. There I started to feel that I could do it.

After the “honeymoon” of the first seminar I got into the daily routine at the facility where three so-called incomers would do their service. At the station we were welcomed and picked up by the “house mother” of the Camp Hill community Königsmühle, a beautiful place, even in winter.

Loneliness

A special kind of strangeness about being an old volunteer was the loneliness. During the year 2011, I was the oldest participant in the voluntary program. I had no difficulty in participating in the daily activities, even in sports. However, an old retiree could not expect to be invited to the pastime activities of the young people.

The daily routine

My main task was to take care of a young adult with Down syndrome. I accompanied him from getting up in the morning to going to bed in the evening. Only while working in the workshop we parted, he would go into the felt-making workshop while I would do woodworking. According to this schedule, I worked from seven in the morning to eight o'clock in the evening. That was not easy for me. But soon I was able to have some free time in the afternoon.



Perspectives on life

Seeing the world through different eyes, to explore the strange and unknown, getting to know a new way of life, learning new languages and engage with other people, are just some aspects that make a voluntary service a very special experience. But what is needed to make this a reality? One does not need to travel abroad to gain certain experiences. It is often sufficient to look at the ordinary from a new perspective. Coming from a Latin American country one might be fascinated by the splendour of European capitals. But to experience everyday life is something else. The disabled people who also become friends and with whom a volunteer spends his time with often have speech impairment. It is very difficult at times to communicate with them.



The four training seminars by the Friends of Waldorf Education therefore played an important role. The locations were carefully chosen, the topics interesting and the events were well organized. In the seminars, we also learned how our colleagues dealt with problems. This exchange in ideas helped and lead to mutual encouragement.

And finally ...

... I would like to draw attention to my work colleagues. The memories I keep of them are permanent, some unforgettable. I am particularly thankful to the house mother for her good humour and helpfulness in looking after all "her children", even the volunteers.

Rafael Camorlinga

Voluntary Service in Germany

Expected were 50 volunteers – over 200 participated. At the request of the Association for Anthroposophical Curative Education, Social Therapy and Social Work, the Friends of Waldorf Education have begun to build a support structure for the new Federal Voluntary Service and the Voluntary Social Year (FSJ) in the spring of 2011. The once privately organised "incoming" program is incorporated into the federal volunteer service since 2011. Currently over 100 international "incomers" and more than 200 German volunteers are involved on a nationwide basis in Anthroposophical and Waldorf educational institutions, accompanied by the "Friends".

Left: Incomer Raphael in the community Königsmühle/Neustadt; right: workshop in Königsmühle

Children eligible for sponsorships

Further children looking for a sponsor can be found on our website under "Donate + Help"

ARGENTINA



Escuela Crisol de Micael

Mithas (7) is in second grade. Her mother can only contribute little to the family budget by working odd jobs and teaching Yoga. Mithas father does not contribute at all to the costs of living, not

even to the costs of education or health. Mithas has a quick intellectual grasp. She may well lead a group, for example by proposing rules. Mitha has noticeably high expectations of herself and want to be perfect in every way. She is a creative girl when she plays as well as in handicrafts. She also loves to listen to music.

ARMENIA



Yerevan Waldorf School

Robert (10) is in fourth grade. His parents, Robert and his younger sister Hermione, who also attends the school, live in a small two-room apartment. Both parents

have only occasional jobs. Robert is distinguished by his sense of responsibility and honesty. He is very accurate and his main lesson books are nice and complete. He never comes to school without having done his homework.

COLOMBIA



Fundación Arca Mundial

Esteban (18) attends tenth grade. In spite of his autism, he is a communicative young man. He enthusiastically participates in games during breaks and leads heated discussions about

which football team is better. Esteban also has a special interest in history. He lives on a farm just outside of Medellin. His mother earns only the minimum wage in agriculture, about 160 €.

GUATEMALA



Escuela Caracol

Miguel (6) attends the Kindergarten Caracol. He lives with his family in Pasajcap of San Marcos La Laguna. He has four older siblings, one of whom is Mariano and just started school with

him. His mother works at home and his father works as a groundskeeper. They like to spend time together at home during the week and on the weekends they enjoy getting together with extended family for lunch.

Dear donors, sponsors and school classes

In most countries Waldorf schools do not receive any government funding and parents can often not afford the school fees. Through an educational sponsorship, you can enable children from financially disadvantaged families to attend a Waldorf school. In doing so, you also enable schools to integrate children from disadvantaged families into their school community. You are free to decide about the amount of your donation. The full tuition fee is usually between 25 to 200 Euros. As a sponsor you will receive a photo and a letter/short report about your godchild on a semi-annual basis. We would be delighted if you would become a sponsor! Simply fill out the "Donate and Help" form and note the name of the child and the school. More opportunities to help a child go to school can be found on our website under "Donations + Help."

PERU



Colegio Waldorf Lima

Rebeca (8) is a very happy child, curious and hopeful that she may go to the Waldorf school which is already attended by her older sister. The parents are very engaged and wish deeply to send also Rebeca to the Waldorf school. But her father has only a very low salary working for the "yellow pages".



McGregor Waldorf School

Muhle (8) attends second grade. Together with his older brother Ziyanda and his single mother Ida he lives in a small house in a township close to school. His mother works at Robertson Winery. Muhle is bright, active little boy. Eager to please, he can be mischievous at times. When boisterous with his classmates he never intends to hurt them. He copes well with the class work and is a delight to have.

SOUTH AFRICA



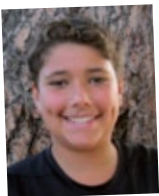
Hermanus Waldorf School

Alizwa (7) lives in Kwasa-Kwasa Zwelihle with both his parents and his sister. His parents are both working as security guards and earn little. His little sister attends the Waldorf kindergarten. The family lives in a two-roomed shack and shares a single bedroom. At school Alizwa loves drawing and always looks forward to the math lessons.



Zenzeleni Waldorf School

Luwanda (10) attends fourth grade at the Zenzeleni school and masters the lessons and exams very well. She likes to talk and loves traditional African dancing. Her mother, who works in a restaurant must provide with her low salary for Luwanda and her sister, because Luwanda's father no longer cares about the family. Therefore, it is difficult for Luwanda's mother to pay the monthly school fees for her daughter.



Khanyisa Waldorf School

Scanlon (13) is a pleasant boy. He is friendly, polite and considerate towards his classmates. He is a keen learner and always gives his best. He enjoys building mechanical things, playing soccer, building puzzles, science, history, and learning about animals. Scanlon's mother, a fabric worker earns very little. Scanlon is very sad because he has not had contact with his father in the past 5 years.

VIETNAM



Tho Trang Childcare Center

Anh (3) lives with his older brother and his parents. His father is a shop assistant, his mother stays at home with a chronic illness. Their life is extremely hard as his father's earning is not enough to support 2 children at school and pay for his wife's treatment. Anh joined Tho Trang kindergarten just two months ago and is still at the settling down stage. He seems a quiet boy who prefers to watch everything that is going on.

In a nutshell

First accredited Waldorf school in Japan

On January 12, the state authorities officially accredited the upper school of the Waldorf School in Fujino. The Steiner School in Fujino is thus the first Waldorf school in Japan, whose grade levels 1-12 are acknowledged starting next school year (i.e. from April 2012). This is good news for all Waldorf schools in Japan!

WOW-Day 2012

On 27 September 2012 we are joining forces all around the world. With your ideas and activities such as crafts and sales campaigns, sponsored runs or jobs in companies, we will raise money to support Waldorf- and social initiatives around the globe. The collected money from various activities will be forwarded at 100% to initiatives in need.



“No one explicitly mentions the issues at hand...”

Russia: The official statistics of the Ministry of Social Affairs for the rehabilitation of disabled children does not correspond with reality. No one mentions the real problems: unqualified medical care and the indifference of the medical staff. The parents remain alone with their problems. Their children are not accepted at any school. This leads to the establishment of parents' associations such as Svoj putj. Since two years they organize art and craft courses as well as therapeutic support for young people.

From “Russian Perspectives 2012”, L.Nikolaenko

New employee in the field of Curative Education/ Social Therapy

Since early 2012, our Berlin office has a new employee. Thomas Kraus will work in the area of curative education and social therapy and will continue to expand this area. After 16 years of experience as a residential home manager and group leader in a social therapeutic institution, he started to become more international. Especially as organizer of “Living in the Encounter – Congresses for People with Special Needs”, which is now also very popular outside of Europe.

Join us and together we can ensure better life perspectives for many disadvantaged children!

Kazakhstan: In fear of losing the school building

The Alexander von Humboldt High School in the town of Ust-Kamenogorsk is growing with each passing year. 2011 there were 306 students. Many of them attend this particular school because it has a good reputation and one can learn German. In this region of Kazakhstan live 300 000 people, many of them who have German roots. Now, the school would like to continue to grow and continue to build its new school building. Unfortunately it cannot afford such a step at the moment. The school community is also afraid that their already existing building is to be seized by the state. They will now try to obtain a proper rental agreement with the state in 2012.

Donate and Help

We pass on donations at 100% to our partner initiatives.
The association's work is funded independently through donations received for this specific purpose.

**Freunde der
Erziehungskunst
Rudolf Steiners**

Yes! I would like to donate _____ € charged on a one-off monthly
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Greeting Card of the
Waldorf kindergar-
ten Iskrice in Split/
Croatia

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Please mention: Purpose of donation + address
We pass on donations at 100% to our partner initiatives.
The association's work is funded independently through
donations received for this specific purpose.



How can I help?

With donations without purpose limitation for our international relief fund, the Friends of Waldorf Education can respond to urgent requests and support initiatives worldwide. As a sponsor you can give children the opportunity to attend a Waldorf school. And through their commitment on WOW-Day, students raise money for disadvantaged children in Waldorf initiatives abroad.



Does my donation reach its intended purpose?

Sponsorship donations, donations from the international relief fund and donations without purpose limitation as well as the money collected on WOW-Day are passed on to the intended facilities directly at 100%, i.e. without deduction of administrative costs. Additionally, we are also in close contact with our various partner initiatives around the globe that inform us regularly about their work.

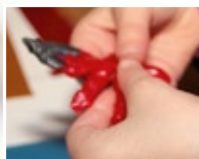


How do I contribute as a supporter?

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

New! Our "keep up with the friends" newsletter by email

Would you like to be informed about the latest news and fundraising activities several times a year by email? Then send us an email to berlin@freunde-waldorf.de, keyword: newsletter. Our members and supporters will of course continue to additionally receive our members newsletter sent by mail or by email.



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