

RUNDBRIEF

AUTUMN 2012

Freunde der
Erziehungskunst
Rudolf Steiners



Culture and Waldorf education

SOUTH AFRICA Teacher training continues

CHINA Sensation in Chengdu

SOUTH AFRICA New dormitory for Lesedi

ABOUT US

The **Friends of Waldorf Education** promote Waldorf schools, kindergartens, social therapy, remedial education facilities and social initiatives in general. 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 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 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** program 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

We are looking for new supporting members!

We are urgently looking for people, who would like to support our international work, ensuring that we can maintain our core principle of forwarding all donations at 100%. With your regular donation towards our budget you can help fund our administrative tasks and allow us to publish contributions like this newsletter. As a sustaining member, you will receive our member newsletter several times a year providing you with the latest news about our work and Waldorf education worldwide. We would be happy if you decide to donate part of your next project related donation towards our budget. You may set the amount of such a donation yourself. We look forward to each contribution! Learn more at www.freunde-waldorf.de

Titel photos: Centre for Creative Education, South Africa

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Dear Reader,

In this year's autumn issue of our newsletter we focus on the topic "Culture and Waldorf education." But what is culture? Of course one grows up within one's own culture, but that is probably why it is very difficult to grasp its essence.

Children experience the World as a whole; they mimic it and shape it in their own way. Culture lives in its diversity within us. Just take a look at the various ways of building houses throughout the World. You may gain an impression looking at the picture of the Kusi Kawsay School, Peru (p. 26). For this building the school used adobe brick and so called "itchugas". Traditional festivities, singing and dancing, accompanied the construction process.

When we draw our attention towards education, it becomes clear that throughout the World we are building a common house: "The perception of how the body of the child, or the teacher for that matter, appears as a resonant body for the "I", defines the art of education: we are all building a "house", for what will be, for the superior self" is an apt quote by Claus-Peter Röh (Head of the Pedagogical Section/Goetheanum).

We see our task in participating in the construction of these different kinds of "houses". For example, when we support the training of Waldorf teachers we care about the question of how the educational tasks may unfold within the respective cultural environment, so that for the children as well as the teachers a healthy "house" is being created. But we also take over responsibility in literal house construction, ensuring with the help of many supporters and volunteers that they are funded and built in a proper way and may exist for a long time. We would be pleased if you would continue to help us in the future!

*Accordingly, many greetings from the "house of the Friends"
Katharina Stemann*



From our work

Since the beginning, Waldorf schools have had not only an educational, but also a social mission. They always intended to bring spiritual renewal impulses to the field of education and life as such. The working and living conditions are very different today compared to the founding years of Waldorf education. But present circumstances also need spiritual impulses, perhaps even to a greater extent than at the beginning of the last century.



left: board member Nana Göbel, middle: Waldorf School Vác/Hungary, right: Jaffke kindergarten in Seoul/South Korea

Finding these impulses in pedagogy and practice them is difficult enough. This idea, which is often described with the word "self administration", is currently in danger of being abandoned in the social environment of many Waldorf schools.

In many Waldorf kindergartens and Waldorf schools children receive a kind of education that allows them to experience a childhood worth living, stimulates their health and strengthens natural defence mechanisms. Shaping social interaction between the different parties of the school community, however, is currently a much greater challenge. Throughout the world we meet this challenge in every school that we visit. Only in rare cases we find that social interaction is practiced in such a way that individual freedom and responsibility is aligned with the cooperation with colleagues and parents, thus creating a healthy work environment. We recognize that an important field of practice lies in the cooperation of teachers amongst each other as well as the cooperation between teachers and parents. This part of being involved with a school community mainly requires internal competencies. At the same time the future of the influence of Waldorf education on society

depends on it. Dealing with this challenge is a strong focus of the current networking activities of the Friends of Waldorf Education.

Call for donations

In the area of financially supporting Waldorf educational initiatives, we look back on a special year. Thanks to generous donations from our members, friends and supporters we were able to successfully rescue two facilities in urgent need of help: the Waldorf School in Tbilisi and the Centre for Creative Education in Cape Town. Both initiatives are now able to continue their work although there are further obstacles ahead.

From East Africa to Eastern Europe

Another main focus of our work has always been the training of Waldorf teachers. Nairobi hosts the kindergarten and teacher training for East Africa. During the East African Waldorf Conference in February, it became evident how successful these long years of work by Ann Sharfman and Peter van Alphen had been. The other participants were cheering when Silvia Njagi, an experienced Waldorf kindergarten teacher from Kileleshwa in Nairobi took the stage as the first Kenyan speaker.



left: emergency pedagogy intervention at Kakuma refugee camp/Kenya 2012 (© Stefan Trappe/ADH);
right: Escuela Caracol/Guatemala



In the future, she will be responsible together with Victor Mwai, Judith Brown and Mwakai Shake, for both the training of teachers and the educational cooperation in the region.

In Latin America the Waldorf movement continues to grow. We have been able to co-finance a school building for the Escuela Caracol in San Marcos La Laguna/Guatemala in cooperation with the German Federal Ministry for Economic Cooperation and Development (BMZ). Through Lourdes Jibaja, Bettina Vielmetter, Rocio Garcia and Lyggia Chujutalli the knowledge about Waldorf education continues to spread in the Peruvian Andes. It is deeply moving to talk to the founders of the Kusi Kawsay School in Pisac, who experience Waldorf education as a way out of the colonial dependence and back towards their own culture.

Another growth region is China, where particularly middle-class parents search for educational alternatives. Meanwhile, we are aware of about two hundred kindergarten groups and of several school initiatives. Our contribution to the Chinese Waldorf movement is to support the teacher training and the coordination amongst kindergarten and schools. Even in South Korea the Waldorf kindergarten movement continues to grow rapidly. Currently

there are about 200 kindergarten groups (but with the problem that many groups are run like businesses). Korea is currently the topic of discussion in international media due to its concept of an electronic classroom. In this situation it requires courage as a parent to allow ones children to attend a child friendly education environment, instead of the opportunistic studying drill at public schools. Even more as those Waldorf initiatives have not gained any official recognition so far. We hope that we can contribute to the educational discourse through our Asian Waldorf Conference 2013 in South Korea.

In Eastern Europe, many Waldorf initiatives are celebrating their 20th Anniversary. However, in recent years in most of these countries the situation for independent schools has become much more difficult, because nationalist (Hungary) or corrupt governments (Romania) impose their education system on Waldorf schools. Earning a teacher's salary of about 150-400 € in Eastern Europe, being a Waldorf teacher truly seems to be a heroic task. Together with the International Association for Waldorf Education (IAO) and the Software AG Foundation, we are searching for ways to support Eastern European schools both by covering running costs as well as by funding construction projects

and teacher training. When funding running costs, we can specifically help through educational sponsorships, an opportunity that will receive much more attention from our side in the coming years.

Voluntary services

Based on years of experience in the voluntary sector we are involved in the different task forces of the BMZ for worldwide voluntary services. Our main task is to deal with the question of how to implement the recommendations given by the evaluation body. In the area of volunteering we have developed fruitful collaborations in the field of organic farming, such as with the Wildlife Protection Society of Germany (NABU), as well as with the Agricultural Section at the Goetheanum in line with its ambassador project. The latter will enable future Demeter farmers to participate in an international learning experience and promotes the global network of biodynamic agriculture. More and more our former volunteers continue to support Waldorf initiatives even long after the end of their service. An example is the Kukuk Culture Association, which supports the erection of a playground facility for Nanhi Dunya in India. Overall, we have been able to provide opportunities for a voluntary service for a total of 1,000 young people abroad and in Germany, as part of the newly structured domestic voluntary service.

Emergency Pedagogy

The emergency education training project that began in 2011, continued in 2012 in South America. In May, a training course for teachers was offered as part of the UNESCO project schools in Lima/ Peru. In July a collaborative project with Habitat for Humanity took place in Chile, with a mutual training course and the support for the construction of a house for a family of six. At the end of the year further courses are planned in Argentina and Brazil. Moreover, Bernd Ruf has been invited to attend the international UNESCO Forum "Learning to Live Together. Education as an Instrument for Social Cohesion, Conflict Prevention and Resolution" in Bishkek, Kyrgyzstan.

At the same time, our colleagues at the Kakuma refugee camp in Kenya have received an additional educational training in emergency education in July 2012, to ensure the quality of their important work on site. Good news is also that the Gaza project, which was funded by the German Federal Foreign Office, will be completed in February 2013. It is very gratifying that our long-time partner "Al Qattan Centre for the Child" will takeover the Al Zeitoun Center for Children, which was build up as part of the Gaza project.

Nana Göbel

Teacher training in South Africa continues

In South-Africa we say “wow” when something really extraordinary happens, but for the Waldorf community “wow” means “Waldorf one World” and both meanings apply for the wonderful efforts that resulted when the Friends of Waldorf Education called up for a wide donation campaign for the Centre for Creative Education (CCE) in Cape Town.

In South Africa a lot of different cultures live together, partly in cramped conditions. Therefore, it is absolutely necessary to offer a sort of training and education that brings cultures together by referring to the universal human being. It was Nelson Mandela’s great dream to keep in mind the respect and dignity of each other.

Every country in Africa has to cope with its own challenges. Here education has to be designed to the situation. Education might be the least important need as concerns such as hunger, coldness and a roof over the head come first although everybody understands that education offers a way to overcome poverty.

As in all other parts of the world the structure of the African society has changed as well. More and more the focus of life of the parents is outside the family. The children spend more time in playgroups, kindergartens, schools, but often they have to look after themselves. That requires a new pedagogical approach and understanding far beyond the traditional role and aims of teaching. This means accompanying the children and adolescents on their way to maturity thus making them fit for moral responsibility and finding their own path in life.

That is where our educational work begins. At the Centre for Creative Education in Cape Town we train besides Waldorf teachers and Eurythmists mostly Waldorf kindergartners. Most of them come from an utterly poor background. During the training that is designed as a part-time study they work in kindergartens in the townships where they come from. This allows the women to be the breadwinner of the family during their training,

which is very important as they are quite often single parents due to health problems (HIV/Aids and TBC) or their social background. At the same time they have the possibility to get a deeper understanding of what they have learnt by doing it themselves.

Training focuses on how to deal with the cultural heritage: telling traditional stories, singing and dancing as mediator for human values. But our most important aim is to cultivate a way of thinking that respects the child as an individual that is eager to learn. Educarees in the townships are still regarded as shelter and “storage places” for the children that protect them from their dangerous environment. It takes a lot of creativity and training to transform these just useful places into venues with a warm and protecting atmosphere.

It is our dearest concern to accompany our graduates on their further way, especially if they want to open their own educare. Our diplomas and degrees are fully accredited allowing our graduates not only to work in all kindergartens, but also to apply for municipal and governmental funds. We have the pleasure to announce that more than 40 Waldorf-Kindergartens have been founded in the townships around Cape Town. That proves the strength and initiative that Waldorf-pedagogy can bring about.

The donation campaign for the CCE due to our financial crisis was very generous, but we have learned that other solutions have to be found in the future. A new staff-structure has been outlined, thus allowing us to work more economical. From now on, students are involved



as well, they have to work in the centre, i.e. work in the garden, make dolls and help with the administration. Furthermore, we want the Waldorf-schools and other Waldorf-institutions in South Africa to share the responsibility with us.

The uniqueness of the CCE must be preserved, for without the CCE there wouldn't be any future for Waldorf Schools and Kindergartens in South Africa.

Helen Stotko

Letters of thanks from India and South Africa



Dear Young Friends, greetings from Pune!

We received your contribution for the children of our school, Sadhana English School. We were overwhelmed to know that our young friends, who are thousands of miles away from us, who haven't seen us, are working hard so that children from India get good educational facilities. We all from Sadhana Village express our gratitude towards you. We would like to thank your parents and teachers who motivated you to work for such a noble cause. You might be aware that we run a small Steiner school in a small village. There are 96 children coming from 10 villages. As most of them come from poor families we don't charge fees from them. A daily transport is arranged to pick them up and bring them to school and drop them back.

Our children are used more to outdoors back home. So more than half of their school time they spend outdoors. They play in mud, prepare things out of it, they visit the nearby river, they plant trees, water them, construct small dams etc. All the time they are

occupied in exploring the world around. Out of the funds you have donated we would like to purchase some musical instruments for the school. Music is integral part of the children's lives. At the young age of 6 and 7 years many of them can play traditional musical instruments. So we would like to purchase traditional instruments like tabla, tasha, lezim, dhol, chipli, tal, mrudangam etc. At the same time we would like to get some modern instruments like drums, synthesizer, harmonium and others. Our children come from traditional farmers' families. They and their families know many medical plants and trees. Such traditional knowledge is feared to get lost because of the urbanization of villages. To underline the importance of this traditional wisdom we are developing a garden for such plants in our school. Part of the funds will be used to develop this garden.

Dear friends, all our students send you best wishes for your future. Ranjana Baji, Sadhana Village, Pune

Dear Children,

Thank you so much for your donation for our project the Puppetry in Education Trust. It will make a big difference to us, which I will tell you about.

The people in the South African townships are very poor. They live in tiny houses, crowded together and very few have gardens. They are poor because there is not enough work for everybody. The children play mostly in the streets and they have no toys. They do not have paints, paper, crayons or pencils to draw with. Very few people tell them stories anymore because there is television, which you see even in the poorest houses.

So we are running a puppet project with eight ladies, paying them to have children at their houses after school three times a week to see puppet shows, draw and colour in, sing, act and recite verses with movement. The children love this and when there is a puppet show so many children come that they can hardly fit into the small room.

The ladies have worked hard to learn to do puppet shows, as it is not easy for them. Because they are so poor they need to be paid to do extra puppet shows and this is what your money will be used for. When changed into South African Rand it will buy much more than it would in Europe and the ladies will probably use it to buy food. The women go mostly to nursery schools to do the puppet shows but also to schools, churches and other people's homes. The children (and parents and teachers) love these shows because they do not have any other live entertainment, only TV.

We are hoping to spread this work to more African townships in the future so that more and more children can hear real people telling real stories, like you have in Waldorf Schools.

With much love and many thanks
Elizabeth Reppel, Puppetry in Education Trust, Onrus

WOW-Day now on Facebook

Since summer 2012, the WOW-Day campaign has its own Facebook profile. On a single day each year, the WOW-Day campaign gives students the opportunity to collect donations using creative ideas thus supporting disadvantaged families who cannot afford a Waldorf school. On Facebook, we inform you about the latest developments of the WOW-Day campaign and regularly announce the current amount of collected donations. We provide ideas for your activities and report on news from schools abroad. With our Facebook page, we want to give you the opportunity to get directly in touch with us. Visit us at www.facebook.com/waldorfoneworld!



left: scenes from the Sadhana English School in Pune/India, right: puppetry project in Onrus River/South Africa

“If we help one another, we can make it together”

In summer 2011, the 5th “Living in encounter - conference for people living with a disability” took place in Vienna with over 650 participants from around the world. During one of the panel discussions a participant from Brazil observed: “We are all the same! It makes no difference whether we live with or without a disability. Our needs and problems are the same. There is only one small difference. It is essential however, to recognize that we share the same spirit.”



5th congress „Living in encounter“ in Vienna 2011; Brazilian congress 2010: participant calls home

His personal conclusion of the conference was: “First, to learn more about Rudolf Steiner and anthroposophy, and second, to learn about other people with disabilities.” He added: “Of course, there is no political power emerging from such a congress, but definitely a spiritual one. I am not talking about religion, but about us as human beings.” To thunderous applause, he concluded his contribution: “We must believe in ourselves and each other. If we help one another, we can make it together.” People with special needs are also interested in other countries, cultures and circumstances, although they might need individual care throughout the day. Wherever there is a need, they want to help. Maybe this is because they them-

selves continually receive help? Maybe their way of helping seems unfamiliar to us, but is it not still effective?

Everywhere in the world there are individuals who care for people with disabilities. Enormous efforts are being made. Not always under easy circumstances, sometimes even under life threatening situations. A strong network of supporters makes it possible to create more and more of these facilities. Many curative education and social therapy initiatives in many countries existentially depend on this network. Were it not for this unifying “force”, they would not be able to survive.

Thomas Kraus

You can help to establish new partnerships!

The Friends of Waldorf Education support projects in the field of curative education and social therapy on a worldwide basis. To do so we are in urgent need of support. Become a member and help us to ensure that we can comply with our core principle to forward 100% of donations and answer as many urgent requests as possible.

Conference for Waldorf teachers and educators

In 2008, a colleague from Hong Kong initiated a first small meeting for Chinese speaking Waldorf teachers. During this meeting the participants recognized the need to strengthen and intensify the cooperation of Waldorf teachers from Taiwan, Hong Kong and China. As a result, a Waldorf conference was organised in 2010 in Taichung, and in May 2012 a five-day conference for Waldorf teachers took place in Chengdu.

On 1-5 May 2012, nearly 400 kindergarteners and teachers came together in a conference centre near Chengdu in southern China, to train and work together.

Like in 2010 in Taichung, Christof Wiechert, until recently Head of the Pedagogical Section at the Goetheanum, held the morning lectures at this year’s Chengdu conference. His in-depth insights into the anthropological background of Waldorf education served as a basis for further cooperation. This became evident through the increasing intensity of work during the following days.

The colleagues from the Chinese kindergartens and schools attracted attention at the conference centre. They were dressed differently and behaved differently. They ate vegetarian food, cleared away the dishes by themselves and treated the staff in a friendly manner. So within a few days the old women, who swept the conference centre all day long, began smiling back at us. It became evident at all levels that the people involved with Waldorf education dealt with other people in a friendly and understanding way, especially in comparison with the other groups attending the conference centre. While some people dressed as soldiers and played war, crawling on the ground, shooting each other with plastic machine guns (a teambuilding exercise called paintball, which is very popular in China), our Waldorf colleagues were engaged with questions of child care.

They also worked on a Waldorf curriculum, which still has to be developed for Chinese speaking



Christoph Wiechert at the 3rd Waldorf teachers' conference for Chinese-speaking teachers

countries. The most persistent question during this process was, at which place and to what extent should the Waldorf curriculum be included in the Chinese language and culture. This is a very controversial issue. Some people that are involved are aiming for a “localized” form of Waldorf education, while others pursue the concept of implementing a general form of Waldorf education with only some Chinese cultural elements. Put into perspective, these two directions could come together if one works hard enough. Responsible for working out a Chinese curriculum are a task force from Mainland China as well as the China Early Childhood Education Forum (CECEF), a well-connected group of Waldorf kindergarten teachers.

The colleagues from Chengdu Waldorf School, who organized the event, have managed to host a conference that felt like one big celebration and was moving, warm, and content wise enriching. For this achievement they deserve standing ovations.

Nana Göbel

Outlook and review

Since summer 2011 the Friends of Waldorf Education are offering opportunities for the new Federal Voluntary Service of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, in over 150 different social and ecological Waldorf facilities in Germany. In August/September 2012 a partnership began with the Nature Conservation Association Germany.

The new partnership provides a variety of domestic volunteering opportunities in organic agriculture, especially in Demeter farms and gardening facilities, but also in Waldorf school gardens, school farms and within social therapeutic institutions. Another whole new area for volunteers is “animal-based therapy”, which is growing in popularity. The mandatory training seminars, which are required as part of the Federal Voluntary Service will be held in cooperation with the biodynamic farms Dottenfelderhof and Bauckhof.



The significance of the educational support of the volunteers and what added value can be achieved through the training days became evident at the seminar on Political Education in April 2012 in Karlsruhe. Nearly 200 German and international federal volunteers, who had been committed to volunteer in German anthroposophical institutions in 2011/2012 participated in many workshops on democracy, fair trade, globalization and racism. Together with the Federal Office for Family and

Civic Responsibilities, the Friends of Waldorf Education developed a concept for the multi-cultural seminar that offered varied and diverse political content. Additionally a colourful evening program with international folk dances and Balkan beats promoted social interaction and intercultural exchange. Former volunteers of the Friends of Waldorf Education supported the lecturers by translating the event and organizing the general program.

2012/2013 will also be the first year for 25 participants of the new Voluntary Social Year (FSJ) program. The FSJ differs only in minor details from the Federal Volunteer Service, and offers the possibility for facilities and institutions to offer additional places in anthroposophical initiatives in Germany. Organizations interested in offering an FSJ place are welcome to contact us.

The new Federal Volunteer Service began on 1 July 2011 with the end of the mandatory military or civil service. The Friends of Waldorf Education offer nearly 400 places for motivated men and women of all ages, who want to actively contribute to society in this way for a year. During their deployment, the volunteers will receive an allowance, accommodation and meals as well as a comprehensive insight into the practical work. We are accompanying them on an educational basis and organise the pre-service and post-service administration.

Michaela Mezger & Sophie Mikosch



left: international meeting of federal volunteers in Karlsruhe, April 2012, top right: bearing the fruit of the harvest together, bottom: man and nature in harmony - volunteering in biodynamic agriculture

Volunteering in biodynamic agriculture

If you are a Demeter farm or a gardening facility interested to work with the Friends of Waldorf Education as a carrier for the Federal Voluntary Service feel free to contact us: Tel +49 (0)721 354806 130 or by e-mail: fsj-bfd@freunde-waldorf.de. Similarly, applicants interested in a voluntary service in the environmental field and biodynamic agriculture may register under the contact details mentioned above.



top: performance at Pequeno Príncipe, right centre: breakfast break, bottom left: festival in the garden

BRAZIL

The little prince

The social project Pequeno Príncipe is located on the southern outskirts of São Paulo, in beautiful surroundings near the Atlantic Forest. “Pequeno Príncipe” means “little prince”. A little prince wants to be treated with respect, wants to receive a good education and he wants to play games. Receiving an education that offers all this should be the prerequisite for each child, to be able to shape his later life independently.

When one gets to know the suburb Parelheiros, however, one quickly realizes that reality looks quite different. About 120,000 people live in Parelheiros and more than half of them drop out of school after 5th Grade. The average salary is about € 180 per month. The infrastructure of the border district has many shortcomings. Only about half the population has access to drinking water and in Parelheiros there is no hospital.

Apart from poverty, daily life in many families is largely shaped by violence and drug abuse. As a substitute for playing and education children often turn on their television. To break the vicious circle of this reality, Amparo del Moral, Alexandra Pratley and Gudrun Burkhard founded the Pequeno Príncipe initiative in 1995. Through social and ecological work on the basis of anthroposophy the project has been able to build up a healthy environment for children. Today, 16 employees ensure that each of the 160 children may feel a bit like a little prince.

On the four-acre property there are now four buildings that host the childcare, a small library, an office, a communal kitchen, a music building and a house for the caretaker. In addition, there is a small vegetable garden and on site there are enough forests and meadows that provide the opportunity to play out in the nature.

Two hundred children aged 2 to 16 years attend Pequeno Príncipe before or after school. The aim is to promote a balanced physical and mental development of children and to train their social and environmental awareness. Through a set daily rhythm, the children are integrated into a social

environment that allows them to grow up far away from the criminal activities of the streets. The children have the opportunity to acquire various skills. In addition to the everyday speech formation and creative artistic activities, the children play instruments and attend lessons in singing, dancing, capoeira (Brazilian martial art), a circus program and gardening.

Everything that was built up so far only became possible through donations and the energy of the employees. The educational team of Pequeno Príncipe strives to meet the needs of adolescents in Parelheiros in the best possible way.

As a result the young people can take all that they have learned in the world of the little prince out into their own world. They are encouraged to live a dignified independent life and improve their living conditions, step by step. One can observe that some of the young people have learned to live their life in a more open and purposeful way. Some of them study at university, some of them travel abroad and some of them even work as an educator in Pequeno Príncipe today.

Angela Katschke



In 2011/12 Angela Katschke volunteered in the Brazilian social project Pequeno Príncipe. The warm heartedness and the work of the people at Pequeno Príncipe have given her countless valuable experiences during her social year.

Opposing educational standards

Colegio Ceiba is the only Waldorf kindergarten in Monterrey, a city of four million amidst the mountains of north-eastern Mexico. Located near the U.S. border, the area is strongly influenced by North American culture. The Friends of Waldorf Education have supported the kindergarten in 2011, equipping it according to children's needs.

South of Monterrey lies the Sierra Madre and in the north the vast prairie begins. In the east, fruitful fields allow for farming, while a semi-desert extends towards the west. In between lies Monterrey - an international metropolis. Due to the strong political unrest people, however, can no longer move about freely. The kindergarten trips are therefore limited to the nearby parks.

Seven years ago, Carmen Maria de la Peña Ruiz established the first and only Waldorf kindergarten in Monterrey so far. Since then the former Montessori teacher has continued to attend Waldorf education courses in Cuernavaca. Currently there are about 20 children, who benefit from Waldorf education at Colegio Ceiba. The facilities are very limited and the kindergarten pays a high monthly rent.

Yet the teachers are working on establishing a first primary school for which parents have already expressed their interest. The school wants to

expand its premises and the garden, keep chickens and goats and plant fruit trees. Opposing the current educational system, their aim is to build a place where children, despite the violence-ridden environment, can develop to become healthy, respectful and confident people. Furthermore, the school wants to give children from different social backgrounds the opportunity to grow up with this wonderful holistic education.

Adriana Ochoa & Barbara Regli



"If you want to change your environment, you must start with yourself," is the motto of the two women. The authors are currently preparing for the opening of an elementary Waldorf school and try to

integrate the school into the Mexican school system with the aim to attract more students for the little project. In the violence-ridden city of four million, they see Waldorf School as a valuable contribution towards peace.

The Waldorf curriculum within the different cultures of the World

The general Waldorf curriculum consists only of collected ideas and experiences that serve to inspire the individual teachers in the respective countries. Therefore, Waldorf schools in different countries, cultures and religions are faced with the challenge to develop and write down their country's own Waldorf curriculum. In doing so they have to ensure that the curriculum complies with their culture as well as the national curriculum requirements, provided that they are binding.

As a result, there are plenty of curriculum task forces. At the Pedagogical Section at the Goetheanum a task force has begun to develop a new manual on the basis of existing literature. Claus-Peter Röh, Head of the Pedagogical Section, comments: "Based on an initiative group, the aim of this project is to develop a compressed, externally smaller version of the curriculum as a supplement to the already existing detailed curriculum description and collection of experiences. In a kind of "manual" the idea is to describe the anthropological key principles regarding the respective age groups so that our colleagues may take these archetypes of the human sciences up, relate them to their respective culture, and in the end turn them into methodical steps."

Moreover, there are national curriculum task forces in many countries such as in England, Hungary,



Pro Humanus, Peru

Romania, Latvia, Estonia, Ukraine, Russia, Czech Republic and Poland. Some of them work cosely together with the Pedagogical Section others work together with the IAO (in the Central and Eastern European countries). They revise the Waldorf curriculum in their respective countries and try to achieve its official recognition as an alternative to the national education system.

Nana Göbel

The kindergarten in Monterrey is in need of financial support

in order to be able to continue to grow, to pay the high monthly rent and also enable children from poorer families to benefit from Waldorf education.

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The Mexican border region

Monterrey is one of the areas with the highest crime rates in Mexico. The German Foreign Ministry writes on its website that "the violence is especially appearing in the northern states bordering the United States of America, in cities such as Tijuana, Ciudad Juarez, Reynosa, Monterrey and Chihuahua." A further educational challenge in Mexico is to oppose the educational standards established by the government. According to the educational system children are supposed to learn how to read and write already as early as the age of three. They often learn how to speak English or how to operate a computer before they can even speak their own language correctly. For many parents Waldorf education is a valid alternative inspiring more and more local families.



Nanshan Waldorf School

“Nowhere is it harder to pass the final high school exams than it is in China. While the students sweat inside, their parents shoo away the birds from the trees outside, so that they do not disturb the students with their chirps. Slowly, more and more Chinese people are asking whether this is still normal,” writes the German youth magazine “Fluter” in its 2012 summer issue. More and more parents are looking for alternative education opportunities and find them at the Beijing Nanshan Waldorf School, where children can experience traditional Chinese culture.



Founded in September 2009, the Nanshan Waldorf School consists of four classes leading up to 3rd Grade, totalling 60 children and 20 teachers at present. The school is located in the north of Beijing and operates according to the principle of self-governance by faculty, guidance by specialists and participation by parents. Something that is not easy in a country that strongly values strict hierarchies. How does the Waldorf curriculum connect to the traditional Chinese culture at this school?

Well, for example ancient Chinese calligraphy and small parts of ancient Chinese literature are taught from second grade onwards. After one semester, the children are able to use calligraphy to write couplets and from Grade 3 onwards the children start to copy ancient poetry using calligraphy.

Furthermore the school emphasises the study of Chinese ancient classic life enlightenment education, from grade one the children start to recite traditional Confucius rhymes such as „Rhythm of enlightenment“, „Three-character classic“, „One thousand character classic“ and „Golden Treasury of Quatrains Octaves“. These classic verses are very rhythmic and throughout the study the children love to recite the verses and

experience the beauty of Chinese language. From Grade 3 the children start to learn some basic Taiji practice, the first school activity every morning is to practice these movement with the teacher, some parents also join the practice. In mathematics block Grade 3 the curriculum introduces 64 trigrams from I Ching and Yin and Yang into maths study.

The children in China urgently need schools, in which there is more than just discipline, obedience and rote learning. Chinese people need to rediscover the spirit of being one with heaven and earth. Together with people who care about reforms in Chinese education and renewal of Chinese culture, Nanshan School will strive to create a new educational model for a healthy and sustainable development of the human being.

Huang Mingyu



The author is co-founder of Nanshan School and is mainly working as a class teacher. Currently he is busy trying to find a new campus building and organising fundraising for the school. Apart from his activities as part of the Nanshan Waldorf School, he runs a publishing house.



Kusi Kawsay or living in happiness

A few years ago committed parents from the Andean region decided to take matters into their own hands. They did not want their children to be discriminated against because of their indigenous origin. In 2009, the school project Kusi Kawsay was founded and officially recognized by the Peruvian government as a private school. Kusi Kawsay has already achieved recognition by UNESCO as a sustainable and effective school. The school currently provides education to 80 children in grades 1-8.

Local culture in combination with Waldorf education – does that work? In Peru, the inequities and the social separation due to colonial history are still huge. Kusi Kawsay wants to revive the traditional cultural identity of indigenous people and take it to the present through means of Waldorf education. It is essentially important to the school not just to import Waldorf education from Western Europe and impose its content on the indigenous traditions. Instead, the school wants to foster the cultural richness of indigenous culture and integrate it into everyday life using methods of Waldorf education.

The school buildings, for example, were built according to traditional Peruvian aesthetic aspects combined with ecological responsibility. The idea was to get away from the dreary concrete architecture that was considered progressive, and instead go back to the Andean clay construction techniques.

Listening to ancient myths and legends, the students learn about the cosmological ideas and the farming traditions of the ancient Inca people. Furthermore, they get to know the old wisdoms in a practical approach through dance and drama lessons. When the Southern Cross constellation was visible in the sky at the beginning of last May, all Grades studied astrology and the associated old Inca myths about the stars.

Of course the connection to the modern era is also very important to the school. For the population the Kusi Kawsay School is a place of enlightenment and social support. Since many years the school offers various social activities such as karate classes to prevent juvenile delinquency and violence. Additionally, the school offers courses covering topics such as sexual abuse, alcoholism, equality of men and women and the freedom and independence towards religious institutions.

Valentin Boomes



The author (27) is father of two children and a graduate artist as well as a certified art teacher. He currently works as a tutor at an all-day school, as a freelance artist and as a composer for film and media. From the beginning he was involved with the Kusi Kawsay School and visited the country multiple times.



left: Pukllay festival, the fertility ceremony; school construction, right: school impression, middle: ritual for the appreciation of food, bottom: welcome ceremony for our board member



Support the construction of new classrooms with your donation!

The Kusi Kawsay School is continuing to grow and thus the construction of additional classroom buildings and the building for the secondary and high school has become an urgent necessity. Unfortunately the parents cannot contribute much as a result of the prevailing poverty. Outside of school hours, many teachers have to work at tourism markets, in the fields or as craftsmen, to ensure the livelihood of their families.

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Impressions



Since its inauguration in 2000, the HaiSiann Waldorf School in Taichung/Taiwan integrates traditional aspects of Taiwanese culture such as songs, plays, short stories, agriculture and handicrafts into the modern urban lifestyle. The School thereby wants to oppose the commercialized and hectic society. The great Chinese ideas like Laozi, Confucius, Sun Tzu, and above all, the notions of equality, and Dao Ren who developed the idea of good will towards all citizens play a major role in the school curriculum.



“We have chosen a Taiwanese name for our school. 海聲(HaiSiann) literally means “sound of the ocean”. But the character 聲 is rich in meanings and connections. By itself it has associations with “sound”, “voice” “noise” “reputation” but also with “the pattering of rain”. Put together with 海, it suggests “the murmuring voice of the sea”.



Breakthrough in Chengdu

2011 was very important for the development of the Chengdu Waldorf School. The first notable milestone was obtaining the official grade school license.

We started to apply for the license three years ago and the Education Ministry of the local district issued a permission giving us three years to fulfil all the requirements necessary to obtain the license. To fulfil these requirements there were

some issues that we had to sort out. First, we negotiated with the educational department and they agreed that we could start with a single class grade, instead of the previously required three classes for each grade. Second, we had to build



School in Chengdu, capital of Sichuan province; Chengdu has 10.44 million inhabitants and has become next to Chongqing the economic centre of Western China

*“If we just do it,
we will turn our ideas into reality.”*

Chengdu Waldorf School Song

classrooms. We had raised enough money from the school itself, from the parents and the Friends of Waldorf Education. However, we had no right to build because we did not buy a long lease of the land from the government. Buying this long lease would be impossible because it costs ¥ 150 Million (approx. € 19 Million), which obviously is an enormous sum. In addition, the government did not even want to sell any such lease to us. The solution was to rent the property on which the school stands now from the local authority.

The building permit

In March 2011, the school finally received the building permit and moved in to the new grade school building and yard last September. It is a really beautiful flat building built in traditional Chinese “M” shape style, which was designed by the school itself. The classrooms are bigger than before with nice wooden floors. In general, the environment of classrooms totally changed and the students have a much better and more peaceful environment.

The student numbers keep on growing and currently there are about 110 children attending the kindergarten and about 140 children in grade school. Enrolment for the next school year is full, as are the lower grades with only the higher grades having a little flexibility. Currently the school employs about 60 staff members.

Another milestone

Financially speaking this year is looking good and marks another milestone for the school development. We are happy that donations from domestic donors increased largely. The school received around ¥ 1,2 Million from Chinese donors and only ¥ 3400 from abroad. This was just the other way around than before. In the beginning of the school the donations came almost only from abroad, from the United States and especially from Germany.

Last year we also got more recognition from the government and other institutions. Firstly,

Fu'yonglin, the vice mayor of Chengdu visited the school. He said he liked this kind of new education very much and after his visit he publicly praised the school. Moreover, Mr. Zhu'yongxi, standing member of Chinese People's Congress and Executive Chair of the Minjin Party, wishes to incorporate Waldorf content into the government's New Education Program. Thus the school received the title „New Educational School“, which allows us to continue to work with Waldorf education.

Furthermore, the school hosted the first half of the Sichuan University kindergarten-training program. That means Waldorf content is being recognized even on an academic level.

And we are also continuously thinking about our curriculum. One of the main concerns is how will the students continue their education after eight years at the Chengdu Waldorf School. After serious discussions we decided to start a high school training program and eventually set up a high school in two years.

More things are still hovering in our mind and have to be done in the coming year or the next few years: to continuously improve our curriculum; to make administration work professionally; to train more good teachers. We also need to think about expanding our property for new kindergarten and school classrooms.

Zewu Li



The author is the first Chinese Waldorf class teacher and co-founder of the Chengdu Waldorf School. He is responsible not only for running the school, but also for teacher training. Additionally he leads a task force that focuses on developing a Chinese Waldorf curriculum and is interested in how Waldorf education can be developed in China and embedded into Chinese culture.

New dormitory for Lesedi

For over a year the Friends have worked with the German Federal Ministry for Economic Cooperation and Development (BMZ) towards getting a project approved for the Lesedi Waldorf Centre. This project helps Lesedi to solve its biggest problem. The existing boarding facility was attended by so many children that the classroom had to be rebuilt twice a day: in the morning the bedroom had to be turned into a classroom and in the evening the classroom had to be turned into a bedroom again. Now a new dormitory for the children of one of the poorest provinces in South Africa was built with the approved subsidies.



The school is located 60 km north of Mokopane, in a mountainous and dry savannah area. The unemployment rate is extremely high there and only few people can read or write. In South Africa this region is called a “very low economic environment”, which means that either the children’s grandmothers (who live on € 100 of government support per month) or their parents (if still alive) look after the children. Often the parents work as day labourers or domestic workers in the neighbouring towns, as migrant labourers on farms or in the various mines, earning a minimum wage of € 130-250. Alcohol, AIDS, drugs and violence are as common here as in the townships of the metropolitan areas.

The Lesedi Waldorf Centre exists since 20 years and was founded by one of the first African kindergarten teachers of the Waldorf School in Alexandra Township in Johannesburg. The school began with about 50 children attending one kindergarten class and two school grades. Mainly orphans or children, whose parents live far away in Johannesburg or Polokwane, attend the school. By 2011 the school had already grown to six grades and three kindergarten groups with a total of 191 children. 91 children are currently registered as

“boarders”, which means that they are staying at school throughout the school year.

Before construction work began for the new dormitory, it was extremely difficult to find a contractor who was ready to work for a reasonable price and was willing to carry out such a construction project in this difficult-to-access area. A former school father of the Max Stibbe Waldorf School in Pretoria finally agreed to construct the building without a fee using local employees from Madietane. As a result the original plan was altered and the project increased from 260 to 420 square meters, keeping the cost low at the same time.

This had an immediate effect on school registrations. For the new school year there are already 62 additional applications. Overall, the project was designed so cheap that we were able to ask the BMZ to build two additional simple classrooms from the remaining funds, certainly an additional benefit for the children. The project was completed through highly dedicated teamwork and represents a wonderful investment for the future of this region.

Friedwart Fahlbusch



Friedwart Fahlbusch: Voluntary co-worker of the Friends of Waldorf Education and initiator of the BMZ project in Madietane.

A school class supports a child in Africa

About three years ago, one of our students had the idea that we could support a child in Africa. Quickly the class agreed that this was a wonderful idea. After reading some brochures, our teacher took over the organizational part and contacted the Friends of Waldorf Education.

After some time we then received information about the possibility to sponsor a godchild at the Hekima Waldorf School in Tanzania. We all agreed that we would not only send money but also wanted to have regular contact with our goddaughter Hope. However, as we unfortunately do not speak the same language, we were very pleased that in her village and her school there were volunteers from Germany, with whom we were able to write regularly. We sent Hope pictures from our class a couple of times, so that she knew who was supporting her and we were always very happy when we received a photo or a painting from her. For Christmas and for her birthdays, we always sent a little something.

Although Hope lives very far away from us, she is always with us. On the one hand, in our hearts, on the other hand, she has taken up a lot of space on our pin board with photos and drawings!

We learned a lot about Hope’s living conditions and family problems. In such moments, it became very quiet in our class. We then realized how much poverty there is in the world and that we should be very thankful for the kind of life that we can live here in Europe.

When our school time slowly came to an end, the sponsorship of Hope was at stake. However, we had taken her into our hearts and we wanted to continue to enable her to enjoy her present life in which she is very happy and totally flourishes. We therefore decided to continue the sponsorship. We hope that through good e-mail communication we can continue to be able to follow Hope’s growth, educational progress and experiences and we simply wish her a happy life.

Grade 12, Waldorf School Saarbrücken



Intercultural school festivals

There is little that we may take for granted when planning the celebration of a festival in our bi-national, bi-lingual community – the Waldorf Arabic-Hebrew speaking Ein Bustan kindergarten. Two festivals were chosen this school year for communal celebration – Eid el Adha, one of the two important Muslim festivals was celebrated in autumn, and this week we celebrated Shavu'ot, second of the three pilgrimage festivals in Judaism.

About Ein Bustan

Israel: Ein Bustan is the first Waldorf kindergarten, located in the small Arab town Hilf near Kiryat Tivon and is being attended by both, Jewish and Arab children. The initiative was founded in 2005 and currently 28 children, divided into two groups attend the kindergarten. Children from both persuasions celebrate the holidays and traditions of both cultures and are involved in activities such as gardening, music, singing, playtime and story time.



In Ein Bustan we have learnt that every challenge is an opportunity for growth and improvement, simply by dint of experiencing it time and again. So we rallied forces and worked together – Arabs and Jews prepared the celebration, and Jews and Arabs cleared up after the event.

So for Shavu'ot, the spring festival, dozens of people showed up for the afternoon event – a kaleidoscope of accents and attire, from jeans and T-shirt to long sleeved dresses and headdress. In various corners big and small congregated to produce garlands for the children's heads.

One of the teachers told a story of a shepherd and his encounter with a sly fox on his way to the meadow. The story was told in Arabic without translation and all the children repeated certain rhythmic lines performing all the correct gestures that go with them with the pleasure of those who know what they're doing. The Hebrew song Se u-Gdi Yazu Yahdav el ha-Sade (About a goat and kid) was integrated into the story and the

children moved comfortably between the two languages, no questions asked.

We are not there yet, but some questions have long been resolved. Hebrew songs and Arabic songs sung together one after the other – a passer by may well believe it is a simple common occurrence, after all why should not the two nations celebrate their comradeship, their togetherness? But we, who perform this daily task, truly relish it, knowing nothing equals the brotherhood achieved through sincere and exacting inner effort.

Amir Shlomian



The author is a founding member of Ein Bustan, Musician and Waldorf teacher. He currently teaches the first grade. On one hand he is happy about the rapid growth of the school, on the other hand this development also comes along with financial concerns.



left: the pilgrimage festival of Shavuot, top right: the kindergarten, bottom: on a school trip

Briefly explained: the Middle East conflict

The core of the Middle East conflict is the tension between Israelis and Palestinians for the claim of the territory between the Jordan River and the Mediterranean Sea. Israel's sovereignty extends over 78% of the area the other 22% are occupied by Israel since 1967. The Palestinians strive for a state of their own. Meanwhile, Israel generally agrees with this idea. Topics that remain controversial, however, concern the exact borderline, the Jewish settlements in the occupied territories, the status of Jerusalem and the return of refugees demanded by Palestinians. [...] The peace process has been undermined in particular by the continuing Israeli settlement activity and attacks by Palestinian suicide bombers. The tensions culminated in the fall of 2000 in the 2nd Intifada, which led to an interruption of negotiations. (Source: German Federal Agency for Civic Education, 2011)



The Cixin Waldorf School dances

At this year's ninth World Teachers' Conference, which took place in Dornach in April 2012, more than a thousand teachers from nearly fifty countries saw a fascinating performance. Grade 10 of the Cixin Waldorf School had prepared several dances from Taiwan. Interview with Wang Chih Hung, class teacher.



left: performance at the World Teachers' Conference in Dornach, April 2012, above: during rehearsal

What made you rehearse and perform traditional Taiwanese dances? Wang Chih Hung: Frankly speaking, people in Taiwan are not familiar with aboriginal culture, even though, their songs, dances, folktales and rituals are full of beauty and originality. Most of our students grow up in a modern city, far away from indigenous life. The reason we choose to perform their culture was because the indigenous people keep the purest spirits, they believe everything has a soul and worship their ancestors and also everything in nature. Their festivals are to express thanks and pray for the Spirits. Also they have an intimate family relationship. The performance was an effort to introduce their legends and myths to more people.

What is the situation of the "ancient" culture in Taiwan? Currently there are approximately

500,000 indigenous people living in Taiwan or about 2.2% of Taiwan's population of 23 million. Taiwan is only a recent addition to the Chinese Empire, with colonization beginning in 1624. For centuries, Taiwan's aboriginal peoples experienced economic competition and military conflict with a series of colonizing peoples. This led to a language death and loss of original cultural identity. Efforts are under way in indigenous communities to revive traditional cultural practices and preserve traditional languages. Several aboriginal tribes are becoming extensively involved with ecotourism to achieve increased economic self-reliance.

How well is Waldorf accepted in Taiwan? Since our school (Cixin Waldorf School, founded in 1996) and other kindergartens brought Waldorf to Taiwan, the discourse on Waldorf education and

alternative educational systems rose along with the development. Being part of the global stream of capitalism, the longing for spirit and meaning in Taiwan grows stronger day by day. Of course, facing the mainstream conservative thoughts and system, we still have a long way to go. But the tendency toward a more humane and open education is clear. Meanwhile, almost every county of Taiwan has Waldorf initiatives.

Can you describe the development during the three months rehearsing with the students?

The deep touch by the pureness, depth and power of the culture was very obvious. As 10th graders, they learned to see and accept each other. It was not an easy process. To face their inner boundaries and to cope with their own self was very real and hard work for them. With each performance they have turned a bit more into adults.

About Cixin Waldorf School

In 1996, Sue Chang Chuen founded the Waldorf School in the Yilan district in Taiwan. The school maintains good relations with the government and seeks to create a place for creative new ideas and a new education in Taiwan. Since the beginning the Friends of Waldorf Education accompany the development of the school. Currently there are four public schools in Taiwan, working with Waldorf educational methods. The Cixin Waldorf School currently has 580 students from the first through the tenth grade, a total of 22 classes and 60 staff members - it is therefore the largest Waldorf school in Asia.

The performance at the Goetheanum can be viewed on the YouTube channel „FreundeWaldorf“.

Eleven months in the Netherlands

How a city, the sea and lots of people have turned this voluntary year in the Netherlands into one of the most important and best experiences of my life.

De Vrije School in The Hague comprises a total of three institutions: the “kleuterschool” for young children and the middle and upper school, “middenbouw” and “bovenbouw”. In addition, there is the Tobias School for children with learning difficulties. The simplicity and the beauty of the school buildings create a very welcoming and positive working atmosphere. Some school buildings are located directly at the sea on the dunes, where there is plenty of space for students to play football or simply to run around.

For us volunteers at De Vrije School in The Hague, the scope of duties was very broad and varied. First and foremost, one is an out of the classroom staff member doing much janitorial work, and one is a contact person for everybody.

Every morning the general janitorial work included providing coffee for teachers and staff as well as emptying the trash on the school grounds three times a week. Additionally, it was our job to set up the chairs in the lunchroom every morning and collect the attendance lists from every class. This allowed us to have a glimpse into various lessons, and almost always I had a nice small talk with the teachers. Of course we also had to do regular copy jobs and perform minor repairs at the school buildings. We were also responsible for providing textbooks, which required a lot of input at the beginning and end of the school year. We also helped to coordinate the examination weeks and made sure that all computer-based tests could take place without problems.

Despite the many administrative tasks, we were also able to spend time with the students. Being German, we had the opportunity to get involved in German language lessons in Grade 10. In

addition to proofreading exercises and conducting conversation exercises we actively supported a class for a hip-hop language competition. This project was initiated by the German Institute in Amsterdam and gave us the opportunity to deal with the students creatively. First, we gave lectures introducing German rap music. Second, we playfully included students into the process of creating a rap song and finally most students were easily able to write their own German hip hop lyrics. The best group of the class was then allowed to compete against other students in Amsterdam.

We also participated in the high school choir project as “students” during seven months of the school year. Furthermore, I spent time participating in the Three Kings play and went on a two-day trip with Grade 7.

During my year abroad in the Netherlands, I felt free. For the first time I lived separated from my family. Everyday things, such as shopping, housekeeping and leisure were suddenly my own responsibility. This gave me an opportunity to grow personally.

Answering the question of whether I have changed during this experience, I have a clear response: I have not changed, but I have developed a lot. I am still the same person that I was before. Yet I gained many experiences and learned about other people’s perception, which will certainly be helpful for my future. For example I have improved my manual skills and technical understanding. I have also learned that I can make something good out of every situation.

>



Later this year, I will begin my studies in Breda. So I will continue to stay in the Netherlands for some time to come, but I will certainly miss the people who have accompanied me through a very eventful year.

Philipp Ostendorf



Philipp is now studying International Media and Entertainment Management in Breda. The creative duties at The Hague Waldorf School and the welcoming atmosphere made it easy for him to decide to expand his creative skills in the media sector and to continue studying in the Netherlands.





Schubert & Mambo

A film project by former volunteers

In 2008 Moritz Lenz (23) spent one year in São Paulo, Brazil, as part of a voluntary service of the Friends of Waldorf Education. Already in the preparatory seminar, he met Jona Simon, who himself worked as a volunteer in Peru in the music project Arpeggio in Trujillo. In 2010 after they returned from South America they shot the documentary film Schubert & Mambo about the Peruvian Orquesta de Barro and its journey to Berlin. The German Federal Ministry for Economic Cooperation and Development (BMZ) subsidized this film project.

Moritz, what is the aim of the music project Arpeggio, from which the youth orchestra Orquesta de Barro emerged?

Moritz Lenz: Arpeggio is a cultural association that aims to promote a sense of community and artistic creativity. This helps combat the various forms of material and spiritual poverty. With social and cultural programs the local people receive vital support. In the music school children and teenagers learn how to play an instrument or play together in an orchestra, meeting each other on equal terms regardless of their origin.

How did you get the idea to make a film about the orchestra? During the follow-up seminar Jona Simon told me that the Orquesta de Barro was planning a trip to Berlin and asked me if I would like to make a little movie about it. I was very

excited and pretty quickly I decided that the movie has to start in Peru in order to do justice to the story.

How did you finance your trip and the film production? At first Jona thought I was crazy when I told him about the idea to travel to Peru. However, we were very fortunate to be able to receive funds from the BMZ that are available for follow-up projects of former participants of the “weltwärts” voluntary service. This was our big opportunity! It allowed us to convince our Iranian cameraman Resa Asarschahab, whom we would otherwise never have been able to afford, to be part of the project.

Was it difficult for you to get along with the young Peruvian musicians? Since both of us had

been Waldorf students and have learned how to play an instrument when we were young it was pretty easy to find access to the young people and music in general. In addition, I had made my first trip outside of Europe with a youth orchestra myself, and could therefore empathize very well how the young people must have felt.

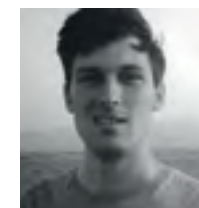
How was the atmosphere in Peru shortly before leaving? The children and adolescents were of course very nervous. For some of them it was the first time that they left Peru, their city, and especially their family for such a long time. At the airport additional panic came up, when some tickets turned out not to be valid. It was quite chaotic.

Are there certain moments that you remember in particular? A really nice moment that I remember well was that throughout our common journey a feeling of fellowship developed between the group and us. We were suddenly part of the orchestra and not just this weird film crew that

always stays in the background. I also particularly enjoyed the daily rhythm of filming in Peru: the special lighting effects that arise at different times of the day, getting up early and working in a totally focused manner.

In your film, you talk of an orchestra exchange. Did students from Berlin also travel to Peru?

Yes, but this already happened a year earlier. That's the beauty of this encounter: it is not one-sided or of short duration. Through the reciprocal visits a firm friendship between the schools and the students has developed.



Since 2011 Moritz Lenz studies directing at the Film Academy Baden-Württemberg focusing on documentary films. The film “Schubert & Mambo” (2011) is his first documentary feature film after many short films. The film can be ordered directly by e-mail schubertmambo@gmail.com.



Karl-Heinz Lehmann

In this newsletter we would like to present a longtime active member. Karl-Heinz Lehmann, born in Berlin in 1928, was a student at the first Waldorf School in the German capital, the school in Berlin Charlottenburg. For many years he worked as an architect for the Federal Building Authority and was involved in building the German Embassy in The Hague for example.

Since October 1998 he is a member of the Friends of Waldorf Education, supports two children in Chile and Moldova through educational sponsorships and enjoys the close contact to them via mail. Karl-Heinz Lehmann tells us about the situation in Moldova. "Over there they face an insanely difficult situation, especially financially speaking. Everyone not earning much, including the Waldorf teachers, go to Moscow for work during the long summer holidays." Above all, Mr. Lehmann ensures through his educational

sponsorship that a family in Moldova may also send their second child to a Waldorf school.

Furthermore, he and his wife, who is a Waldorf teacher, were also involved in the foundation of the Waldorf School in Märkisches Viertel/Berlin and the Waldorf School in Greifswald. Karl-Heinz Lehmann is also committed to the development of Waldorf education in Stikli/Latvia. Over there, he gave lectures on Waldorf education and worked towards the construction of the school building. Shortly afterwards, he was asked by the Friends of Waldorf Education to support the building of a new Waldorf school in St. Petersburg. Although the project was not able to begin immediately due to local circumstances, he contributed important pioneering work, which can be seen in the finished school building today.

We thank Karl-Heinz Lehmann and all our active members for their extraordinary commitment!



left: New Year's Eve with his wife in Berlin, 1952; below: godchild Marta from Moldova; right: in a stiff breeze at the Baltic Sea



Friends of Waldorf Education cooperate with Habitat for Humanity in Chile

As part of the emergency education training in Latin America, the theoretical training by the Friends of Waldorf Education in Chile was expanded in July by some tangible elements. In collaboration with the charity Habitat for Humanity mutual training sessions took place. Habitat for Humanity supports the construction of accommodation for poor families around the world and the rebuilding of disaster affected areas. After the training the participants worked in the construction of a new building for a family of six. Both organizations came into contact through their (guest) membership in Germany's Relief Coalition, an alliance of organizations. The cooperation serves the mutual transfer of knowledge in the area of disaster relief to help people more efficiently after shocking events such as a natural disaster.

BENEFIND: search the web and support the Friends! With every second query the new search engine Benefind supports the Friends of Waldorf Education with 1 cent! Thanks to Bing.de technology, the search engine from Microsoft, your search results will come at the usual high quality level. Switch to www.benefind.de now, support a good cause and spread the word!

A collective dream - Escola Livre do Algarve

Portugal: In 2008, a group of parents founded the Escola Livre do Algarve. Since then the school is growing constantly and now includes the first four years of primary school. This young Waldorf School has already participated on WOW-Day 2011. Some of the older students told us with enthusiasm that through the campaign they could return the favour for the help they had received just a few years ago. The present economical crisis, which affects Portugal, has had an impact on the school. It is very difficult for many parents to pay the school fees, and the school cannot hope to get any financial support from the state for the moment. Additionally, the teachers have decided to open a fifth Grade in the upcoming school year.



God children

Help a child go to school! Visit our website and read about more children under "Donate + Help"

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.

ARGENTINA



Escuela Crisol de Micael

Natan (10) has two younger siblings and attends Grade 3. Natan is a hardworking and enthusiastic child always ready to face new challenges. Compared

to his peers, he behaves very social and loyal. His single mother can afford just half of the school fees by doing odd jobs.

GUATEMALA



Escuela Caracol

Elizeth attends second Grade and has a younger and two older brothers. The teachers are enthusiastic about her quick learning ability. She loves to recite poems in front of her class. Her

mother works as a weaver, trying to sell souvenirs to tourists and additionally she works part-time in a café. Her father is a musician and performs with his orchestra in concerts throughout the country.

ARMENIA



Yerevan Waldorf School

Mariam (16) is a strong girl, who likes to make her own decisions. After a short time at another school she has returned to the Waldorf School in Yerevan, as she missed the special atmosphere at this school. Through the artistic subjects, she manages to become more and more confident and improve her skills.

KENYA



Mbagathi Rudolf Steiner School

Mildred (14) was born in Bungoma, West Kenya. She is the oldest of four children. Her stepfather works as a janitor at the school, while her mother works as a laundress,

when possible. Mildred is a talkative girl. She helps her parents with cleaning the dishes and collects water from the nearby well. She loves to read and always finishes her homework on time and then helps her younger brother and sister.

SOUTH AFRICA



Imhoff Waldorf School

Teboho (7) is now in second grade and loves to act out animal fables. He is filled with enthusiasm and energy. However, he also

strives to improve the areas more challenging to him such as sitting still and working quietly. His understanding of the work is good and he is always eager and happy to help fellow students with all tasks.



Khanyisa Waldorf School

Sihle (12) lives with his divorced mother, his older sister and his small little brother in very poor conditions. He is a very polite boy who likes to help his classmates. In

arts class, his classmates admire him for his artistic ability. His good humour is known throughout the school.



McGregor Waldorf School

Anele (9) lives with her older sister and her parents in a township near school. Anele is a very gifted child both in the arts and in the academic subjects she makes

rapid progress. She is very popular with her classmates. Her mother is very active in the school community.



Zenzeleni Waldorf School

Lukhanyile lives with his cousin in a large family in the township of Khayelitsha. He loves to dance and therefore attends dance lessons from time to time. His greatest

dream is to become a dancer or pilot. In school, he is very ambitious and hardworking.



Siyakhula Work for Love Kindergarten

Kazimla (4) is a very good boy. He always makes sure that all goes well and he avoids controversy. He loves to sing and play outside.

Sometimes he completely immerses into his own world and then there is nothing that can disturb him.



Ayabonga (3) is a very slow and sweet girl, always very calm. Full of love she plays with her dolls or sometimes she just watches the group from a little distance. In particular she likes to make pearl

chains, which she proudly wears around her neck.

TANZANIA



Hekima Waldorf School

David (5) is currently attending the kindergarten of the Hekima Waldorf School. His mother is also a teacher at the school. Due to a wrong treatment David is slightly

disabled. He understands much, but can speak only a little. He needs a lot of attention, which is not always easy for his mother, since she works as a teacher and runs the household.

VIETNAM



Tho Trang Childcare Center

Nhen (3) is attending the Tho Trang Kindergarten since one year. She loves to spend her time painting, drawing and singing.

Nhen is a very reserved girl, and often plays alone. So far she is only willing to play with one other child with whom she enjoys spending time together.

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.

Yes! I would like to donate _____ € charged on a one-off monthly
My donation is forwarded at 100% to: six-monthly annual basis.
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> 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!

Privacy Policy for Donors

Your privacy is important to us and we treat your data strictly confidential. To make you eligible to receive a donation receipt, we will store your address only once. Your details will not be disclosed to unauthorized third parties. In addition, we will inform you with our "Rundbrief" and member newsletter four times a year about our work. If you do not wish to receive information from us, you can always withdraw your registration. We forward donors data to our partner initiative, so they can thank you directly. Our partner initiatives are not authorized to release the information to third parties. You can object to the transferring of your data at any time.



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