

RUNDBRIEF

NEWSLETTER SPRING 2013

Freunde der
Erziehungskunst
Rudolf Steiners



Educational Sponsorships

THE 10% CAMPAIGN Support our work

GUATEMALA BMZ project

PHILIPPINES We have a dream

ABOUT US

The **Friends of Waldorf Education** promote Waldorf schools, kindergartens, social therapy initiatives, 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 volunteering 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

Support our work through the 10% campaign

Since many years we hold on to our core principle of forwarding your donations at 100% to projects abroad. At the same time our members and individual donors fund our work as an association. In order for the Friends of Waldorf Education to continue to operate, forward donations, assist projects and raise public awareness, we would be very grateful if you would participate in our 10% campaign. We would be happy if you would decide to increase your project or sponsorship donation with an additional 10% towards the work of the Friends. Read more about this campaign in this newsletter and at www.freunde-waldorf.de

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Dear Reader,

Educational sponsorships are connected with many relational aspects: patronage, care, or a special kind of friendship. The most well known form of such a relationship is the classic baptismal godparent; others include reading mentoring, town twinning or popular international sponsorship programs. But as a godparent one can be a lot more than just a mentor and friend. I myself have a godchild in England, for whom I am not only a good friend but also a role model, as well as the person that connects her to Germany and a foreign language. Recently I met an eurythmist, who has no children of her own, but who maintains relations to 16 godchildren (!).

With the Friends of Waldorf Education anyone can be an “international godparent”. It does not matter whether you are an individual sponsor, a family, or even a school class, you can always take over an educational sponsorship for a child at a Waldorf school in Africa, Asia, Latin America or Eastern Europe. Our program gives young people access to a good education with qualified teachers in a peaceful, child-friendly learning environment. Since independent schools operate without government support in many countries, our sponsorship program is designed especially for children, whose parents cannot afford Waldorf education.

Educational sponsorships are a wonderful opportunity to accompany the development of a child. A sponsor from Finland says: “it can be a door to a whole new world, a new culture”. More importantly the children themselves tell us that such a relationship goes beyond mere financial support and is an enriching experience that makes them more confident, helps them with important advice, and can be a source of strength during hard times.

With this in mind, greetings from the editor,

Katharina Stemann



From our work

Today the negative development in schools raises the question of who actually contributes to the development of moral behaviour in an ever more obvious and urgent way. Should it be the parents, should it be the school? And how does personal conscience arise? Coexistence within society crucially depends on whether or not this ethical foundation exists.

The first thing I notice is that we speak less and less to each other. When travelling by railway, for example, one nowadays rarely engages in a conversation with the person in the next seat. Instead messages are sent through mobile phones. In many families there is less and less time in which conversations take place. When engaging in a conversation there is room for discussion, new perspectives evolve and people develop the ability for independent judgement. Judgement in turn leads to mindsets. How is judgement developed? What children observe from their role models (parents, siblings, teachers, public figures) is contrasted for example in literature class with the archetypes of the great dramas, dealing with basic questions of freedom, love, generosity, forgiveness, evilness, and guilt. In dealing with such archetypes existing judgments are weighed and new judgments are formed. This process creates an echo within the soul, which may bring ideals to consciousness. To that effect school is an important place for moral education. Even deeper and just as important, is religious education, because where else can one experience reverence, awe, or wonder? And how do these feelings become relevant to everyday life? Waldorf schools face these big challenges of our time just as much as all other schools. And they must be encountered on a daily basis with a growing social and ethical understanding of all parties involved. That is why it is so important that teacher training is not only concerned with conveying teaching methods and learning materials, but just as much emphasis is placed on the development of the individual.

Call for donations

These issues have also played a role during the talks with the Centre for Creative Education in



Managing director Nana Göbel

Cape Town that can continue to work thanks to the great efforts of the donors of the Friends of Waldorf Education. The Centre for Creative Education does not only train the staff in Educare Centres and kindergartens, but also offers the only full-time Waldorf teacher training in Africa. Since the survival of the initiative is ensured, it must now succeed in intensifying its cooperation with the Waldorf schools in South Africa.

Furthermore, the Friends of Waldorf Education focus on the questions mentioned above by strengthening teacher training, with the help of the contributions received through the autumn call for donations. For example, we award scholarships to today's Waldorf pioneers, thus giving them the opportunity to establish a thorough basis for the development of new schools. In Europe, there is currently no full-time English Waldorf teacher-training course. Consequently we have asked the Freie Hochschule for Waldorf Education in Stuttgart, whether it would be possible to set up an English course for class teachers and we are pleased that there seems to be a perspective for 2014.



Waldorf School in Pardes Hannah Rimon/Israel

Establishing a loan fund in South Africa and Israel

Often there are people, who trustingly open up opportunities for the Friends of Waldorf Education. In 2012, for example, we received a large inheritance intended for the Waldorf School in Durban/South Africa. In conversation with colleagues and members of the Board in Durban, who were just as surprised by this great gift as we were, we developed a practical approach to how the funds could be used not only for this specific school, but for all Waldorf schools seeking help in South Africa. Together with representatives of the school in Durban, we have set up a loan fund for South African Waldorf schools, through which future construction projects can be co-financed at low interest rates.

In Israel we have already gained some experience in how to set up a loan fund in a socially

responsible manner. Several years ago we received a large inheritance for Israeli Waldorf schools, which was turned into a loan fund after talks with the schools and the Israeli Waldorf forum. Today young Israeli Waldorf schools in their development phase are eligible to request interest-free loans for a period of three to five years. The colleagues of the Israeli Waldorf Forum then decide which initiatives will receive funds. Today the first loans have already been paid back.

Young initiatives in Latin America

Just as important as the promotion of existing Waldorf initiatives, is the promotion of new initiatives - especially in regions where the Waldorf approach yet has to take root. This holds for some regions of Asia and Africa, but also for large parts of Central America. In recent years, first Waldorf initiatives have emerged in El Salvador,



left: Educare Centres/South Africa, right: Sea Heart School/Costa Rica

Guatemala, Costa Rica, and the Dominican Republic. Currently, the Escuela Caracol in San Marcos La Laguna, Guatemala, is constructing a new school building with our help and co-financing by the German Federal Ministry for Economic Cooperation (BMZ). We have also supported the annual conference for Waldorf kindergarten teachers in Central America and local teacher training courses.

About the state of Waldorf schools in Hungary and Spain

There are a number of tasks that will be important to us in 2013. One of them is Hungary where the situation of Waldorf schools has not improved significantly enough yet. We strive to assist the Hungarian Association of Waldorf Schools with teacher training and coordination, as well as the development of a curriculum as required by the Ministry of Education. Even though most Hungarian Waldorf schools operate under catastrophic economic conditions there are also some new emerging initiatives. Some of the schools located east of Budapest have now signed a cooperation agreement for the upper grades and work together to build a regional high school in Ujpest.

Accompanying the development of the young Waldorf schools in Spain will be another responsibility for 2013. These initiatives are facing a tough economic environment as well, but have to grow at the same time. Unemployment is a big issue for parents in Hungary and Spain and complicates both the survival of existing, as well as the construction of new schools. Despite the circumstances, the Bellaterra Waldorf School close to Barcelona urgently has to begin with the construction of new buildings. It is virtually impossible for the school to remain at the current location, because there, the school cannot grow beyond grade 6 and cannot accept any more children. It will only be possible to support the project if we work together with other organizations, like Capital for Educational Investments.

Volunteering

The number of young people opting for a federal voluntary service in Germany rises steadily. According to the Federal Ministry for Family Affairs, last season was the first time that more young adults applied for a voluntary year than places were available. In 2012, we mediated



Escuela Caracol, San Marcos La Laguna / Guatemala



320 German and international volunteers to anthroposophical institutions in Germany. Currently some 40 participants from over 20 countries are volunteering in Germany through the incoming program.

Last year we successfully launched a new program in cooperation with the German Wildlife Protection Society and for the first time offered ecological volunteering opportunities in 2012. This year we will continue to offer further possibilities for voluntary services in the field of wildlife protection. Additionally we are currently supporting our first volunteer in the field of agriculture, who is volunteering at a biodynamic pioneer farm in India. This is the result of our collaboration with the Agriculture Section at the Goetheanum. The "Biodynamic Ambassador" project offers opportunities for young farmers, who have completed the "Demeter" training.

Emergency Pedagogy

In cooperation with "LandsAid", a German NGO, we have been able to train about 280 people in the basics of emergency education and first aid. Our goal is to build a worldwide network of skilled emergency pedagogy teams that can quickly help when disaster strikes.

Furthermore, the United Nations Refugee Agency (UNHCR) has declared the Friends an "operational partner", following our last mission at Kakuma Refugee Camp in 2012. Besides working with traumatized children and young people we have also been given the task of training primary school teachers on site. The Deutsche Bank Foundation supports our efforts in Kenya with € 55,000.

Two priorities in 2013

This year we are planning to focus on two main goals. First, we would like to increase participation in our education sponsorship program and enable more children to attend a Waldorf school. We especially hope that many German Waldorf students take on responsibility for the education

of a child in a developing country, or a country suffering from tough economic conditions.

Second, we would like to raise awareness for our own work. Since their foundation, the Friends of Waldorf Education have adhered to the principle of forwarding all donations at 100% and to fund their own budget independently. In some years this has worked well, in other years it did not. We, however, always know that we can only do our work, if there are people and institutions recognizing that our international tasks are important enough to support us. Recently, we noticed that our donors do not even know that we do not deduct a fee from their donations. For this reason we would like to increase awareness about our way of working and invite our donors to give an additional 10% on top of their donations towards our efforts.

The international cooperation of the Friends of Waldorf Education does not only include administrative tasks, but we also accompany schools in their development and work closely together with other funding agencies and foundations. These include the Committee for Capital Investments in Education, the European Support Fund (ENDA), the international kindergarten bodies, the Pedagogical Section at the Goetheanum as well as the Hague Circle and the organizing bodies of regional meetings such as the Asian Waldorf Teacher Conference. We also financially support regional teacher training, for example in East Africa and China. We would be delighted if we could raise awareness for a conscious way of handling money, gain more and more understanding for our work, and thereby make new "friends".

*Nana Göbel,
Executive Board, Friends of Waldorf Education*

WOW-Day: anyone can move mountains

In recent years thousands of Waldorf students have shown that when people get together and commit to a common goal, they can make a real difference in the world. In a joint effort 240 Waldorf schools in over 30 countries have participated on WOW-Day 2012 and raised more than € 300,000. As a result, almost 70 Waldorf and social initiatives in 30 countries are now able to continue to work under difficult conditions and care for disadvantaged children.

Since 1994, students have raised a total of € 2.5 million through the WOW-Day campaign and especially during the last four years have achieved great results. But what exactly is the Waldorf One World (WOW) campaign? Well, the idea is that for one day each year students dedicate their efforts towards Waldorf initiatives around the world. Through artistic activities, or one day of work these students collect money for children in young Waldorf initiatives that are in urgent need of support. Last year we were particularly surprised by the participation of Waldorf schools from Kazakhstan, Moldova, Slovenia, Poland and Thailand! In previous year Waldorf schools from India, Brazil, Canada, Argentina and the United States have already joined the campaign. This is exceptional because these countries have been beneficiaries of the campaign just a few years ago.

If the campaign is accompanied by a teacher in a pedagogically and age appropriate way, WOW-Day provides a wonderful opportunity for students to develop values such as humanity, social responsibility, and openness. WOW-Day intends to provide students with the experience that they can actively shape society. Just as important is that students also gain insights into a profession of their choice by participating on WOW-Day.

The response of the student campaign shows that there is a desire by students to be able to know in what specific way their donation is used. Therefore, it is very important to us to provide reports and images from the initiatives that benefited from WOW-Day.

We would like to sincerely thank each student, teacher and parent, who has actively contributed to making WOW-Day such a successful campaign, thus allowing so many children throughout the world to live a better childhood. We would also like to express our sincere gratitude to the foundations and partners that financially supported us in organizing the campaign. For it is only through their help that we can continue to ensure that the donations are forwarded at 100% to schools, kindergartens, and social projects.

WOW-Day has established itself within the international Waldorf community and shown what enormous potential and what forces are set free when students help other students. It has become clear that young people are looking for opportunities to implement their own ideas to help others and it is true that together with others anyone can "move mountains".

Olivia Girard
WOW-Day campaign leader



"Currently I am busy organizing WOW Day 2013, which means to invite, with ever renewed enthusiasm, more and more Waldorf schools worldwide to join our campaign. It is also important for me to motivate Waldorf schools in Germany, to support the work of the Friends of the Waldorf Education with an annual donation or membership. Without this support, we cannot address the needs of foreign Waldorf schools."



your
initiative
counts



WOW-Day 2013

26th September 2013 is the date for this year's WOW-Day campaign, which will be held under the slogan "your initiative counts". In a joint effort of Waldorf students from all over the world, it is each and every contribution that counts. You can participate as a school on this specific date or you can set your own date for your campaign. Together as a class or school you will find amazing ideas how to carry out fundraising and inspire other people to do something good for the world. You could organize a theatre, circus or music performance, or a bake sale, or you could run for a good cause, or work for a day - what counts is your own creativity and initiative. All students in grades 1-13 are allowed to participate. To register, send us an email to berlin@freunde-waldorf.de.

www.freunde-waldorf.de

One day at the vet

Working and gaining insight into a profession on WOW-Day, while raising money for disadvantaged children overseas - what do you think? Nikolai (Grade 7) did it and helped out in a veterinary clinic.

"(...) On WOW-Day 2012 I decided to work at the vet. The doctor was very nice and she liked the idea of donating my salary towards a good cause. So I was allowed to join her in her clinic and help her out.

In the morning, I watched her treat the animals and disinfected the examination table after each patient. In the afternoon I was allowed to hold the animals and calm them while they were being treated. Many pets were brought to the clinic, mostly dogs, but also cats, rabbits and even a budgie with an injury to the beak. I especially liked how nicely the doctor treated the animals and how she gave each pet owner lots of good advice.

In the morning a huge Great Dane was brought to the examination room, and was supposed to be given a chip. It was very exciting because the dog refused to be touched by the doctor. When it finally worked, the Great Dane ran out of the room as quickly as possible. (...)

Moreover, a dog had just thrown puppies that she unfortunately refused. When it turned out that her teats were inflamed, we made the proposal to raise the puppies with a bottle. All day we closely watched the mother dog as she was kept at the clinic.



Nikolai at the veterinary clinic

There was also a room for surgeries, where glasses were kept with innards, as illustrative material. At the clinic, the called it the room of horrors - very funny. (...)

Finally, I want to say that I really enjoyed the day, because I got an insight into the interesting profession of a veterinarian. But most importantly I was very happy to be able to help other children with my work, so that they can have a great school time, just as I do."

Nikolai, Grade 7, Michael School Cologne

Partners continue with trauma-related education in Gaza

The military conflict in November 2012 makes the emergency education intervention at the Gaza Strip more important than ever, but at the same time the funding from the German Federal Foreign Office ended in February 2013.



Clay modelling with staff members of the Al Qattan Centre; rhythm and coordination games with children

During their last Gaza mission in early February, the emergency pedagogy team of the Friends of Waldorf Education visited the "Child Friendly Space" in Zaitoun. It was clear that the military air strikes had deeply affected the children. The positive developments of the children, which we saw in October 2012, had declined significantly. "The older kids have lost some of their happiness. When we draw with them for example, they look at the colours with empty eyes. Some children barely speak. The younger children in contrast, seem to have been less affected by the events: they play in a lively and peaceful way in the sandbox, they have fun during group games, and always seem to have a smile on their face," says Lukas Mall, coordinator of the emergency pedagogy team.

The 13 missions that have been conducted so far by emergency educators are beginning to show their effect: 50 local educators have been trained in trauma education and six kindergartens have been consulted in creating a child friendly environment. An important factor for the positive outcome of the project was the good cooperation with our local partner, the "Al Qattan Centre for the Child" in Gaza. In the future, local teachers and their colleagues will continue to operate the child protection centre independently.

The emergency pedagogy team visited other facilities as well, including a school for the deaf, orphanages and a prison for the youth. But the intense exchanges did not only take place in Gaza. In 2012, twelve colleagues from the Al Qattan Centre for the Child came to Germany to visit a number of educational facilities. They visited several kindergartens as well as the Parzival Schule in Karlsruhe, and were very enthusiastic about this type of educational work with children.

The main focus of the "Friends" team in February, however, was to hand over the project to local educators. A series of lectures and exercises about trauma educational issues and anthropological questions completed the project. It has become clear that for the time being we have been able to implement a solid foundation for trauma educational work, but due to the unstable situation in the Gaza Strip, the support of our local partners has to continue. The Friends of Waldorf Education will therefore continue to support local initiatives. Only then can we ensure that victims do not turn into criminals!



TAJKISTAN

What do Germans think about Tajikistan?

This is what the children of grade 11 in Khujand asked me. “Most Germans probably do not even know where the country is located and just simply think nothing,” I had to confess. Honestly, I myself hardly knew anything about this country just five years ago. But now I have spent my sabbatical there, assisting as a German teacher at the former Waldorf School, which is now the Russian-speaking branch of the State School No. 15.

After difficulties with the authorities in 2009, the dedicated teachers and their supportive parents moved from their own formerly leased building to the first floor of a state school. Usually, the school system in Tajikistan ends after class 11 and is characterized by a lot of bureaucracy and control. But the two founders of the Waldorf School, Rano Ahunova and Dshamila Saburova, continue to try and educate their students according to Waldorf educational principles despite difficult circumstances. As a result, the children learn how to perform a play, how to paint with watercolours, and how to play the flute - a strange instrument for Tajikistani ears. To regain the right to be an independent school, Rano is currently writing a scientific paper, with the goal to obtain official recognition of Waldorf education by the authorities.

During my stay I lived with the family of a ninth grader and was welcomed warmly. At school, I was struck by how polite and friendly students and teachers greeted me each time.

Throughout the year I taught German songs to several classes and gave geography and German lessons in 10th and 11th grade. The language skills of the students in the upper classes are pretty good, so they were usually able to follow my instruction in German. Since teacher salaries in Tajikistan are very low and one cannot be sure to receive the money, many teachers work two or more jobs. Rano and Dshamila for example,

Republik Tadschikistan

Location: : Tajikistan is the smallest of the Central Asian CIS countries. More than 70% of its area consists of high mountains (up to 7495 m)
Population: 7.7 million - 68.4% Tajiks, 24.8% Uzbeks, 3.2% Russians, Kazakhs, Kyrgyz, Turkmen.
GDP per capita: 815 USD
Unemployment: 60 % (2004 est.)

Sources: German Federal Foreign Office, CIA Factbook, January 2013



FROM EMERGENCY PEDAGOGY TO TRAUMA-RELATED EDUCATION: Complex crises require long-term approach

Our work area of emergency education will be extended to include “trauma-related education”. This is the result of the second emergency pedagogical seminar of the Friends of Waldorf Education, which took place in Karlsruhe in January 2013. Crises and disasters worldwide are subject to extremely complex processes. Especially armed conflicts (such as currently in Syria) often go on for years, leaving countless people to live with trauma disorders, such as nightmares, depression, memory disorder and cognitive problems. If these symptoms become chronic, a threat of massive personality change arises, which is called a biography break. This means that people become suspicious and can no longer cope with their social environment and therefore lose their family, their friends or their jobs. Trauma education is therefore aimed at the long-term, providing intensive support for victims in crisis or disaster affected areas and thus reaches far beyond short-term emergency educational intervention.

For quite some time now, the Friends of Waldorf Education work towards creating a global network of emergency pedagogy intervention teams, to ensure long-term trauma educational work. To provide educational “first aid”, all participants are trained according to the same methodical principles and conceptual frameworks, so as to be able to act quickly when catastrophes and conflicts require their deployment. These teams receive professional input by emergency educators from Karlsruhe, who organize seminars and training courses and take care of the monitoring and funding of projects.

Nadezhda a place to live and learn

give private German courses for students in the afternoon. Other teachers run a “business” on the side. Tajikistan is located on the historical Silk Road, and for many people trade is still a familiar source of income.

Sometimes I am asked if Tajikistan is poor. In my opinion, people are not poor concerning food or clothing, or at least not how we imagine “really poor”. But their homes and schools are in very poor condition, there are almost no factories, only ruins, and the children and young people are still poor - poor concerning opportunities! And perhaps

that is just as bad. There are no opportunities for vocational training after school and even obtaining a diploma it is not worth anything, because the degree is not based on performance, but is available for purchase.

Bärbel Radmacher



Bärbel Radmacher supported the Waldorf school in Khujand/Tajikistan in her sabbatical year and is a class teacher at Dinslaken Waldorf School.

Over the years a network of several independently working children and youth groups has developed under the umbrella of the Nadezhda organization. The educators at Nadezhda manage to create an atmosphere of security that allows each child to follow its individual path of development in a healthy environment. Not only the happy faces of the children confirm this, but also the assessment of Nadezhda’s visitors. Representatives of international organizations, of the government and of NGOs have rated the quality of education in these groups as exemplary for Kyrgyzstan. At the international forum in the state residence of the Kyrgyz President, the former President Roza Otunbayeva underscored the model character of the Nadezhda children’s centre for the whole of Kyrgyzstan.

Situation of disabled children in Kyrgyzstan

Nevertheless, the situation of children with disabilities in state institutions is not only demeaning, but also often life-threatening. Thus, two children died after they were transferred to the rehabilitation centre “Ajar Bala”. This inhumane treatment of disabled children is possible, because the needs of the children are outside the consciousness of the majority of the population and therefore the public. Disabled are not accepted

anywhere. They scare, they repel. And though Kyrgyzstan has signed the Convention on the Rights of Persons with Disabilities, it is hardly even possible, to enrol a slightly handicapped child in a first grade.

Still, there is new hope for disabled children in Kyrgyzstan. On Islamic holidays children receive food for example, and many parents and especially adults with disabilities are no longer willing to let their lives be complicated by corrupt officials and their helpers. A strong voice for the disabled is Mirbek Asangariyev, president of the network for the rights of disabled people in Kyrgyzstan, as he does not hold back with criticism towards the Ministry of Social Affairs. Furthermore, the “Coalition for Civil Initiatives” demands from the government to finally name criteria that should be the basis for choosing officers to fill senior positions in the Ministry. One success is that the Kyrgyz Minister of Social Affairs and the Deputy Minister were taken into custody because of suspected corruption.

Excerpt from the newsletter of the Children's Center Ümüt-Nadezhda, December 2012



A regular school day in Khujand/Tajikistan: Waldorf education is not yet officially recognized by the authorities





The 10% campaign: support our work

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

First and foremost, it means that if you give € 100 for a school in Africa, we forward the full amount to Africa, without any deduction for administrative expenses. In this case, the donor is able to decide for himself for which project 100% of his donation will be used.

Transparency and freedom of choice

Adhering to the principle of forwarding 100% of donations means that the budget for our work, e.g. administration of the donation process, consulting of projects, and public relations, is not automatically ensured. Usually charity and development organisations deduct 14-15% of the donation amount for administrative purposes. This principle is contrary to our approach, because we want to give every donor the freedom of choice to support our work.

Who finances the work of the organization?

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

The 10% Campaign

How does it work? When you donate, you can put a check mark in the 10% campaign box on our donation form. By doing so you agree to pay 10% on top of your donation towards the work of the Friends. That is, if you donate € 100 for Africa and have set a check mark, then € 100 to go to Africa and an additional € 10 towards our budget.

Example donation form:

Yes, I would like to participate in the 10% campaign and donate an additional 10% of the amount mentioned above towards the budget of the Friends.

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

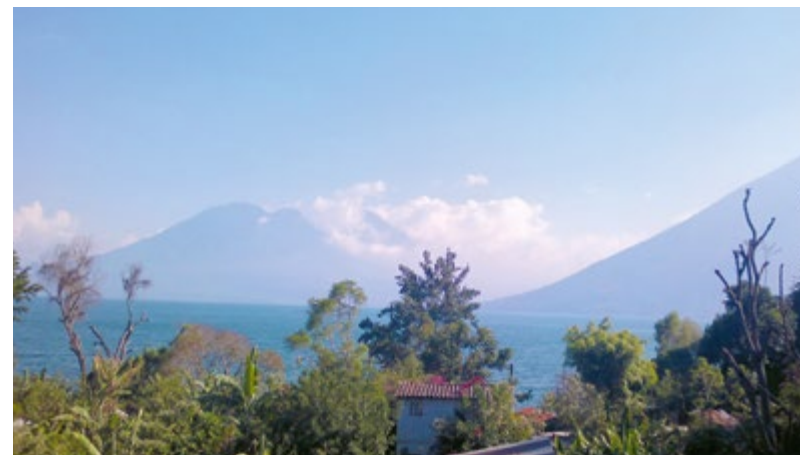
Example bank transfer form: indicate in the reference line: *Hekima Waldorf School + 10% campaign*

We look forward to
your support!

BMZ PROJECT IN GUATEMALA

Waldorf education for the indigenous population

In 2014, after completion of the current construction project, the first Waldorf School in Guatemala will be a primary school with seven classrooms, two kindergartens and a total of 120 children, 80% of which will be of indigenous origin. The school is located in the Mayan village of San Marcos La Laguna at the Lake Atitlán. The lake, which is surrounded by high volcanoes, provides a truly stunning scenery. A steep winding country road leads up to the small village, which is predominantly populated by Mayans, who speak their own indigenous language.



Actually, I could not believe that the construction of a new building with three classrooms would be possible on this steeply sloping property with volcanic stone blocks all over the place. Also there was only a single access from the village road, namely a narrow rocky path leading through shrubby undergrowth over a length of about 300 m. The use of heavy equipment would be unthinkable. When I arrived on a Sunday in November 2012 to initiate the beginning of construction, I had only one worry: how on earth would it be possible to build? But my worry proved pointless. The next day the construction workers walked up the path from the village, real Mayans, equipped with shovels, pickaxes, hammers and chisels. Soon enough they began crushing the stone blocks by hand, levelling the ground, and digging the foundations.



top left: view of Lake Atitlán, right: school building at Escuela Caracol



top left: Construction partially funded by the BMZ; top right: active school founders/teachers; middle/bottom: school life in unfinished classrooms



The new property described above is a gift of the Friends of Waldorf Education. Three classrooms will be built there to extend the already existing school grounds of the Escuela Caracol that have become too small. On the old property, a park-like campus surrounds an array of pavilions that include a kindergarten room, four classrooms, a small kitchen, a garage, and a shed.

Change, however, will also affect the old property as a second kindergarten room will be built and the school kitchen will be enlarged as part of the construction project. After completion of these two properties they will be merged into a new organic whole. Then, already in the second half of the 2013 school year, all classes, including grade six, will have their own classroom and the current temporary double occupancy of classrooms will come to an end. And when the new grade seven will be added in 2014 it will have its own classroom as well.

The Friends of Waldorf Education have applied for a co-funding project with the German Federal Ministry for Economic Cooperation and Development (BMZ), to make Waldorf education accessible for the indigenous population of Guatemala. Another goal for this school that operates since 2007 is to promote the understanding and openness of the Mayan (80%) and immigrant (20%) children that attend the school. Therefore teaching will happen in three different languages: Kaqchikel, the language spoken in the village, Spanish, the official national language, and English, which is spoken by tourists. Already now, just five years after the foundation of the school, the spiritual horizon of the mostly illiterate parents has significantly expanded through the influence of their children and led to a positive and open social behaviour.

The public more and more recognizes the successful work of the teachers. Parents appreciate the teacher's approach to support each child in its

individual development. Furthermore, the idea that their say in the school includes the commitment to become actively involved and work together with teachers is completely new to them.

The basis for operating the school are the numerous donations and educational sponsorships from abroad and the involvement of many immigrants, who have settled in the village in recent years and send their children to Waldorf school. They contribute significantly to the budget of the school. Indigenous school parents (25% of local residents live in poverty) can only make a very modest, if any, financial contribution, since the production of arts and crafts for ecotourism is their only source of income. For the construction project that is co-funded by the BMZ (75%), the school has to come up with the funding for the remaining 25%. Raising this kind of money is a huge challenge for the school, especially since the construction costs were calculated on the basis of a minimal effort and could potentially result in additional costs. What's more is that the school still has to repay loans on the purchase of the first property.

All costs, including current operating costs, which can only be covered to a small extent by school fees, must be covered by donations to allow the school to continue with their important pioneering work in Guatemala. For this reason, the Friends of Waldorf Education are looking for more supporters.

Jürgen Bartzsch



The author (77) studied mechanical engineering and lived in Brazil for 30 years with a professional focus on energy projects. He also advocates Waldorf initiatives worldwide (among other things he ran the Escola Waldorf School Rudolf Steiner in São Paulo and initiated the Brazilian Association of Waldorf Schools). Since 2002 he is involved with international BMZ projects as a representative of the Friends of Waldorf Education.

Sponsorships - both sides give and take

This year, the Friends of Waldorf Education focus on promoting their sponsorship program with which they want to increasingly address Waldorf schools worldwide. But what does it mean to engage in a sponsorship? A sponsorship is something mutual, a relationship in which giving and taking can develop on both sides.

Sponsors on the one side are often amazed that they are not only financial supporters, but can also learn something about a foreign country. The sponsored children in turn say that they receive support and understanding from their godparents abroad in important situations. Such an experience can often result in an enriching cultural exchange for individual sponsors, for families, individual students, or entire school classes.

In almost all countries outside of Europe, Waldorf schools do not receive any state support. Instead they have to finance themselves mainly through school fees and therefore struggle to survive on a daily basis. Nevertheless these schools try to also admit children whose parents cannot afford school fees or can pay them only partially. Educational sponsorships can help schools to allow even more children from financially disadvantaged families to benefit from Waldorf education.

The sponsorship program of the Friends

It is very important to the Friends of Waldorf Education that being a godparent to a child abroad is understood as an educational sponsorship, which means enabling children to gain access to quality education. It is not about covering the school fees of an individual child, but the godchild is rather an ambassador for all the children at that particular school who need financial support. The sponsorship donation is intended to benefit the entire school community, as it allows the school to admit more children from financially disadvantaged backgrounds. The children also play a key role in raising awareness. Through their ambassador role they externally represent their school community.

Waldorf education can be made accessible to disadvantaged children in many ways. For example, more and more entire school classes decide to engage in a long-term exchange with a godchild. In this way students can relate to a different culture. Recently, two classes in Ljubljana have decided to support children in South Africa by donating two Euros per month per student.

Recently a dedicated German teacher visited an Armenian Waldorf school and told her friends about her experience, thus gaining more sponsors for the school. Furthermore, sponsors often enjoy engaging in a personal relationship with a godchild following its development. The children, themselves show their gratitude by sending a self-made Christmas card for example.

As more and more volunteers decide to stay actively involved with the foreign project after their voluntary service, the number of advocates for our sponsorship program increases as well. Together with their successors at the project, the alumni take responsibility to maintain contact between sponsored children and their sponsors. Additionally they advocate the program by presenting their impressions, which they gained abroad, in private or public events.

Challenges

Not everything can be accomplished is simple. It is for example very important that schools consider carefully how many children can be admitted from financially disadvantaged families. If they admit too many disadvantaged children, the parents that actually pay school fees may fear that the quality of the school declines and subsequently



left: Zenzeleni Waldorf School, South Africa; right: Fabian Michel sponsorship coordinator, Friends of Waldorf Education in Berlin

pull their children out of school. This is often not an easy balancing act and requires a high degree of integrative competence by teachers and parents alike.

Schools with a good fundraiser have an easier task: their sponsors feel they are better informed. Small schools often do not have the capability, and in such cases the Friends of Waldorf Education try to provide assistance.

And finally...

The Friends of Waldorf Education forward 100% of all sponsorship donations to the schools in need. Most donors are not aware that the association's work is funded independently of project related donations or sponsorship donations. This is very unusual for a charity organization, but it is our core principle that we adhere to since our foundation.

We give our donors the freedom of choice to decide how much of their donation directly goes to the project and how much they are willing to contribute towards our budget.

To ensure that we can continue with our sponsorship program and expand its reach, we would be very grateful to you as future godparents, if you would decide to support our efforts through the 10% campaign. It is your choice. We welcome any sponsor and look forward to accompany you in an inspiring exchange of giving and taking!

*Fabian Michel,
Coordinator educational sponsorships*

Learn more about the sponsorship program at www.freunde-waldorf.de or by e-mail to Fabian Michel: f.michel@freunde-waldorf.de



"Giving the gift of education! Preferably to all children around the world!"

Adriana Altaras, actress

The door to a whole new world

My name is María. I am half Spanish and half Finnish. Actually I would like to be a storyteller, and sometimes I am quite tired of being a conference interpreter. In a moment of tiredness a few days ago - weighed down by the duties of everyday life - there was also a moment of inspiration. Inspired by the work my older children did for the WOW-Day at school, I decided to look for more information on the Internet and found exactly what I was looking for: the possibility to sponsor children in Waldorf schools worldwide!

In came a ray of light as our family sponsored four children through "Freunde": in South Africa, Peru, Colombia, and Guatemala. I remember so clearly those first letters and pictures. I even have a clear image of that first South African stamp with a tiny bird.



Sponsors through the Friends never contribute to the school fees of an individual child. The children we sponsor are like ambassadors for all the children who need financial support at a school. I find this the only rightful principle, as the children should not need to compete with each other. At the same time each and every one of them is the possibility of a new friendship, the door to a whole new world. We, as sponsors, are in turn a possibility for a new and meaningful relationship with an adult.

They say showing interest is a gateway to empathy and love. I decided to write four letters a year, for St John, Michael Mass, Christmas and Easter. I also ended up exchanging emails with Colombia. The girl's mother would tell me about how the 7th graders travelled to the place where Brazil, Peru and Colombia meet and physically cross the border as a metaphor for what is going on in their own lives. They would also spend time with an indigenous community in the jungle.

I would write about when our teenager went through a needle eye in a deep, dark, wet cave in the Norwegian mountains with his class. The Co-

lombian girl apparently was impressed with the pink dolphins in the Amazon River. I would reply that we had actually had a stray bear wandering the woods near our school!

When our first sponsored child graduated and went on to University, we started sponsoring a 9 year-old boy in Lima. He writes beautiful letters, with golden ribbons and he loves stories! I sent him a story that I liked in my letters, while my youngest daughter sent pictures to his sister. He replied he wants to be a doctor when he grows up and then will take care of me in my in old age.

Saint Francis said: It is in giving that we receive.

It is impossible to describe all the good things that have come with our sponsoring, but I can name a few. The first thing I think about is the contact with the children, their families, teachers and the local coordinators. Peru and South Africa have become part of our family map. We all wait eagerly for the letters, we know when the children have holidays and what new subjects they study. My daughter Klara has embarked on her own sponsoring journey. I can hardly imagine what it means to become a sponsor at her age.

South Africa now has a very special place in my heart, as I have even visited Mc Gregor and shared a story about a princess and an apple tree with the children! For Easter my 7 year-old daughter sent drawings of Easter Bunnies, Easter Lions, Easter Giraffes and Easter Horses for the children in Africa. They answered with their drawings and suddenly



left: Maria in Finland; top: with godchildren at McGregor Waldorf School, South Africa; right: young godmother raises funds through bake sales

our house was full of springbok, lions, elephants, hippos and antelopes.

After my trip we decided to sponsor one more child in South Africa, an 11 year-old boy at Hermanus' School. We are just getting to know him. The more I know these children, the more I find that they are, just like our sons and daughters, absolutely wonderful! Just as we love our own children for who they are - I cannot imagine life without them.

In African mythology there used to be a big web that united Heaven and Earth. Leza, the God and Creator of the Bantu people, would climb up and down that web. I sometimes picture the sponsors like golden rays that go from far away into the centre of the web. Around those threads - or rays - teachers, pupils and parents will weave their intricate patterns. Together we create a web that supports all those children who need help to be able to go to school and a web that supports us all in our humanity.

It is the magic of efforts and good deeds.

It is the magic of knowing that someone far away thinks of you with warmth.

María Serrano



Letter of a young sponsor

Hello, my name is Klara I'm 14 years old and I sponsor a child through Freunde. I sponsor a Mayan girl named Yensy. Yensy is a first grader living in a small village in Guatemala. She also goes to a Waldorf school named Escuela Caracol. I chose this school because in Guatemala they speak a lot of Spanish and I wanted to be able to communicate with the child I sponsor in a language she would understand. I like to write her letters.

I sponsor Yensy with € 20 a month, that means € 240 a year. To earn that money, I bake cakes and sell them to whoever wants them. Also, I'm planning on offering babysitting to contribute towards the sponsorship.

I wanted to sponsor a child because I think that if we keep trying we can make the world a better place. Besides, I think everyone deserves to go to school, to get enough food and clothes, and to feel safe.



Hekima Waldorf School, Tanzania

More about the sponsorship program of the Friends of Waldorf Education at www.freunde-waldorf.de



...direct link to our sponsorship program.

SOUTH AFRICA

“Now I can make a success out of my life“

When I first found out I was being sponsored I had no idea what it meant or what a life changing impact it would have on my life. My sponsorship helped me immensely as I was able to get through high school and start making a success out of my life.

I truly began to understand the power of my sponsorship when I found myself writing to total strangers on the “other side” of the world, pouring out my heart to them. They understood and I felt like I was not alone anymore. The sponsorship went far beyond them just contributing money towards my education. It became more therapeutic as I was going through some really rough times and I found relief and comfort in writing to them.

I finished High School in 2011. Then I took a gap year to apply for a bursary in a Fashion Design College in Cape Town. Doing a Fashion Design course will build me in my journey to become more fully who I am. I am proud to say that in 2012 my bursary application was approved. I will have to raise some money though to cover the rest of the expenses such as a sewing machine, text books, starting kit, and laptop. I feel, however, that through the help of others I have become a stronger person in now trying to help myself. Now I want to make my mum and everybody else who wants to see me succeed proud.

I now live with a family in Khayelitsha Township in Cape Town. They have taken me in out of the goodness of their hearts and have not asked me to pay rent or anything like that. But I would like to get a part time job so I can help them out. All in all I am very grateful for my sponsorship! In the near future, when I succeed, I would like to sponsor someone to finish school just like I was helped.

*Gerald Ramoabi,
McGregor Waldorf School, South Africa*



former sponsored child at the McGregor Waldorf School; apart from the sponsorship program, the Friends of Waldorf Education also support the McGregor Waldorf School through our "weltwärts" volunteering program with the construction of classrooms.

Godchildren *You may find more children on our website under "Donate + Help".*

Dear sponsors and school classes,

In most countries Waldorf schools do not receive any government funding and parents often cannot afford the school fees. With an educational sponsorship, you enable children from financially disadvantaged families to attend a Waldorf school.

You are free to decide about the amount of your donation. The full tuition fee is usually between € 25 – € 200. 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.

If you would like to support our association's work, we would be thankful if you would participate in the 10% campaign. We look forward to your support!

ARMENIA



Yerevan Waldorf School
Hermione (9) attends fourth grade at the Yerevan Waldorf School. Her open, joyful and honest nature makes her a role model for many of her classmates. Hermione accomplishes her homework always conscientiously. Her family lives very modestly in a small apartment.

ARMENIA



Escuela Caracol
Jabi (4) attends preschool at Escuela Caracol and lives with his older brother and his parents in the mountains of San Marco. Jabin's father is a carpenter, his mother takes care of the household and both parents are very active within the school community. Jabin loves to sing and his creative potential unfolds when he draws and plays.

KENYA



Mbagathi Steiner School
Brenda (9), is a shy girl who lives with her family in a small apartment. Her parents have great difficulties supporting the whole family. Brenda walks many miles per day to reach school where she attends grade four. At Mbagathi Steiner School reading lessons are her favourite.

COLOMBIA



Arca Mundial, curative education
Luis (12) is a very bright boy. When he comes into class in the morning, he greets everyone with a bright smile. He constantly seeks contact with everyone around him, and loves to talk to people. His parents are divorced and his father pays no child support. Therefore his mother has to come up with the money to make a living for the family. She works in a social project for street children.

POLAND



Janusz Korczak Waldorf School
Aleksander (10) attends fourth grade and likes his school very much, because he has many friends there. He also loves to play outdoors and owns a hamster, with which he likes to talk. He is a very creative and open-minded boy, but also very sensitive. He is often at the Krakow puppet theatre where his parents work as actors.

SOUTH AFRICA



Hermanus Waldorf School
Qhama (8) attends second grade at Hermanus Waldorf School. She is a very helpful girl. Qhama lives with her grandmother and her two siblings in the township Zwelihle close to school. Her mother sadly does not care about the children. Qhama mainly speaks Xhosa, but her English is also very good and she loves to help other children by translating for them.



Imhoff Waldorf School
Avezwa (4) is now in her second kindergarten year at Imhoff Waldorf School. Her English has improved so much that she can now articulate her needs. She loves handicraft lessons as much as playing outside with the other children.



Khanyisa Waldorf School
Alyssa (8) has joined Khanyisa Waldorf School just this year and has quickly integrated into the school community. However, she finds it difficult to focus on a task for a longer time. Her mother's salary is not enough to cover even half of the school fees and her divorced father cannot financially support the family.



Work for Love Kindergarten
Ayabonga (2) is an intelligent little boy who loves to play with wooden cars and his friends. Every day he cannot wait to hear the story and loves to sing and dance with the other kids during the morning circle.



Zenzeleni Waldorf School
Mihle lives with his younger brother and his mother in a township near Cape Town. Unfortunately he has no contact at all to his father. Mihle likes to read and is very athletic, as one can see when he plays football. He has also been able to get over his initial shyness.

TANZANIA



Hekima Waldorf School
Violet (2) is the daughter of the cook at Hekima Waldorf School. Her mother's income is just enough to cover the most basic needs of the family. It is simply impossible for her mother to fund a good education for her daughter. But for joyful Violet Waldorf kindergarten is the best possible environment.

VIETNAM

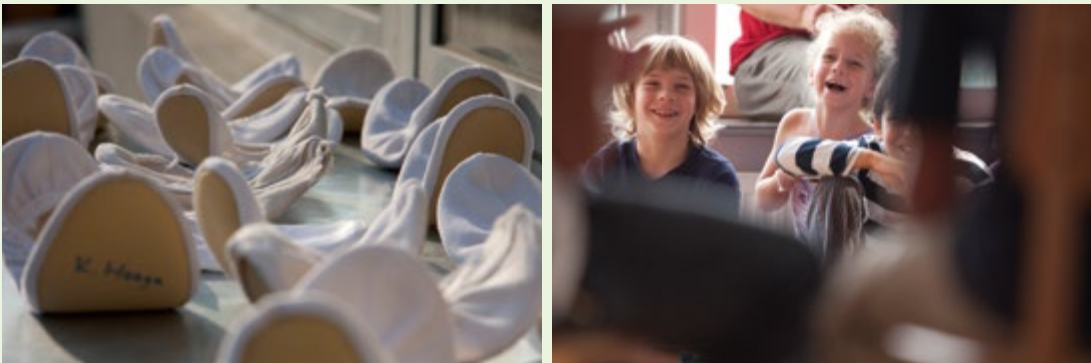


Tho Trang Childcare Center
Viet (3) is an only child, like so many children in Vietnam. His father is out of work due to illness, and his mother works as an accountant. In the beginning, Viet was shy and never wanted to let go of the teacher's hand. In the meantime, he likes to play with the other children.

Impressions *Scenes from a school festival at Kékvölgyi School on the outskirts of Budapest*



Hungary: The freedom-loving Hungarians, who were always able to maintain a relatively liberal attitude even in socialist times, have voted for a right-wing nationalist government in 2010. The effects of this change can now be felt throughout society and particularly also in the education sector. A new school law was passed in 2011, including a binding national curriculum, a separation of the lower and middle level, funding according to the degrees of teachers, a mandatory evaluation requirement for teachers and schools, and a special training requirement for directors. In this situation there is only one chance of survival for the Waldorf school movement - there are at least 26 Waldorf schools in Hungary - if the Association of Waldorf Schools manages to obtain at least a little freedom for Waldorf schools in the ongoing political negotiations.



Photos: © Kóczán Gábor

The educational situation in Kyrgyzstan

In the past 22 years the people of Kyrgyzstan have experienced the collapse of the Soviet Union, and with it the collapse of the entire economy, two revolutions and two violent civil wars followed. Their faith in the public education system has vanished.



Uncertainty can be sensed in many other areas as well. In times of political and economic upheaval many well-educated people have unexpectedly failed and fallen below the poverty line. Thus, for many educators, the question arose, what are we doing wrong that our successful students cannot cope with life? The Ministry of Education in Kyrgyzstan has investigated this question.

How was that possible?

At first completely new tasks were introduced for the centralized university entrance exams. The focus shifted from simply testing knowledge to other competences such as logical reasoning, understanding of literature or practical thinking.

In other words, key skills such as problem solving, observation skills, innovation and independence are now being tested. And to the surprise of the teachers the average student did not disappoint in these exams, but instead those students with the best high school grades. Furthermore the test results were compared between cities and rural areas. It turned out that the students from the country achieved better results than the average urban student. How was that possible?

The big shock

The Pisa study caused another wake up call. In the study it was found that the reading skills of Kyrgyz children was decreasing in the first eight grades.



top left: Nadezhda Centre for the Child; bottom left and right: Central Asian Conference, Bishkek 2011



As a result one question became more and more pressing to the Ministry of Education: what do we need to change in order for our children to be able to succeed in life and not drown in poverty like so many intelligent people from the Soviet era? In their search for alternatives, representatives of the Ministry of Education met with advocates of Waldorf education.

Impressed by the educational approach, the Minister of Education decided to support the Waldorf teacher-training course at Arabaev University. As a result interest in Waldorf education did not only increase in Bishkek and throughout Kyrgyzstan but also in the neighbouring countries. The Minister of Education even visited the emergency pedagogy team of the Friends of Waldorf Education in southern Kyrgyzstan.

About the situation of Waldorf education

The first Waldorf School in Kyrgyzstan, the Gert Michael School was established in 1993 as part of the UNESCO network of schools. Thanks to the Friends of Waldorf Education, the first Kyrgyz Waldorf teacher, Ulan Kasymov, was able to complete teacher training at the seminary in Stuttgart in 1992. He subsequently worked as a teacher at the Gert-Michael School.

Since 1993, the Nadezhda centre for the child also offers teacher-training and curative education courses.

In 2012, a new Waldorf kindergarten was founded in Sokuluk, a neighbouring municipality of Bishkek. The initiative is set to develop into a Waldorf school as soon as possible. There is actually a good chance, because the initiative is not only supported by a large number of parents but also by the official authorities. Educators working at the kindergarten have a strong interest in expanding their knowledge of Waldorf education. The same holds for the teachers of the Waldorf initiative in Almaty, in the neighbouring country Kazakhstan. Almaty is located not far from the university in Bishkek, so that attending a Waldorf teacher-training course in Kyrgyzstan will be possible.

Another certainly positive development is that the Kyrgyz Ministry of Education has expressed the desire to include elements of Waldorf education in public kindergartens and promote them in public and private institutions. This progress is the result of the good experience that teachers of state kindergartens from Bishkek, Batken and Issykkul made at a Waldorf teacher training courses.

Igor Iljitsch & Karla-Maria Schälke



The authors together with Wolfgang Auer currently organize a second vocational training course for Waldorf teachers and educators in Kyrgyzstan at the Arabaev University in Bishkek.

We Have A Dream

We knew Tom* was from a very poor family, but we didn't know just how poor until the day he came to school with wet clothes. When his teacher inquired about his dampness, he replied that his clothes were washed the day before and didn't have enough time to dry overnight - he had nothing else to wear. There are many other children from economically deprived families who come to Gamot Cogon, a Waldorf-inspired school in Zarraga, Iloilo, Philippines.

** The name of the child was changed*



In fact, at least 40% of the children come from the surrounding rural villages comprised of large families living well below the poverty line. Many of the people find seasonal work as farmers, tricycle drivers or laborers earning around \$50 a month and supporting an average of three to four children.

Gamot Cogon Institute was founded in 2005 by James Sharman, Teresa Jalandoni, Nicanor Perlas and a few others interested in the ideas of Rudolf Steiner. The first project of the initiative was to setup a Steiner School, which was then named Gamot Cogon School. The school started with only four students in class three and one teacher. However, each year more and more children kept finding us so that by this school year, 2012-13, we have 170 children from Kindergarten to Class 10.

Shortly after the school opened, it also became clear that as the school was envisioned to grow,

there would be a need for more and more teachers to receive training - teachers not only from Gamot Cogon School, but also those from the other Waldorf schools in the country as well as those wanting to begin schools in other areas. Thus, the Steiner Education Teacher Training Program was founded.

Regardless of their economic background

Gamot Cogon School was originally setup to cater to the underprivileged so school fees are socialized and the families pay only what they can afford. Interestingly, a year after the school opened, some well-to-do families from the nearby city of Iloilo started sending the children to our school. They were searching for alternative education and wanted their children to be in a stress-free, nature-filled environment. Soon, children of poor farmers were playing, learning, and eating side by side with children of successful doctors and lawyers.



Over the past years the Gamot Cogon School Waldorf has received funds through the WOW-Day campaign. Photos: © Damon Lynch

We did not fully realize the beauty and positive social implications of such a setup until one of the parents from the city overheard a local mother tell her daughter not to play with the “rich kids.” Her daughter replied, “No mother, it’s different here. We are all the same here.” We, the teachers, share a common purpose. That is, to help the community and to educate children regardless of their economic background.

The salary, however, is low, the resources are scarce, and the hours are long. Last year, the teachers gave up their brand new teachers’ room without question so that Class 9 would have a classroom. Often, our teachers even give their own money so that some students can eat breakfast to quell a painful, empty stomach or so that a child can take a tricycle home instead of walking for 45 minutes in the oppressive heat.

Nonetheless at the end of the day there is fulfillment and inner peace. At meetings we share our golden moments about the students and we are energized and reminded about the importance of our work. One teacher shares about how his student recited Martin Luther King’s “I Have a Dream” speech with such passion that the class was left breathless. Another teacher relays how one of her students in Class 1 came to school with no lunch. When she asked her students, “Who has extra food to share?” practically all the students jumped up to volunteer – including children who did not even have enough for themselves.

From the city to the village

It was four years ago when I started working for the school initially as an Administrator, and my husband was the Class 6 teacher. Before we were teaching English abroad but needed a change. I also wanted to do social work in my own country. So we quit our high-paying jobs and made that big leap from the bright lights of cosmopolitan Bangkok to the dirt roads of sleepy, Zarraga; to a school situated next to a cow pasture and surrounded by tall bamboo. Since then, we both agree that we have never worked harder in our lives, have never

been so challenged emotionally, physically, and psychologically – not to mention the 75% drop in our salaries. Yet, the shift into a less materialistic lifestyle was seamless.

Funding the school and keeping up with its growth have proven constant challenges, but we somehow manage to find kind souls who help out at the times we need them most. We accept fundraising as a fact of life and as a chance to offer others the possibility to also contribute.

We have recently been able to offer food programs for children from families who cannot afford to send more than just rice for lunch. We have collected second-hand clothes to give to children like Tom. Furthermore, some privileged families pay more than needed to help cover the costs of another child’s schooling. There is still much to be done. We believe every child has a right to holistic, high-quality education and that Steiner Education was meant to be accessible not only to a privileged few.

In a country where the rich are getting richer and the poor are getting poorer, where corruption is ubiquitous, maybe one day our students will make a difference. We hope that what they experience in our school will one day influence the way they live their lives in whatever profession they choose – as a doctor or a farmer, as a politician or a truck driver. And we hope to inspire other initiatives to do their work with a similar outlook and goal.

Anna Teresa Slater



Currently, the author is teacher of Class 10 and teaches English and literature in the intermediate and advanced levels. She is also the co-founder of the Gamot Cogon School and chairman of the upper classes committee. In addition she is busy trying to find qualified teachers and to stabilize the upper level.



Photo: © Damon Lynch

Finding a way *My year at the intercultural Waldorf kindergarten in Hamburg-Wilhelmsburg*

Aliaksandra is from Belarus. During the 2011-2012 school year she worked at the intercultural Waldorf kindergarten in Hamburg-Wilhelmsburg as part of a federal volunteer service organized by the Friends of Waldorf Education. In this report, she looks back on her eventful year.

Never before have I experienced so much as during my voluntary service. However, I must confess that I did not like Hamburg initially, because I would rather have lived in a smaller town, with narrow streets, half-timbered houses and a cosy historical part of town. Hamburg, however, is big with plenty of water and a huge port... But as time passed I began to like Hamburg with its metropolitan feeling of freedom and boundlessness.

From the first day my host family was very helpful and I do not want to imagine how it would have worked out had they not supported me with good advice. I felt at home: every now and then they took me on a tour, or we would watch a movie or the series "Tatort". Simply having dinner together every day gave me a sense of being part of the family.

The main focus of my volunteer service, however, was my work at the Waldorf kindergarten. My task was to take care of the children between the age of twelve months and three years. It is a special feeling when a child makes its first step and says his first word when you are there. With the help of the children I learned German and now know many animal species and can distinguish between digger, tractor, truck and crane.

Furthermore, five seminars were part of my voluntary year. On these occasions we as volunteers from around the world have grown together as one large family. You and me from one world. We are family. There was much laughter, dancing, playing and singing, and we

learned a lot about anthroposophy and Waldorf education. What was important to me was that I could talk to the team leaders and participate in various exercises of self-reflection. Sometimes I was desperate when I came to the seminar and was wondering if it had really been the right decision to volunteer. But thanks to the helpful discussions and exercises, I went back to work feeling energetic, full of ideas and motivated to keep going.

Finally, what comes to my mind is my letter that I wrote to myself during the first seminar about what I expect from the upcoming year. At the last seminar we got the letter back and it seemed to me as if a different person had written this letter. Not everything worked out perfectly, but I have always found a way to achieve my goals. So, it was worth it!

One month ago I left Hamburg to start a teacher-training course in Berlin. Staying in Germany after our voluntary service, some of us thought that everything would be the same as before. This is unfortunately not true, as one has to say good-bye to life as a volunteer.

Aliaksandra Petrusevich, Belarus



Aliaksandra now lives in Berlin and studies Waldorf education at the Freie Fachschule für Sozialpädagogik Berlin.



top left: volunteer seminar; middle: Waldorf Kindergarten Wilhelmsburg

Federal Voluntary Service in Germany – The incoming program

The incoming program offers volunteering opportunities to dedicated men and women above 18, whose permanent residence is outside of Germany. Since 2006, the Friends of Waldorf Education organize a 12-month voluntary service in anthroposophical initiatives in Germany for interested participants from abroad. If you would like to help people with special needs, you can apply for a voluntary service beginning in February 2014. Deadline for applicants is 15th July 2013. For more information visit www.freunde-waldorf.de/en/community-service/incoming-voluntary-service-in-germany.html



A fair chance for hope in Peru

Many former volunteers of the Friends of Waldorf Education stay involved even after their year abroad and develop their own social projects. One of them is 27-year-old Tobias Vogel, who founded the non-profit organization Süße Hoffnung e.V. (sweet hope) together with fellow volunteers in 2007. Four years later a business emerged from the initiative that imports and sells fair trade chocolate from Peru for a good cause.

Sophie Mikosch: **What led to the founding of the Sweet Hope association?** Tobias Vogel: We founded the association to promote education in Peru. Our goal was primarily to continue self-initiated projects that we started during our volunteer year and maintain the connection to Peru. Since many young people go to Peru as volunteers every year, we decided to found Sweet Hope, because when volunteers work together with local people, sometimes project ideas develop that are worth pursuing. In order to implement these ideas successfully it is important that an association assist in the background, providing know-how, contacts and financial resources. Our main aim is to work together with the Peruvians on equal terms. In addition to sponsorships, teacher

training and the purchase of school supplies, the association supports projects for street children as well as a music project for local children.

SM: **How do you fund those projects?**

TV: So far, the projects are still primarily funded through donations and membership fees. However, from the beginning we also had the idea to import typical Peruvian chocolates as fair trade products to Germany and to support our projects with the resulting profit. In 2011 this dream came true when we founded the company Sweet Hope, which is marketing the magic of South American chocolate in Germany. Our business runs on a voluntary basis as well.

SM: **How is the contact with the Peruvian employees?** TV: We stay in close contact with the company Dulciana in Peru that produces our chocolates by hand using only fair trade organic chocolate. In 2012 we also visited the cocoa plantations in the Peruvian jungle and produced a film that tells the story of the journey of our chocolate, from the cocoa plantation, to production at Dulciana in Lima, and further until it reaches Germany where it is sold.

SM: **What is special about your business?**

TV: The company Sweet Hope is a student business committed to fair trade (we plan to obtain the fair trade certificate in 2013) and constant personal contact with its manufacturer. On a voluntary basis we import a unique South American product, which aims to go beyond the tasty experience, spreading hope for Peru.

SM: **What are your plans for the future?**

TV: For Christmas 2012, after various test

deliveries, we were for the first time able to import a full palette (150 kg) of chocolates with a box labelled in German. In the coming months we intend to offer our chocolates not only for sale in world shops, but also at events and therefore approach hotels, banks and companies.



Tobias Vogel is the founder and CEO of Sweet Hope. In 2005/06, he volunteered through the Friends of Waldorf Education at a Peruvian Waldorf School and then studied music and rhythm at the Freiburg Music Academy. Since 2011 he studies political science at the University of Heidelberg. www.suesse-hoffnung.de

Offers and events for alumni's of the Friends of Waldorf Education and other impressive projects from former volunteers can be found on our website under volunteering
 ► www.freunde-waldorf.de/freiwilligendienste/ehemaligenarbeit/projekte-von-ehemaligen



right: godchildren of sweet hope at the Colegio Miguel Angel in Cieneguilla (suburb of Lima); left: waldorf project Runayay in Lima in the district of Salamanca



About Peru, education and healing

We met the American Martin Stevens in Berlin. Since six years he lives in Peru with his wife, who is a local Waldorf teacher. He has a very special relationship to this country, because he was healed in the middle of the Amazon. Today, he is developing a social education project there.



Waldorf Education for the Shipibo/Amazon



left: Waldorf educational social project in Sauce/Peru; right: the Shipibo village

Katharina Stemmann: How did you come to Peru?
 Martin Stevens: My wife Lourdes Jibaja was a teacher at the Lima Waldorf School for almost twenty years and during her sabbatical she accepted an invitation to Cusco to replace an absent first grade teacher. There we met. Together we eventually founded the association “Estrella del Sur”, with which we accompanied a street children project and the school development of Kusi Kawsay up to 2011, in the small town of Pisac. Today we live in Sauce, a tourist destination, just where the mountains meet the jungle. Our new educational project will be funded by a café and small bed and breakfast for tourists.

KS: What is your initiative offering in the small town of Sauce?
 MS: Some children come in the morning some in the afternoon, so we offer an extracurricular program. We help them with their homework. We also host a playgroup all the way up to older children. We offer English classes; woodworking, an old people club and we do weaving with the locals.

KS: What is the socio-economic situation of the local people?
 MS: The community we live in is quite a poor community. The people there are “mestizo” people, that means they are mixed of Spanish and indigenous origin. They survive under poor conditions mainly through agriculture, tourism or taxi driving.

KS: How would you describe the Peruvian education system?
 MS: Education in Peru is quite primitive and of poor quality. Sometimes the teacher doesn’t show up and the children just go home. A teacher there earns not more than 300 Dollars a month and when children are on the playground they have to do marching. Really the education system is based on the military model. (...) My wife had made a very good connection with the headquarters of UNESCO and they would like to support Waldorf education as a new and creative education in Peru. From the point of the governmental ministry we feel we have some support, as they know that the educational system is not that good.

KS: A second project is located at the Amazon River for the benefit of the indigenous Shipibo people. How would you describe the situation there?
 MS: Shipibo are really further down the social ladder than the people who live in Sauce. This is because Shipibo are tribal people and do not possess a passport, which make them illegal citizens as one is not allowed to vote without legal documents. In the eyes of the Peruvian public, they are referred to as primitives - an attitude left over from colonial times. Education in the Amazon region is also deficient. But there is a young woman from the Shipibo village who attends a university and wants to become a lawyer to help her people protect their rights from multinational oil companies.

KS: How did you come to meet the Shipibo?
 I lived in Cusco and had strong pain in my back and in my leg. The doctors in the city suggested an expensive operation, for which I did not have the money. So my wife and I met some Shipibo on

the market and they suggested me to go to their village. I went there for two weeks for an intense therapy with rituals, medical plants and so on and I was cured after that. The doctors in Cusco said this could happen sometimes through imagination and belief, but they did not relate it back to the capability of the Shipibo medicine.

KS: How did the village take up the Waldorf concept?
 For them it was an ideal concept, because they came to know that this approach to education is based on art. This was something the Shipibo could relate to as their own way of life is based on craft. They feel that they are losing their culture and think that eurythmy, music, and handicraft can help them in preserving it.

Thank you for the interview!

Yes! I would like to donate _____ € one-off six-monthly monthly annual basis.

My donation is intended towards:

- the International Relief Fund
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 Yes, I would like to participate in the 10% campaign and donate an additional 10% of the amount mentioned above towards the budget of the Friends.
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IN A NUTSHELL



left: first Camphill in Asia: Peaceful Bamboo Family in Hue/Vietnam; right: the biodynamic ambassador of the Friends of Waldorf Education

Federal funds to enable expansion of first Asian Camphill initiative

After a long wait the first Camphill community in Asia can now expand their community and working facilities with new buildings. This is made possible through the funding cooperation of the Friends of Waldorf Education and the Federal Ministry for Economic Cooperation and Development (BMZ). After the Vietnam War, the country was able to recover in economic and social terms, and therefore the Peaceful Bamboo Family in Hue, central Vietnam, has been constantly growing over the past years. The expansion project will be completed later this year, so that thereafter the facilities may host about 50 people with special needs. Additionally a conference for people with disabilities will be held in Vietnam for the first time.

Biodynamic ambassador

New cooperation for the benefit of biodynamic agriculture: the Agriculture Section at the

Goetheanum and the Friends of Waldorf Education offer the first voluntary service in biodynamic projects around the world. Over a period of one year, this voluntary service allows graduates of biodynamic training to do pioneer work as "ambassadors" in agricultural start-ups around the world. The ambassadors are deployed to projects that are currently in the development phase. The aim of the program is to promote international exchange and knowledge transfer in the field of biodynamic farming. The idea is that trained ambassadors pass on their expertise to farmers abroad.

The new face of our sponsorship campaign

The actress, director and author Adriana Altaras will support the sponsorship program of the Friends in 2013. As a former Waldorf student it is her wish that all children around the world gain access to high quality education. Furthermore she would like to motivate others to become sponsors as well. In 2011 Altaras has caused quite a stir with her book "Tito's eye".





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 worldwide. Additionally, you can also help us to gain public awareness. We would be happy to assist you with advice and information material.

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. If you decide to participate in the 10% campaign, you pay an additional 10% of the donation amount on top, towards the budget of the Friends. This allows us to continue to accomplish administrative tasks, maintain our relations to the projects and publish our public relations material. You decide on how much you are willing to give.

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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 donation call 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.

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!

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