

# RUNDBRIEF

SPRING 2015

Freunde der  
Erziehungskunst  
Rudolf Steiners



## LOOKING TO THE EAST

**UKRAINE** civil society and Waldorf education

**ANNIVERSARY** 20 years of volunteering

**VIETNAM** visit to Thổ Trống Kindergarten

## ABOUT US

Since 1976, the **Friends of Waldorf Education** promote Waldorf schools, kindergartens, social therapy initiatives, curative education facilities and social initiatives in general. Our goal is to open up new educational opportunities to people around the world. We have been pursuing this task quite successfully. So far we have supported more than 600 facilities around the world by forwarding donations and through our volunteering program.

### Areas of work

We support facilities around the world in financial and legal matters and directly **forward donations at 100%** to initiatives abroad. Our **International Relief Fund** allows us to provide quick and urgent support to schools and kindergartens and to support curative educational and social therapeutical facilities with their projects. Through our **educational sponsorship** program, we enable children from disadvantaged families to attend a Waldorf school. We also support the training of teachers and educators with **scholarships**. In cooperation with foundations and the German Federal Ministry for Economic Cooperation and Development (BMZ), we collaborate in the funding of **school buildings**. With our **WOW-Day (Waldorf One World) campaign**, we coordinate the fundraising commitment of students for Waldorf initiatives worldwide. In the field of **voluntary service** we arrange opportunities for young people in anthroposophical institutions in Germany and abroad. We are one of the largest civil society organisations in Germany with nearly 1,400 volunteers per year. For the high quality of our voluntary service, we are certified with the Quifd seal of approval. Through the BMZ **“weltwärts” program** and the **International Youth Voluntary Service** we offer opportunities for people to volunteer abroad. The new Federal Voluntary Service is open to international and German volunteers and provides – just like the voluntary social year – the opportunity for a voluntary service in anthroposophical institutions in Germany. Our **Emergency Pedagogy** program helps traumatised people in areas affected by war or natural disaster.

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

## Support our work through the 10% campaign

For many years we forward 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, support projects and raise public awareness, we would be very grateful if you participated in our 10% campaign. Should you decide to increase your project or sponsorship donation with an additional 10%, the work of the Friends would greatly benefit from your contribution. Read more about this campaign at [www.freunde-waldorf.de/en](http://www.freunde-waldorf.de/en)

Cover photo:  
Raduga Waldorf school  
in Voronezh

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Dear reader,

from day to day, the sun's rays are becoming noticeably stronger. April is nearly over, the month during which the weather "does what it wants" - according to an old farmer's rule. Often, however, dark clouds with strong wind and even snow accompany the first sunshine of the year, before the approaching summer weather takes over.

I had a similar experience while working on this newsletter.

On one hand, news about a developing teacher-training seminar in East Africa, new founded schools in Israel and the strengthened movement in Asia virtually "brighten up" my day. On the other hand, my mind is darkened by glooming clouds, when describing the suffering of children in the Middle East, the increasingly difficult circumstances of Waldorf Schools in Russia and Hungary or the situation of the institutions in Ukraine, - a country at war, in the middle in Europe.

I think the search for answers to the question of what we can do to ensure that in the future peaceful co-existence – in small or large contexts – becomes possible, leads to one main factor: the children of a society. Therefore, they require an education that teaches values such as freedom and humanity.

In this issue, we would like to tell stories of Waldorf schools that in the struggle for these values try hard to provide a humanistic education to their students. While doing so, we follow up on last autumn's call for donation by focusing our attention to Eastern Europe and providing you with the latest information on the development of Waldorf education in these countries.

You may read about great difficulties, but also about hopeful school communities and brave parents - such as the parents of Raduga Waldorf School who filed their private assets as collateral to a loan, enabling the school community to finally purchase its own building. Thus, school can be a place where children are educated in an effort to develop a real concern for the world and get the chance - much more than the weather of April - to do exactly what they really want.



I hope you enjoy reading!  
Jaspar Röh

## From our work

*"I must know what the result will be, forty or fifty years later, of my management of the child; for life is a unity, it is all connected. It is not enough merely to know the child, I must know the whole human being."*

This remark by Rudolf Steiner, given in a lecture at Torquay in preparation of the founding of a school in England in 1924, indicates a further characteristic of Waldorf education. It is important to understand human development in a large context and an encompassing way. This means building up during the school years what emerges as healthy life force later in life, while avoiding what may have a pathogenic effect. While we addressed the relationship between students and teachers in our last newsletter, we will now point towards the exact observation of the student by the teacher. Through this reflective process educators become aware how their teaching affects their students. Depending on his observation, a good teacher will be able to tailor his lessons, his narrative style, or work phases according to the needs of his students. It is the inner willingness to change according to the observation results that is important here.

This of course does not only apply to teaching, but also to the work of the Friends of Waldorf Education. We must also observe whether the effects of a grant are encouraging and productive or unfruitful and hindering. In this way, we constantly evaluate our work and reprioritise where necessary.

In recent months, the situation in Eastern Europe has kept us very busy. We are grateful for the many responses to our **call for donations** and have already forwarded a portion of the donations totalling € 156,870 to facilities abroad. St. George's School in Moscow was the first organisation to be supported already by the end of 2014 and can now continue with its work thanks to your donations (see page?). Apart from donations to the Sophia Waldorf School in Kiev, we were also able to support some Waldorf schools in the Baltics. Since the early 1990s and the founding of the first Waldorf school



Executive Board Member Nana Göbel, students of Sophia Waldorf School in Kiev, Ukraine

in Tartu, *the Friends* are connected to the Waldorf movement in Estonia. Tartu is a university city since 1632. The local academic protestant social climate was ideal for Waldorf education to thrive, though not necessarily visible to externals. This situation has now changed with the purchase of a building previously used as an agricultural high school in the university area. *The Friends* supported this recent acquisition with both a financial gift and a loan. We also received another inquiry from a school in Põlva, a small town in southern Estonia. There, children will only be able to continue attending lessons, if some safety improvements are realized and the



roof is renovated. We decided to make a financial contribution to ensure that Waldorf education in Pölva may continue to develop.

In neighbouring Latvia, there are currently only two established Waldorf schools, a public Waldorf school in Riga and a private school in rural Ādaži. The latter began in a kindergarten building. In the early 1990s many people had moved away from this region with its large collective farms and thus the rooms in this building were vacated. Meanwhile, the situation has changed completely. Many young parents with their children now move away from Riga into the rural suburbs and the result is a lack of space. Now, the well attended Waldorf school has to build a second building for which *the Friends* were able to help with a donation.

In a separate article in this newsletter you can also read that the Raduga School in Voronezh was now able to purchase its own building after two decades of moving from one place to another. This step, however, was only possible as a result of the courage of a number of parents who took out a loan and deposited their personal assets as collateral. In 2015 and 2016 the repayments rates are unfortunately impossible to cover with the school budget, which is why we have provided a large grant this year. Now the school community is very relieved and of course very grateful for the support.

In addition to the Baltics, Ukraine and Russia, the **Waldorf movements in Hungary and Romania** need our particular support. In Hungary, the situation is stable at a low level, although constantly new attacks are launched on the economic viability of the schools. In December 2014 another attempt

was made to cut the school budget by 25%, which could only just be prevented by the lobbying efforts that are fortunately available to the Hungarian Association of Waldorf Schools. Currently, the now 34 Waldorf schools in Hungary try to make ends meet with barely 50% of subsidies and can only give small contributions to the Hungarian Association of Waldorf Schools. So far the financial limitation also made it impossible to finance the government-mandated teacher training, which is carried out in the movement's own training institute. Thanks to donations from the Christmas call we will be able to significantly contribute to the training costs in 2015. In Romania, we fund the office of the *Federatia Waldorf din Romania*, without which the local Waldorf movement cannot exist. Keeping the Federatia running is crucial, however, because it serves as the interface between the Ministry of Education and the schools. Just like in the socialist era, each teacher is being assigned to a specific school on a yearly basis and only through the efficient work of the Federatia it is possible that Waldorf teachers are assigned back to their own Waldorf school every year. Furthermore, the Bucharest office also negotiates the constantly revised curricula with the Ministry. All board members of the Romanian Federatia volunteer in their positions and are at the same time teachers in local Waldorf schools. One member each is from Iasi, Cluj, Timisoara and Rosia. They take on two overnight train rides each time they travel to their monthly meeting in Bucharest.

Another important aspect of our work is the protection of Waldorf and Rudolf Steiner as a

trademark, which has been the subject of many conversations in the last two years between representatives of the Association of Waldorf Schools and representatives of the International Conference of the Waldorf movement (the Hague Circle). I take part in these discussions for the International Conference. After not quite simple negotiations, we have now agreed on an awarding procedure for the Waldorf trademark that includes the kindergarten movement. This procedure is essentially based on the assessment of the kindergarten or school by two reviewers, who possess extensive Waldorf educational experience. During the talks we tried answering the question of what will be the internationally agreed upon basis for evaluation and what is the common understanding of Waldorf education. In 2009, the Hague Circle already adopted characteristics of a Waldorf school. In 2014 a document followed with **complementary characteristics of a Waldorf school** that address the multicultural reality of schools and take into account both the pedagogical and social tasks of the Waldorf movement.

(You can read this document on our website under the section "Waldorf Worldwide"). These characteristics will be the basis of the reviewers assessment. They were adopted at the meeting of the Hague Circle in Harduf, Israel.

Another focus of our work lies on the **Israeli Waldorf schools**, especially since we transferred the heritage of Bela Herskovits to the Israel-fund and manage this money in collaboration with our colleagues in Israel. Bela Herskovits was a violinist who survived the Holocaust and lived in Australia since the early 1970s. His money now particularly helps the young Waldorf schools in Israel, which can now apply for interest-free loans. These loans enable them to realise the necessary construction projects in a phase of school development during which they do not receive any government funding yet. The "old" schools (the country's oldest Waldorf School in Harduf was established in 1989) are 100% funded by the state and often also receive municipal subsidies for their building projects. A special case is the Arabic school in Shfar'am that has gone through a deep crisis last year. Despite a



Top left: Pölva Waldorf School in Estonia, students of Kekvolgyi Waldorf school in Hungary during carnival.

Below: playing in the schoolyard at Shfar'am Waldorf School in Israel

50% government subsidy, the school is not able to raise the other half of its budget through parental contributions and local donations. We will continue to support this school until September 2015, when hopefully a higher subsidy becomes effective.

Additionally, we closely work together with the East African Teacher Training in Nairobi, a three-year training program. Since the autumn of 2014 an advanced course is offered besides the basic course. The more experienced teachers participate in this program and we hope it allows us to develop future lecturers for Africa (more on page 13).

Our **educational sponsorship program** has recently undergone a very good development and we hope that it will continue to grow this year. In fact there is still a great need for sponsorships. We have gained the following new partner schools: the Raduga Waldorf School in Voronezh, Russia; St. George School in Moscow, Russia; Yechiel School in Taoz, Israel, and the Nanshan Waldorf School in Beijing, China. Now are delighted that a direct relationship between donors and children or schools may arise in this way. We have also added the possibility to take up an educational sponsorship for a whole class (see page 42).



Kindergarten group of Raduga Waldorf School in Voronezh

With respect to **projects co-financed by the BMZ** (German Federal Ministry of Economic Cooperation and Development) 2014 was a meagre year. Unfortunately, during the planning of some projects it became clear that they were too immature or too large for their initiators and we therefore refrained

from handing in an application for BMZ funds. On a more positive note we did achieve the financing of a renovation project at the anthroposophical curative educational school in Yerevan/Armenia and the purchase of a building for a social therapy pioneering institution in Serbia. With a lot of joy, the Mbagathi Steiner School in Nairobi celebrated the successful acquisition of a new school bus, made possible with funds from the BMZ. For 2015, we are planning major projects in Lebanon and Nepal, which we will tell you more about as soon as they are successfully initiated.

From an emergency educational perspective, last year was a year marked by war, expulsion and escaping refugees. In specific terms, our **emergency education** program was able to respond and work with traumatised children and adolescents in northern Iraq and the Gaza Strip. Moreover, the children centres in the Philippines, established in the wake of Typhoon Haiyan in 2013, continued to operate and provide children with protection and stability. Empowerment is a key phrase here. Thus, emergency education seeks to offer people in conflict-affected areas to help themselves. We do this sustainably in South America, where we were able to form local emergency education teams through several on-site training sessions. In Kenya, the training of partners led to the founding of the Kakuma Waldorf Project. In February 2015, the first emergency educational seminar for disaster prevention will be held in India.

We are particularly excited about the Annual Emergency Education Conference with the theme “trauma in the development stages of the child and age-specific emergency educational intervention approaches,” which will take place between 10 - 12 April in Karlsruhe for the fourth time. The meeting will be conducted in collaboration with the Medical Section of the Goethanum in Dornach.

After completing our emergency educational support mission we handed over the Waldorf Kakuma Project to our Kenyan colleagues with the goal that it would sustain itself. Although there is still hope to obtain funding from UNICEF, the situation is still far from being secure. As a result, we have prepared ourselves to accompany and support

the Waldorf educational work in the Kakuma refugee camp at least for a few more years. There are many hundreds of children in need of care at the camp for whom a kindergarten and school has to be built. Indeed, we do receive almost hymnal praise for our work from UNICEF and yet the promised money from them has not reached us so far. We are therefore very, very grateful for all the donations we have received for this purpose.

With regards to our **volunteering program** we clearly felt the decreasing number of school graduates and observed a decreasing number of applicants in 2014. Nevertheless, we have more volunteers than ever before in Germany since the end of the compulsory military service in 2011. With the double intake of school leavers in recent years, a large number of additional places were created at universities, which have so far not reduced again. As a result, significantly more university places are available for fewer graduates and many begin their studies directly after completing high school. In our volunteering program, however, we were still able to keep the number of places constant. In the federal voluntary service we operate in cooperation with various associations such as the German Parity Welfare Association and the Society for Nature Conservation. Together with the German Federation of Waldorf Schools, we also conduct information sessions about the Waldorf teacher profession for interested volunteers.

At the second conference of foreign voluntary services, incoming and domestic services, 72 education professionals met in Frankfurt. The main topics of discussion were the development of the will and the question: “How do adults learn?”. Furthermore, methods and experiences were exchanged and educational work was advanced in the three areas. One of the most challenging tasks we face in our volunteering program is accompanying the biographical phase in transition from the third to the fourth seven-year cycle.

Moreover, our international voluntary service team is continuing to work hard to strengthen the relationships with our anthroposophical partner facilities in order to provide a good framework for guiding volunteers during their deployment.

Finally we are involved in preparing a number of events taking place in 2015. Since 2005 we are in charge of planning the Asian Waldorf teachers conference, which takes place every two years in cooperation with a local partner. In 2015 this only **pan-Asian Waldorf conference** will be hosted by Fujino Waldorf School in Tokyo and therefore will be held in Japan for the first time. So far, the Japanese colleagues were not very involved in the Asian Waldorf network and so we hope that this meeting will lead to a friendly collegiality between Japanese and other Asian Waldorf teachers. Another event that takes place every four years is the **South American Summer Conference**. In 2015 the South American Conference will take place at the Colegio Horacio Gomez in Cali and colleagues from all over the continent will travel to Colombia to work together for a week. After these events we will shift our focus to the upcoming events of the worldwide Waldorf movement in 2016 ... 2019 and in the future.

*We would like to express our wholehearted thanks for your support of the work of the Friends and we would be happy if you would continue to place your trust in us in 2015 and the years to come.*

*Nana Goebel*

## HUMANISTIC EDUCATION IN THE SHADOW OF TURBO-CAPITALISM

Our visit to Thỏ Trắng Kindergarten  
in Ho Chi Minh City

We land in Ho Chi Minh City, formerly called Saigon, and until 1975 the capital of the Republic of Vietnam. At the edges the city seems to be quite frayed slowly passing into rural settlement patterns; a clear boundary between city and countryside cannot be determined. When stepping out of the airport we are welcomed by loud “Taxi, Taxi, Taxi” calls. We get into one of them, after clearly telling the driver: no fixed price, but taximeter. We drive through wide, multi-lane roads and then turn into a maze of small side streets. Finally, we stop in front of a large, locked gate. At the top of the wall the large lettering *Thỏ Trắng* tells us we have arrived.

We knock and an old lady, Suong, the headmaster, opens the gate and leads us to her office. The office is affectionately decorated, as is the playground in the courtyard. It is lunch break and we look through an open door to see the resting and sleeping children. With a refreshing glass of water Suong tells us in a serious but loving manner, how difficult it is to work with the children, as the only things that count in

Vietnam are achievements and success. “But,” she says, “children need warmth”. Through a friend, she got to know the pedagogy of Rudolf Steiner: “It touched my heart. I immediately had a feeling that this is what children really need.” Then she goes on to explain: “I only employ state-trained teachers, this is a strict regulation. This panel (see photo) serves as an aid to understanding the values and objectives of Waldorf education. It is very hard to find teachers, since we can only pay low wages. The kindergarten is very small, but parents experience that their children receive more individual care than in state institutions. This is why they send their children to *Thỏ Trắng*. Vietnam is a communist state, the school system is geared towards technical and material values. The intellectual and spiritual side of human life is ignored. It is difficult to introduce state teachers to the values of Waldorf education. But to a modest extent, taking small steps, it is again and again possible.”

During this year’s journey through Vietnam we have observed a huge difference compared to our visit two years ago: there are more large and expensive cars driving through the cities (although this is the least effective form of transport in Vietnamese traffic conditions) and the cities have become dirty. Everywhere one is trying to emulate Western values. We have seen an aggressive capitalism comparable to China, which is being promoted by the communist government.

This is the environment in which Suong admirably and with great modesty attempts to implement and live a humanistic-modern pedagogy. It was certainly not our last visit to the kindergarten.

Gunda Greif und Wilfried Zimmermann

Gunda Griffin works as a pediatric nurse and supports social projects in South Africa and Vietnam. Wilfried Zimmermann is theater educator and web designer and works as a teacher at a vocational school.

BY FOUNDING A SCHOOL YOUNG PARENTS IN ISRAEL WANT TO  
CONTRIBUTE TO A PEACEFUL SOCIETY

## Yechiel Waldorf Elementary School in Ta’oz

As with most Waldorf schools, the story of Ta’oz Waldorf School begins with young parents wanting Waldorf education for their children. As a result, a kindergarten initiative with four children commenced in 2007 in the mountainous region west of Jerusalem in the village of Ta’oz. The kindergarten flourished and today about 85 children aged one to six play and learn in five groups.

Five years after the opening of the kindergarten it was time for the next step. The first generation of kindergarten “graduates” and the strong growth of the initiative led to the opening of an elementary school in 2012 with a first class. Today about 50 children attend three classes. The school expects that after some quieter early years, demand will increase significantly - similar to the experience of other Waldorf institutions in Israel. In addition, the population in the area of Ta’oz is expected to double within the next few years, because a large number of houses are currently under construction in the surrounding villages.

The small, temporary facilities on private property have been sufficient for the beginning of the Waldorf school. But now, a leasehold property on the northern edge of the village, near the *Eshta’ol* forest was found for the next step. There is plenty of space to allow the school to grow through eighth grade.

Initially, parents had to raise a large amount of donations to fund the first teacher salaries etc.

But since two years the school community has a balanced budget, which is why it was awarded “good work” status by the controlling authority. Indeed this is quite extraordinary, because a state license has been granted only to the two oldest of the five kindergarten groups, but not yet to the school. Until full recognition is reached - which then also includes state funding - the school still needs donations but does not have to take up any debt.

Yechiel Waldorf School wants to allow all children from families who have an interest in Waldorf education to attend kindergarten or school, regardless of their financial background. One tenth of all community revenues are used to fund lower tuition fees and scholarships. The school thereby hopes to contribute to equal access to education and to provide children with different social backgrounds with the opportunity to learn together.

For the founding parents it is also of great concern to change the consciousness and the state of society through education. This is especially important in the current, but also continuously troubled times in Israel - a country where armed conflict remains a daily reality. The vision of the Yechiel school community is to contribute to a peaceful society through Waldorf education, by teaching children values such as inner freedom, peace and humanity.

Jaspar Röh

Images of the panel hanging above the table. Terms about early childhood education from birth to age 7 are written on it. The translation is: The world is beautiful / The teacher is a role model for the children / Fairy tales, bees wax modelling, drawing, painting, poems, songs, movement / The daily regular rhythm / Free play time (indoors and outdoors) / Repetition Healthy nutrition / Developing social skills / The development of senses / Anthroposophic philosophy of Rudolf Steiner / Respect the children

## FORMER VOLUNTEERS SUPPORT ZENZELENI WALDORF SCHOOL IN CAPE TOWN

### AbantwanaCare

We are a group of twelve young people who participated in the volunteering program of the Friends of Waldorf Education between 2009 and 2015. Each of us lived and worked in the townships of Cape Town in South Africa for one year. During this period we had the opportunity to get to know every day life in various Waldorf kindergartens and the small Zenzeleni Waldorf School. Our personal ties to Zenzeleni School and to the local people as well as their often very difficult financial situation are reasons for our commitment.

Already the project name AbantwanaCare ("abantwana" means "child" in the isiXhosa language) refers to the main goal of our project to provide care and attention. By establishing educational sponsorships in cooperation with *the Friends* we want to make sure Zenzeleni continues to exist and promote the development of the school. Furthermore, it is very important to us that students can stay at school even if their parents can no longer pay the school fees or cover transportation costs. Ensuring this allows children to attend a school where they experience love, respect and a perspective despite poverty.

What is special about our project is that each year returning volunteers from Cape Town join the

group of AbantwanaCare and thus bring with them new ideas and information on the current needs of Zenzeleni Waldorf School. Thus the project is subject to continuous change allowing us to respond as specifically as possible to the developments of the school. Another important part of our project is our semi-annual gathering for which our members come together from different regions in Germany. These meetings are very important, as this personal exchange strengthens our motivation and provides us with a sense of community, while we work together on current issues and tasks.

One current concern of AbantwanaCare is to promote class sponsorships together with *the Friends*, as they represent an additional form of support for the benefit not only of an individual child, but for a particular community of school children. Therefore we are very happy that a school class from Zenzeleni Waldorf School is presented in this very newsletter (page?).

Since we founded the AbantwanaCare project in December 2010 we had to overcome many obstacles, which has strengthened rather than weakened our commitment.

*Fayette Gutow & Anton Mikoleit*



Students of Zenzeleni Waldorf School in South Africa, group meeting of AbantwanaCare

## Teacher training in East Africa – progress and transition

The key to a strong and developing Waldorf movement is teacher training. This is particularly true, when a young movement is growing and trained Waldorf teachers are desperately needed. Indeed, the same holds for the East African Teacher Training, which exists for the past 17 years. It is intended for prospective Waldorf teachers and educators from Uganda, Tanzania and Kenya, whose three borders meet at Lake Victoria in East Africa.

Founded in 1997, thanks to the enthusiasm of Adelina Mlai, the seminary moved its headquarters two years after its founding to the premises of Mbagathi Waldorf School in Nairobi, capital of Kenya. This move made it easier for teachers of all three countries to attend the training. From the beginning, Ann Sharfman has been leading the kindergarten educator course and Peter van Alphen has been conducting teacher training. Both come from South Africa.

The aim of the teacher-training program is to provide a deep understanding of practical Waldorf education. The institute offers a basic program, a mentorship program in the classroom and an advanced training for aspiring mentors.

In addition to teaching the basics of Waldorf education, an important aspect of the training is to include elements of the respective African culture and history into the training. These stories, songs and images shall later be brought alive for the children in the classroom so they can reconnect to the origins of their culture - something that has been lost at most schools as a legacy of colonisation.

To the pride of all parties involved, the fifth cycle of the basic course, which comprises ten modules, has been completed about a year ago. Between 50 and 60 teachers from all three countries attended each of these cycles. This success was made possible thanks to the strong financial support of a number



Teachers painting during an advanced training session

of European organisations, among them the Friends of Waldorf Education.

Over time, some teachers showed an exceptional attitude and approach to Waldorf education and accumulated a wealth of experience. With the aim to unlock this kind of potential and to gradually hand over work into the hands of local teachers, the advanced training program started in 2011 with two objectives. First, to deepen teaching skills and promote personal development. Second, to prepare teachers specifically to become lecturers and mentors themselves.

For four years, the advanced training program bore fruit and more and more responsibility was handed over. Building on this development, the current year now represents a transition for the basic program as Ann Sharfman and Peter van Alphen will retire from their respective roles and hand over responsibility to Silviah Njagi and Victor Mwai, who will take over management duties. If everything works out as planned, the basic course in Waldorf education will be placed entirely in the hands of East African Waldorf teachers for the first time in 2016. A big step!

*Jaspar Röh*



One of the first schools of the Hungarian Waldorf movement was founded in 1991 in Gödöllő, a small town about 25km outside the capital Budapest. Since then the school has been growing and thriving, despite countless challenges. Today, more than 200 children attend the eight classes and kindergarten at Gödöllő Waldorf School. After having had its own high school grades for 14 years, the school community once again demonstrated courage to pioneer and together with three other schools founded the first Regional Waldorf high school in Budapest in 2013. The Gödöllő Waldorf School community, however, still dreams about finally acquiring its own building sometime in the future.



Impressions of school life at Gödöllő Waldorf School







## Waldorf Education in Central and Eastern Europe

25 years after the peaceful revolution we long for those forces that have made a social turnaround possible a quarter of a century ago and that have fundamentally changed the face of Europe and built on what was the pan-European reality of the 19<sup>th</sup> century. Currently, these forces seem absent and people are suffering in the Ukraine where they are facing an armed conflict as well as in the neighbouring Baltic States and in countries where there is a lack of liberalism due to nationalist governments.

Hungary may be a good example of a country where the lack of liberalism by the government is clearly perceived by many people and they set out to search for educational alternatives that are based on very different values such as individual freedom. Never have we seen such a rush of students to Hungarian Waldorf schools. And although the state

funding of independent schools in Hungary is still worryingly low, new independent schools are being founded. This reflects something of the spirit we witnessed for a brief moment in 1989, the spirit of freedom and human dignity.

In addition, we are seeing a new generation of parents in Central and Eastern European countries, young parents who have attended a school after 1989 and have grown up without the pressure of dictatorship. They are the ones who bring their children to independent schools today in Poland or create new Waldorf schools in Bulgaria and Romania and shape school life with joy and anticipation. With these new parents truly independent schools are possible.

*Nana Goebel*

## Waldorf Education in the Baltics

As in many Eastern European countries in the late 1980's, people in the Baltics also began to break the rigidities of government-dictated pedagogy and to engage in alternative educational models. Already in 1989, Finnish Waldorf teachers started giving courses on Waldorf education at the country's former state institution for teacher training. Shortly after, the Estonians were the first of the three Baltic States who founded Waldorf initiatives thanks to their close relations with Finland. In 1990, the first Estonian Waldorf schools commenced with their work. Today there are four Waldorf schools in Lithuania and two in Latvia. In Estonia five schools were founded in 1990 and three more were established in recent years. Most of them remained quite small. Moreover, even two curative educational schools have come into existence over the past years.

At that time the large Soviet Union existed practically still without borders between countries and the public pedagogical institutions maintained good relationships and good cooperation. So we can say that the knowledge of Waldorf education actually spread through these state institutions. After the collapse of the Soviet Union in late 1991, travelling between East and West became easier and thus, apart from the Baltics, connections developed to Sweden, Norway, Denmark, the Netherlands and England, in particular through the International Association for Waldorf Education in Central and Eastern Europe (ILO), which carried out teacher training courses in the Baltics since 1994. These courses already took place in the premises of the locally established Waldorf schools.



Left: Blackboard drawing from the Peshidegkuti Waldorf School in Budapest. Right: Impressions from the Adazi Waldorf School in Latvia



Orchestra performance of Adazi Waldorf School, group of Tartu Waldorf students at the singer's festival in Estonia

As a result of this work, the annual Baltic summer teacher training developed which has been bringing together the Waldorf teachers from all three countries for the last 13 years. Here they get to know each other, make friends, discuss problems and enjoy the success in the movement's development. Despite historical and national differences, participants strongly feel connected to each other through Waldorf education.

Furthermore it was also not particularly difficult in the beginning of the 90's to show the exhibition *Waldorf Education Worldwide* by the Friends of Waldorf Education and the exhibition of IONA Foundation in educational institutions of all three countries.

The possibilities to act in this manner in official educational institutions soon came to an end, because slowly developing scepticism and criticism of Waldorf education started to spread. There were a number reasons for this criticism such as social dynamics of that time, defamatory articles in reputable journals and clashes with the Ministries of Education. I remember how once a school inspector walked into a classroom unannounced and called out a student to read, without introducing himself. The little girl reacted by asking who he was and said she would only read to her class teacher.

In these times, it was very difficult to work for

Waldorf education. The early days full of enthusiasm were followed by a major crisis, as many children left Waldorf schools again. These first parents knew little about Waldorf education, they merely sought an alternative to public education. Many prejudices quickly emerged: Waldorf School is a school for children who fail at normal school, children do not complete degrees and so on. We had to endure all this criticism. There was also a constant financial distress: Waldorf teachers were paid even lower salaries than their public counterparts who already earned little. One can only truly admire the people who have supported this impulse over a period of 25 years.

Today, we can report proper success: a poll of former Waldorf student in Estonia conducted by the Ministry of Education showed very positive results, which were widely acknowledged. Since five years, it is again possible to give Waldorf educational courses at government institutions and a Waldorf program approved by the Ministry of Education is being taught at University of Tartu Faculty of Education. This is certainly a major reason for the increasing recognition of Waldorf education. Also parents now particularly look for Waldorf schools for their children and participate more actively in school life than at the beginning.

With the increasing number of students in re-

cent years, however, a lack of space has become evident in some Waldorf schools. The *Johannese Kool* (School) in Rosma, a small town in the Estonian county Põlva, was the only one, which built its own building with the financial support of *the Friends* in the early 90s. Back then it was still quite cheap to build, judging by Western standards. All other schools rented facilities, which were difficult to find.

In the Waldorf school in Tartu, for example, the lack of space led to a quite unacceptable situation. Now the school community has finally managed to buy a big house. In fact, the building is so spacious that the special school and a kindergarten are also located on the premises. A significant proportion of the purchase has been funded through a bank loan and donations of *the Friends* and Software AG Foundation have helped as well. But also the parents have donated according to their possibilities. This is a good new development, because in Soviet times, giving a donation was regarded as equal to paying bribes and could even be punished. Now we hope that the Waldorf School in Tartu succeeds in paying off the large debt burden.

Despite the positive development of the public image and the growing number of students, there is still enough to worry about. All Waldorf schools lack the resources for good equipment of workshops and one must admit that even in the important area of practical and artistic subjects there is much room for improvement; and so far subjects such as eurythmy and religion are represented very little. Although the quality of the educational work has developed very well, the lack of teachers, especially among specialist teachers, remains the greatest deficiency. A few years ago a lot of teachers asked specifically about how to teach according to Waldorf pedagogy in training courses, one could also say "recipes" were desired. Today, more and more teachers ask and look for the anthropological background for their own educational work.

A common problem of the Baltic countries with regards to teacher training is the lack of Waldorf educational literature in the local language. Just like in other small countries, there is not much available. Thus, Waldorf teachers face difficulties to study Waldorf pedagogy, because only a few can

work with literature in English, German or Russian. Meanwhile, there are also training courses given by experienced local teachers, but the Baltic Waldorf movement mainly continues to rely on lecturers from Western European countries.

All in all, Waldorf education has gained much public recognition in the Baltics. But the question of how and where the local teachers are being trained is asked more and more. This is a legitimate question. Ultimately, the solution to this question will decide on the further development of educational quality and even ultimately on the continued success of the individual schools.

Tiiu Bläsi - Kao

Tiiu Bläsi - Kao is the director of the seminar for Waldorf pedagogy in Estonia. Supporting the ILO training courses for Waldorf teacher in the Baltics is her primary concern. Because of this she is well connected in Latvia and Lithuania.



Outdoor concert at the end of the school year and gardening seminar at Vilnius Waldorf School

## BRAVE PARENTS OF RADUGA WALDORF SCHOOL IN RUSSIA BUY A SCHOOL BUILDING

### The long road towards an own building



In the early 90s the Perestroika gave the Waldorf movement new momentum in Russia when Mikhail Gorbachev began to modernize existing systems within the Soviet Union. During these troubled early years some sixteen Waldorf schools were founded. Among them also Raduga Waldorf school in Voronezh, a city with nearly one million inhabitants about 500km south of Moscow. Until the turn of the millennium another nine schools were founded throughout the country.

But bureaucracy unfortunately developed very quickly as well, because officials needed a field of activity to justify their salaries and found it by inventing the most diverse regulations and laws.

This continues to this day and we therefore have a rather confusing and often little meaningful legislation. Education is overloaded with all kinds of inspections, reports, certificates etc. Uniform requirements for all schools are becoming stricter and promote the “old thinking”. Government schools degrade to marketing aids for numerous senseless textbooks and private tutoring services. Meanwhile, higher education has become so popular it has turned into a merciless money pump and the few private schools breed mainly the future, ruthless “inhabitants of heaven” of the upper class.

Anything that deviates from the prescribed guidelines must be implemented with infinite patience and effort. Moreover, at any time these learning and emancipation steps of the Waldorf school movement may be prohibited through any pretext by the authorities. Despite this, or perhaps because of it, there is a great demand for an alternative education system within Russian society. Although Waldorf education offers one of these alternatives, it hardly enjoys any recognition among the Russian population. In the Russian version of the online encyclopedia *Wikipedia*, Waldorf education is referred to as precursor to a new religious movement and thus is almost labelled as a cult.

Under these complicated circumstances, Raduga Waldorf School developed over the years and is probably one of the few “moving schools” of the world: in the past 21 years we had to resettle as many as seven times. Every single time we packed everything and students, teachers and parents changed location. Again and again classrooms were renovated, painted and decorated in countless hours of work. Even worse, uncertainty about the future of the community always accompanied us, because each of our facilities was always rented.

But we were not disheartened and the joy of the children and the many festivals throughout the year



Impressions from school life and the new building at Raduga Waldorf School

gave us strength. Each new colleague who joined our faculty and dedicated his efforts to our purpose appeared to us as a big gift.

Last fall, the school started with only 69 students, because our student numbers had suffered from the last move. Meanwhile, we have grown again to 75 students and have a headcount of 21 employees.

In 2014 our last rental contract expired. The facilities of public school no. 92, which we had used for some time, were to be used by the school itself again. We did not find any new premises for rent. This was mainly due to the strict law, which meant only a few buildings came into question for use and rental fees were extremely high. In addition, license and accreditation for a school can only be maintained if the school operates in a building recognized for educational purpose.

The school community stood with their backs to the wall and had to make a big leap. Almost exactly a year ago we celebrated the 21<sup>st</sup> anniversary of our school on a site, which we discovered in our search and which we hoped to buy someday. Shortly thereafter, we took the decision and applied for a loan to buy this former family sports centre including its premises. Twelve of our parents offered their personal assets as collateral for the major credit and hope that this great leap will be a rescue leap. To be able to repay the first instalment, the Friends of Waldorf Education supported us with a large dona-

tion amount (see page ?).

Now there is a lot of work to do. We have already built two additional classrooms under the roof - others will follow soon. If all goes well, we will finally have more time and energy to shape actual school life and organise traditional festivals, such as the olympic games of class five and the knight games of class six. We can put more efforts into school activities out in the beautiful Russian nature such as hiking, camping, canoeing. And we can dedicate our attention to preparing and celebrating the most typical of all Russian festivals: *Maslenitsa*, the Russian pancake week before the start of the Easter Lent. During this event, a huge doll representing winter is set up and draped with cloths. Before putting these cloths on the doll, we all say the things that brought us grief and failure so they “stick” to the cloth. After a week of various activities and games, we then follow the custom by burning the doll with all the “bad” and unsuccessful experiences of the past year.

Then Raduga – the rainbow in English – shall shine more and more powerful with its colours from the school into society.

*A father of Raduga Waldorf School*

## FINAL EVALUATION OF THE “EXPERIMENT FOR THE DEVELOPMENT OF WALDORF EDUCATION IN UKRAINE”

### Civil society and Waldorf education in Ukraine

Over the past 13 years, the Waldorf kindergartens and Waldorf schools in Ukraine were allowed to work outside the centrally organized public education system and operate according to their own educational principles under the “experiment on the development of Waldorf education in Ukraine”. The experiment not only provided a legal framework, but was also connected to a number of requirements to be fulfilled by the Waldorf movement. As a result, a Waldorf curriculum had to be developed and accredited, teachers had to obtain their qualification by attending training programs and the teaching quality had to be evaluated by scientific research - a big effort for a small, nascent school movement. All of the above could not have been accomplished without the personnel and financial assistance of the European Waldorf school movement. In particular, the International Association for Waldorf Education in Central and Eastern Europe (ILO) provided specific support in recent years by organizing teacher training courses, giving educational and political advice and arranging funds provided by the Friends of Waldorf Education, IONA Stichting, Mahle Foundation and especially the Software AG Foundation.

Fortunately, with the increasing demands the Association of Ukrainian Waldorf Initiatives (AWIU) managed to develop more and more expertise. In cooperation with their foreign colleagues and Ukrainian scientists the curricula for lower, middle and high school, and most recently for kindergarten were developed and successfully accredited. Through this work and the associated knowledge enhancement about Waldorf education, as well as the reflective way of dealing with experiences, the experiment also significantly contributed to the increasing teaching quality and teaching effectiveness. At the same time the Ukrainian

Waldorf movement showed what civil society engagement means, because in a traditional, hierarchical and centralised society, it is quite unusual that teachers take up responsibility to actively shape their schools and especially their operational framework. Already at the presentation of the interim results, the four Waldorf schools in Dnipropetrovsk, Kiev, Krivoy Rog and Odessa not only presented increasing numbers of students and successful graduates, but also convinced the sceptics in the state authorities and the academic world with regards to the psychology of learning and performance-related results.

When the final evaluation after 13 years was recently presented at a conference at Dragomanova University, the country’s largest pedagogical University, a number of educational scientists publicly expressed their respect for the work of this small school movement based on their empirical and theoretical studies. At the event they then adopted a resolution, which was based on the results of the experiment and was signed by the President of the University and other academic specialists, as well as representatives of AWIU and ILO and myself. It recommends to the Ukrainian Ministry of Education to establish a permanent legal basis for the operation of Waldorf schools in accordance with the approved curriculum and to include Waldorf education permanently in the education system of the country. This may be regarded as a great success and justifies the efforts of all those who committed to support the development of Waldorf education in Ukraine.

In the upcoming follow-up project with a term of 12 years, the intention is to make Waldorf education fruitful for the education system and educational science in Ukraine. The President of Dragomanova University surprised with his offer

to establish a department of Waldorf education in cooperation with the AWIU and the international Waldorf school movement. This department is intended to offer Master and Doctoral programs at the University Institute, not only for related research, but also for teacher training. This teacher program on a university level is important, but the question of approval, especially for class teacher giving lessons on numerous subjects remains an unresolved problem.

Of course, the offer also comes with great challenges. On one hand they relate to the necessary higher qualification of Ukrainian Waldorf teachers so that they may responsibly shape the evolving movement. On the other hand experts from the international Waldorf school movement have to be found to support the development phase until the required competence is established among the Ukrainian colleagues. Above all, it must be ensured that research and education relate to the daily practice of Waldorf schools. Against a background of increasing demand faced by Ukrainian kindergartens and Waldorf schools and some new start-up initiatives in Zaporizhia and Kharkiv, we do welcome this opportunity. Moreover, the Ukrainian Waldorf school movement has been able to successfully connect to the forces in Ukrainian society that aim at establishing civil society structures, educational pluralism and international cooperation. In the current upheaval Waldorf education has a chance to be accepted and understood as an element of spiritual and moral change in the Ukraine.

*M. Michael Zech*

M. Michael Zech is a Waldorf teacher for subjects such as German, History, Philosophy and Social Studies, lecturer at the Teacher’s Institute for Waldorf Education in Kassel and Professor of history didactics at Alanus University. He accompanied the “Ukrainian Experiment for the development of Waldorf Education in Ukraine” from the beginning as a consultant and expert for the international Waldorf school movement and also prepared the final evaluation.



Field measuring internship and handicraft lessons at Stupeni Waldorf School in Odessa, playing in the garden of the curative educational school in Kiev

## About kite festivals and the long path to an independent school



Many parents dream about a school, where their child feels safe and accepted and can grow as a spiritual person. We believe Kaunas Waldorf School is such a place. Children experience a lot of this wonderful world at this school and are guided by loving teachers, who are responsible for the mission they have chosen to fulfil.

The idea to start a Waldorf school began with the initiative of a group of enthusiasts of Waldorf education and had to undergo a long and not a straightforward path of development. We began in 1996 with four Waldorf classes founded in one of the state schools. These classes “travelled”

from one state school to another for five years. For the time being the school “landed” in the M. Mažvydas school in the north of Kaunas on *Šiaurės prospektas*, a wide, tree-lined street.

Once settled, Waldorf classes had been a part of a state school for ten years. In 2008 an initiative group of parents and teachers started to strive for an independent Waldorf School status. After one year the group established the association *New Generation School*, which was devoted to establishment, development and support of Kaunas Waldorf School. Now we could say that we have gathered a lot of experience from 1996 to present.

Just five years ago, on 19 June 2010, when Kaunas Waldorf School was finally founded, we had only five Waldorf classes and two pre-school classes. Today, 200 children from pre- school to grade 9 attend the school. Moreover, we have started high school this year with five students in class 9! The first graders also demonstrate great hopes, because for the past year we had about 30 applicants who preferred Kaunas Waldorf School. Besides, we have

two full kindergarten groups. The school is still growing and we believe it will grow in the future also.

The community of the school organises and supports many traditional school events: we take part in the inter-town Olympiad of grades five from Kaunas and Vilnius Waldorf Schools. Our students from class 7 go for social practice courses to Waldorf Schools in Latvia and Estonia; there are camps after the school year in class 6 organised to ordain boys and girls into the age of adolescence. Children often go on hiking trips, bike excursion and even canoe adventures. The camps and trips are led and guided by the initiative of parents. Every school year is finished with a cultural project a concert or a musical with all classes participating.

We are especially proud that our school is now quite well known in Kaunas city because of a number of public activities: every year on St Martin's Day our classes install an unforgettable artistic pattern of lights, which reflects in the water of the river Neris. Thus we bring some light into the town in the dark and gloomy period of the year. The other famous event at school is a Kite Festival, which was begun in honour of St George, and has grown to become the official annual Kite Festival of Kaunas Region, a fantastic celebration with countless kites in all shapes, colours and sizes.

After the school canteen was renovated with a lot of effort and help to meet all regulatory requirements the year before last, we were able to install a fence around our school last year as well. Both projects were completed with strong financial support from the Friends of Waldorf Education. Finally our children can play on protected premises. Now teacher training represents the next big task for us because our aim for the future to develop towards a full Waldorf program (from kindergarten to form 12), where curious and inventive children, supportive parents and creative teachers can co-work together.

*Parents and teachers of Kaunas Waldorf School*



Waldorf School in Kaunas: Kite festival in honor to the saint Georg, trip with canoes, school kitchen before and after the renovation

**KAUNAS** is the second largest city in Lithuania, located about 100 km from the capital of Vilnius. The city is home to a varied and traditional textile industry. Two rivers cross Kaunas, the Neris unites in the heart of the city with the Memel River, which is called Nemunas in the national language.

## 20 YEARS WALDORF EDUCATION IN VILNIUS

## How Waldorf school contributes to creativity in Lithuanian society



The story of Vilnius Waldorf School began in 1995 with the introduction of a first class taught according to Waldorf educational principles in a state school. Meanwhile, we are an independent school with twelve classes and 330 students. In the year of its 20th anniversary, the school is proud to have educated seven graduating classes so far and to operate with an accredited high school and curriculum. Earlier this school year the circle has become full, as the granddaughter of the founding teacher started her schooling. Our faculty is characterised by the relatively large proportion of male teachers, which is quite unusual in eastern countries. We believe it brings balance to our school life.

Our school operates within a strong community. The contribution of parents to the development and life of the school was and is very large. Parents participate in operational and administrative decisions and some even retire from their professional life to become teachers at our school. Even children with learning difficulties or in need of soul care feel welcome in our warm hearted atmosphere. We are also quite proud of our careful handling of topics like bullying, drugs, smoking and alcohol.

In the annual cycle of the school year there are many traditional events, starting with the

celebration at the beginning of the school year, then Michaelmas and St. Martin's Day and finally the celebration of the last school bell.

In mid-February, when only one hundred days remain until the end of the school year, the graduating twelfth graders celebrate the one-hundred-days ball. Last time, all students, parents and teachers boarded a „time machine“ - a hallway in the school building decorated as an aircraft. Next they went on a journey through the history of mankind. The school community „flew“ to different places and every stopover was dedicated to one of the twelfth graders and a short play about each high-school graduate was performed. This festival is a major class project. Students get to be directors, stagehands, actors and composers.

Within the context of the already fifteen-year old partnership between Esslingen Waldorf School in Germany and Vilnius Waldorf School, a group of students visits one of the schools every April. Students from both schools then play together, compete in a football tournament and participate in a cultural evening with traditional Lithuanian and German songs and dances.

Another major annual event is the presentation of student projects, which is very special as there are always a wide variety of topics and materials.

Moreover, the third graders received millstones made by twelfth graders, which they use to grind flour for baking bread. In the schoolyard many students sit and talk on the beautiful benches made by other twelfth graders.

At the end of May the concert of the last school bell takes place. All parents, children, teachers and many of our friends from abroad are invited to this event. Each class shows what they have learned during the school year and the teachers perform something. Then the last lesson of the high school graduates is symbolically ended with the ringing of the last school bell.

The school community is located in a former kindergarten building, which was built in 1967. Renovation work, which had been urgently necessary, was only possible thanks to EU funds, parental contribution and the financial support of the Friends of Waldorf Education and Software AG Foundation. In December 2013, we were finally able to move into the new premises. Now we no longer freeze in the classrooms in winter, as electricity, plumbing and heating systems are completely refurbished. The joy lasts to this day. Our next renovation project is the big hall, as stage, lighting and seating require a lot of work. But it is nice that the children no longer have to go to another school for sport lessons. They do no longer have to dance in the narrow corridors and our theater performances need not take place in too narrow classrooms.

The growing interest in our school and the fact that we have more applications than there are places, gave us the courage to start another Waldorf school. Indeed, this is a great joy but also a challenge for us. Together with young parents and teachers, the *Green School* is located in the suburb of Vilnius and is currently in the founding stages.

Together with the Lithuanian Ministry of Education we have developed a concept of „non-traditional education“ and this concept has now been adopted as part of the Lithuanian Education Act. Within this document, the aim of the Waldorf school is included: the education of an independent

and responsible personality that wants to learn continuously, is able to set goals for personal, social and professional life and wants to improve society while internalising ideals such as humanity and freedom.

We, the teachers and parents strive to conduct our activities in relation to these ideals. This is what connects us and gives us impetus for good cooperation. Cooperation and respect towards others are the core values of the Waldorf school. They help establishing and maintaining relationships between students, teachers and parents. We are convinced that Vilnius Waldorf School with its curriculum, administrative model and its profound philosophy of life contributes to an open, creative and wisdom forming society.



Impressions from Vilnius Waldorf School

## NEWS FROM CURATIVE EDUCATION AND SOCIAL THERAPY

## Looking to the East: from Armenia until beyond the Ural Mountains

Many curative education and social therapy initiatives in Eastern Europe are currently significantly affected by different events, some of which are even armed conflicts. Since there is very little or no government support, the economic situation in particular has worsened almost everywhere. Pioneering work is still being done even after many years. On the one hand because there are no adequate alternatives in Eastern European countries and on the other hand because most facilities continue to fight for their survival on a daily basis. The willingness of the people to devote their efforts to those in need and stay highly motivated despite the difficulties is truly impressive. Often teachers have to work several jobs to make ends meet. In the financially secure countries in Western Europe, most people would be amazed at how innovative work is being done in the east in the face of these facts and under most difficult conditions.



Residents of a curative educational community in Serbia, theatre performance in Mayri, the building during the renovation of Mayri Day Care Centre; Right: supervisors of St. Georg School visiting Blagoe Delo.

**First community for disabled people in Serbia**

From South-eastern Europe we can report that the construction project in Serbia, which was co-funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), was completed in the north of Belgrade last year. The first adults have moved into the renovated building of the *Živimo Zajedno* non-profit organisation and with them a number of animals that will be used for self-sufficiency purposes in addition to the garden and the fields of the community. For this year, the Friends of Waldorf Education were able to find a donor willing to contribute € 500 per month, which will enable the further development of the first social therapeutic community in the country.

**First day care centre in Armenia**

*Mayri* the first day centre for people with disabilities in the Armenian capital Yerevan, which was also co-funded by the BMZ last year, is growing continuously. Already now very encouraging results become apparent in the initiative's daily work. Currently 16 children and adolescents attend the facility. Most of them require such intensive care that all other institutions in the region have rejected them. Moreover, the partnership with parents, local authorities and other associations is now very good.



Training sessions were conducted for a number of young people who are interested and motivated to work with those in need. For Armenia this is quite extraordinary because people with disabilities are still marginalized by society. A challenge, however, is to ensure caretaker salaries, which remain uncertain despite the low monthly rate of € 180 and can lead them to take up better-paid jobs.

**Curative education and social therapy in Russia**

The situation of Russian curative education and social therapy initiatives has become very difficult due to the rapid depreciation of the Ruble as a consequence of sanctions. In Moscow, for example, parental contributions have significantly decreased in the *St. George School for Special Education* as a result of rising unemployment. In addition, the Ministry of Education has cut the subsidies for young adults and prospects of resumed payments may materialise only later in 2015 with an expected change in the law. This meant that salaries could not be paid, which led to some teachers leaving the school. As a result a direct impact was felt in the community life of the school. The deficit of € 7,600 could only be covered by donations forwarded by *the Friends*. This contribution also saved a

vocational training offered for school graduates, who otherwise would not receive any further care. Currently, 37 children and 19 young adults with disabilities receive treatment and care at *St. George School*.

Further east, beyond the Ural Mountains, the situation is no better. Due to the financial situation, the Ministry of Social Affairs in the Sverdlovsk region had to considerably reduce its partial support for the establishment *Blagoe Delo*. In the past year almost half of the employees, most of whom have some kind of disability themselves, had to look for additional sources of income. Again, *the Friends* used donations to cover the resulting deficit of € 9,240 and thus alleviated the greatest need. This was necessary despite the fact that *Blagoe Delo* was recently awarded in Moscow as the best institution for people with disabilities throughout Russia in 2014.

Thomas Kraus

LOOKING BACK ON WOW-DAY 2014

“We have earned a good amount of money...”

... and it is awesome that this money benefits Waldorf schools abroad, says a student of Märkisches Viertel Waldorf School in Berlin who participated in the WOW-Day campaign for the first time. We had to sing out loud – but it was still a great experience, comments another fifth grader. The students sang in a pedestrian zone in Berlin Tegel and raised more than € 180.

Last year, WOW-Day celebrated its 20<sup>th</sup> anniversary with numerous activities and events at Waldorf schools around the world. Like every year, students worked for one day or played music in pedestrian zones, sold gift bags with apple rings and chocolates, painted colourful designs on jars and sold them as candle lights, or produced many small and large beeswax candles. Others cycled and ran, organised barbecues and offered cleaning services to allow children around the world to benefit from a holistic education. It was a successful anniversary with Waldorf students joyfully dedicating their efforts for their fellow students!

In fact, 186 Waldorf schools from 30 countries took part. Until 2 March 2015 we collected € 301,841.36 and are curious what will be the final amount once we receive all remaining donations. In twenty years WOW-Day students have raised a total of € 3,275,184.76, which we have transferred at 100% to many, many Waldorf institutions around the world.

A heartfelt thank you to all WOW-Day participants on behalf of the children and young people all over the world who will benefit from your efforts!

This year, the WOW-Day campaign “**Together for independent education worldwide**” will take place like last year in the period from **29 September to 29 November 2015** and we are looking forward to every school that participates again or for the first time in our WOW-Day campaign. Join us!

Olivia Girard,  
Campaign Management WOW-Day

Information about the upcoming WOW-Day: [www.wow-day.eu](http://www.wow-day.eu)



Impressions of the global WOW-Day 2014 campaign (left to right): Cologne, Trier, Kishinev in Moldova, Pribram in the Czech Republic, Braunschweig, Panyotai in Thailand



“THE SOULS OF OUR CHILDREN HAVE BECOME LIGHTER AGAIN”

## Renewed deployment of emergency education Team in Gaza

*All names have been changed for reasons of privacy protection*

A 14-member team of the Friends of Waldorf Education, who provide emergency educational relief in Gaza since the Gaza War in 2008/09, were allowed to enter the closed off Gaza Strip for a two-week humanitarian aid mission at the end of October 2014. Objectives of the emergency educational relief deployment in the war zone were to stabilise traumatised local educators and therapist, counselling for parents in dealing with trauma-related behaviours of their children as well as emergency educational work with children and adolescents. As usual in armed conflicts their misery is especially severe in the Gaza Strip.

### Traumatised children need safe places

In *Deir el Balah* four-year old girl Halla stands indifferent and absent minded on the edge of the emergency educational game circle. Her mother Saidaa tells us that her village was attacked on the fifth day of the war. When a grenade hit Saidaa's house, her children fled in panic and wandered confused and disoriented through the streets. Since the attacks, in which she also lost her brother, Halla has suffered from massive anxiety and sleeping disorder. Like almost all affected children she no longer goes to the toilet alone and wets her bed again.

Children need safe places where they can process their traumatic experiences. In cooperation with the *Nawa-Centre for Culture and Arts* child friendly spaces were established during the emergency educational mission in *Beit Hanoun*, *Abu al Ajeen* and *Deir el Balah*. Such places offer internal and external security. Moreover, age-appropriate methods of coping with trauma, structure and continuity are offered, allowing them to regain confidence in themselves, as well as towards others and the environment.

### Traumatised parents need educational counselling

According to her mother, Afnan was a hardworking student before the outbreak of the war. Now she can no longer concentrate, “I have begun to slap my daughter in the face, so she pays attention again. I think I have gone crazy,” says Shahad in tears.

Such reports of traumatic reactions and symptoms surface often in many variations when the emergency education team talks to parents in the Gaza Strip. Children often show psychosomatic reactions or behaviours as a result of traumatic experiences that represent a pedagogical challenge for parents and educators: fears, bedwetting, school truancy, oppositional or delinquent behaviour and trauma-related dissociation. Many parents in consequence of their own severe trauma are no longer capable of an empathic response to the needs of their children. Other parents are desperate and do not understand the behaviour of their children. This helplessness in dealing with psycho-traumatic symptoms make parent counselling inevitable. Therefore, the emergency teachers in *Gaza City*, *Deir el Balah* and *Abu al Ajeen* have established parent consultation hours, in which parents are



trained in dealing with trauma-related behaviours of their children.

### Establishing trauma educational protection centres

Many children and young people in the Gaza Strip already experienced the third war within six years. While the wounds from the last traumatic experience have not yet healed, already new ones are added. It is a condition of continued re-traumatisation, which is reinforced by the intergenerational transfer of unresolved trauma.

Against this background, it is particularly important that in addition to acute emergency educational interventions, sustainable trauma educational structures are established for the long-term psychosocial stabilisation of the children.

The quick success of emergency educational measures could already be assessed by means of many of the children's reactions: muscle relaxation, the easing of traumatic symptoms such as bedwetting, nightmares, reluctance to move, etc., the return of shining eyes and their increasing joy to again be allowed



to just be children. Parents also have registered the changes in their children. Nourshin, a mother of five children, said when we left *Deir el Balah*: “That was something for the soul. The souls of our children have become lighter again!”

*Bernd Ruf*

## One weekend full of sunshine, birthday cakes and the joy of reunion

In 2014 the Friends of Waldorf Education not only celebrated the 20th anniversary of the WOW-Day campaign, but also the 20th anniversary of its voluntary service program. To celebrate this milestone nearly 100 former volunteers and 25 employees of the Friends came together in Cologne between 3-5 October, under the heading: "20 years of voluntary services - development impetus for the individual and society". Besides exciting lectures and workshops, there were many opportunities for exchange and encounters.



To kick off the event on Friday evening, Rasmus Precht, the very first volunteer of *the Friends*, gave a lively and exciting talk about serving in South Africa and how important this experience was for his future. Skilfully nuanced, peppered with surprising twists, and many laughs on his side, he took the attentive audience on a journey into the past. Many former volunteers (alumni) were able to recognize themselves and relate their experiences to his stories and it seems that then as now, similar faux pas, challenges and feelings go along with a voluntary service abroad.

Between the lectures of the first day, musical contributions on vibraphone and marimba provided a sonorous background during breaks. Another point on the agenda on Friday evening was a talk by Kai Ehlers, entitled: "Global Maidan - How can human beings achieve self-determination?" At the end of his talk a long and lively discussion ensued. On Saturday, the day commenced with

early morning eurythmy, breakfast and a common morning circle before the lecture program continued with a short keynote speech by Constanza Kaliks about the importance of self-knowledge and Gerald Häfner's lecture on understanding the world, our responsibility for the world and the creation of a social future. In the afternoon the open workshops invited to exciting discussions where the topics from the talks partially carried on.

Many small highlights contributed to the amazing atmosphere of the celebration: as a special surprise for the *Freunde* team, the anniversary was celebrated with 20 homemade birthday cakes from alumni of the volunteering program. All participants then began to dance during a folk dance performance with French bagpipes and the fantastic live concert of the band *Sound Pregnancy* on Saturday night. A cooking team of former volunteers took care of the event's vegan culinary delight, which ranged from delicious spreads, salads and roasted vegetables to homemade ice cream.



Left: 20 birthday cakes are presented. Right: Morning exercise, eating in the sunshine, Rasmus Precht talks about his experience as the first volunteers of the Friends of Waldorf Education, conversation during a break

Not only the coherent program, but also the breaks and free time, which invited for talks and discussions in the sunshine, were an essential part of the successful anniversary celebration. After two days of intensive encounters, exchange and celebration, Christian Grözinger, head of the voluntary services program for many years, concluded the anniversary celebration with his thank-you speech. A musical finale accompanied

his speech performed again by alumni of the volunteering program.

Clara Krug

VOLUNTEERING REPORT: ONE YEAR IN TIFLIS

# My voluntary service at the Michael School in Georgia

Throughout my stay in Georgia, I was happy with my work at the Michael School. From the first day onwards I assisted the first grade teacher. Over time, the children got increasingly used to me and I became an integral part of the classroom community. I had a similar experience with the rest of the school community, where I became known through my English classes that I taught in the upper levels, my piano playing during eurythmy lessons and “music therapy” which I provided for day-care and kindergarten children. Soon I was an accepted member of the school community. In my daily work I also helped out with gardening tasks and pitched in with janitorial work. The highlights of the school year for me were the regular school festivals, at the occasion of which the English class that I had taught also performed something of what they had learned.

I must say, however, that I have utmost respect for the work of the regular teachers: despite the very difficult circumstances at school they help the children with an unparalleled calm and devotion during the very well structured daily school routine. They do so despite the fact that the financial situation of the school is very bad and many teachers work in a second job to earn enough to be able to continue teaching at the Michael School.

I mostly felt very comfortable during the year, although I have gone through different phases. Initially, the language barrier was quite an obstacle, but thanks to the support of a kindergarten teacher, I quickly learned some essential sentences and my language skills improved thereafter. I think learning the local language is key for a successful stay in Georgia. For as soon as taxi drivers, pedestrians and vendors realise that one has learned their native language, one will be rewarded and treated

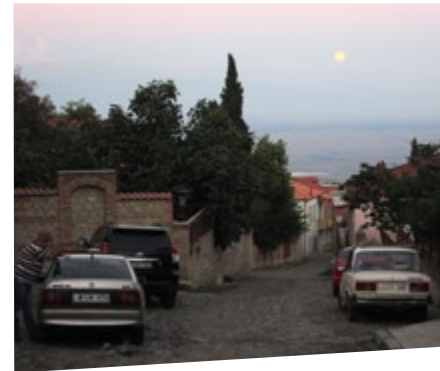
in a friendly manner and with unexpected warmth. Towards the end I knew the language well enough to understand almost everything and express most of what I wanted and there was hardly any situation where I felt lost or left alone.

Moreover, the way Georgians treat foreigners has deeply impressed me. I have seen many situations that taught me a new way of interpersonal interaction. I am deeply grateful to a teacher I had found outside the school. With patience and crucial enthusiasm he gave me free lessons in music and Georgian. Indeed, I have experienced such selflessness and willingness to help with many other people as well, which has impressed me a lot. I am now trying to learn from this.

What also changed for me was my view of people with disabilities. Before my voluntary service, I had no experience with people with special needs. At the beginning I was amazed at how little reservations I had and that the work was easier than I expected. The daily work with children has taught me not to single out people with disabilities through excessive protection and special attention, but to accept them as full members of the community. So now I’m trying to treat them with the appropriate care and respect.

My voluntary service has given me the opportunity to rethink the ordinariness of many things and privileges that I took for granted. Particularly because Georgia, its people and its history are rather unknown in Germany, I think it is a wonderful country to volunteer. Once the initial difficulties are overcome, each experience is a true gift and one has the possibility to gain deep insight into this unique culture.

*Richard Hötter*



Impressions from Georgia and the Michael School in Tbilisi

## A NEW PROJECT FROM THE ALUMNI NETWORK OF FORMER VOLUNTEERS

# Passing on the torch! The Ambassador Project

After one year of intense experiences and fresh perspectives, many volunteers return back full of enthusiasm and have a great desire to share their impressions with others. As part of their alumni work, the Friends of Waldorf Education offer many possibilities for returning volunteers to connect to each other, support future volunteers and implement their own projects.

The idea for the Ambassador project was developed during a reunion event by returning volunteers, who wanted to share their enthusiasm with others. The idea: young people can be best reached at school at an age where they start asking themselves the question of where the next step can lead them. After all to have the courage and openness to volunteer is not self-evident. Therefore the first ambassadors decided to give talks about their experiences in schools and to show where and how young people can volunteer in Waldorf or anthroposophic institutions in Germany or abroad in countries around the world.

In addition an ambassador training-program was established to support former volunteers with this task. Alumni who want to share the experiences of their voluntary service with other young people can now participate in this program. Thematically participants gain more knowledge about the work

of the *Friends* and receive methodical training, during which techniques and tools are developed to allow participants to share their own experiences in a lively and interesting manner. The ambassadors are then able to provide a vivid impression of their voluntary service to students.

The resulting network, which has developed last year, is growing continuously: in many German cities ambassadors of the *Friends* are already available. Also, more and more schools are welcoming the opportunity of a visit from former volunteers who want to share their impressions and experiences with young people.

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### New stairs for Waldorf Lyceum Prague

After long years of preparation, the independent Waldorf high school in the Czech capital of Prague opened its doors in 2006. The school is located at the other end of the city and thus quite a distance away from the independent Waldorf school with lower and middle levels. 400 students attend the two schools and more than 80 children attend kindergarten. Due to the lack of space the kindergarten has a waiting list of more than 300 children.

In the on-going development of the Lyceum the sidewalks of the schoolyard and the stairs leading to the school entrance were finally rebuilt last summer. The old ones were in poor condition and too steep, which was especially dangerous in winter. Now the school plans to proceed with the expansion of the third floor, in order to finally add more classrooms. Thanks to many supporters, among them the Friends of Waldorf Education, the Waldorf Lyceum is a successful school today.

### Development phase at Pabu Ki Dhani Primary School shows progress

In India, there is still a high illiteracy rate, especially in rural areas and amongst Dalit people, pariahs or untouchables, people who belong to a lower caste or worse – no caste at all. In fact, the caste system was officially abolished in the middle of last century by the government, but in reality continues to influence social life. In the northwest of the

country, in the region of Rajasthan, the Bhil people live in extreme poverty. For the children of these tribal people a school is currently being established. In the beginning the children will be coming from Pabu Ki Dhani and the nearby village of Chordera.

Jacques Montreux, who for many decades has been an experienced Waldorf teacher and lecturer in France, accompanies the development phase. A milestone was reached in January with the laying of the foundation stone, which was celebrated in the presence of local politicians and tribal representatives. Class 11 from Avignon Waldorf School in France had also travelled to India and supported the construction work. If all goes well, the simple school building is scheduled to open in July.

### A new school bus for Mbagathi Steiner School

About 330 children attend the classes and kindergarten at Mbagathi Waldorf School every day. The school itself is located on the outskirts of Ongata Rongai, one of the many poor suburbs of Nairobi. The majority of the children come from very poor backgrounds, about one-tenth are orphans and much more are half-orphans. For them the commute from their area to school is a cumbersome one. Often they arrive too late. Now the school was able to purchase an additional school bus with the help of BMZ funds to solve this problem.



What a thrill it was when the students saw the new, shiny school bus for the first time! It not only offers more space for all students to sit safely, but is also faster because less trips are needed due to the greater number of seats. Now the bus judders along the unpaved roads between Ongata Rongai and the school every morning and afternoon. It is wonderful to have a school bus, where one must not fear every day that it will stop on the road in the middle of the journey due to technical problems.



#### First impulses in Congo

Outside of Kinshasa, a city with nearly 10 million inhabitants, a home for abandoned children is set to be constructed on a beautiful property with a great view. In the future, according to the initiator's

dream, a Waldorf school will be established as part of the facility as well.

The project aims to provide children with a home, who have either been abandoned in front of church doors or simply been left in the streets. It is thus no street children project in the usual sense. To provide consultative support the Friends of Waldorf Education visited the initiative earlier this year to explore a possible collaboration. The project still has a long way to go.

#### Renewed partnership with the United Nations

In 2001, the Friends of Waldorf Education have been recognized as a Foundation in Official Relations with UNESCO, making them the first organisation within Waldorf education to receive such recognition. Now, the collaboration was extended for the second time for another six years.

The relationship began in 1994, when the friends at the invitation of UNESCO presented an exhibition on Waldorf Education at the International Conference of Education to an audience from all over the world. This exhibition was also shown under UNESCO auspices in several Asian countries. The basis of this important relationship, in addition to active involvement, is consistency in idealistic goals and ethical values, including the recognition of the Universal Declaration of Human Rights.

#### Brazil: A new kindergarten in the village centre

The opening of a new kindergarten this year is the fulfilment of a long-held wish for Dende da Serra. In 2001 the Waldorf School began with three primary classes on a small farm in the middle of a nature reserve. Today the school has its own building, two kindergarten groups and goes up to eighth grade. Kindergarten, school buildings and the surrounding pavilions of the higher classes are located on a wooded hill in the south of the Brazilian state of Bahia, about 35 km from the port city of Ilhéus. Since the school premises are quite isolated from neighbouring settlements, it has long been the desire of the kindergarten to move closer to the families living there. Therefore, a building was recently purchased in the village centre. As soon as



sufficient funds are raised, the school community will begin with the renovation work.

The move will allow the kindergarten to better reach families from different backgrounds and build a bridge to the school. For a strong kindergarten can serve as a "gateway" to the Waldorf school and is very important for sustainable growth.

#### New World School List online

A new version of the Waldorf World School List is published twice a year. The updated version is now online. Here you may find a comprehensive address list of all Waldorf schools and associations worldwide. You can also use it to search for international teacher training institutions. The list is available for download on our website under the section "publications". If you have suggestions or want to provide us with address changes, do not hesitate to contact us.

#### Irkutsk Waldorf School in Siberia celebrates 20<sup>th</sup> anniversary

The Waldorf School in Irkutsk celebrated its 20th anniversary with a well-attended three-day conference at the end of last year. The Russian city not far from Lake Baikal is located thousands of miles away from Europe, near the border to Mongolia. But that did not prevent 120 guests from other Russian Waldorf schools, from Germany and even the United States to travel the distance and attend the event.

The festival began with a number of songs and some retrospective lectures at the building of the nearby Ministry of Education. During the day many workshops took place on educational



and current topics in the premises of the school, followed by further stimulating lectures by guest speakers. Music, art, drama and eurythmy activities were offered as well. An evening performance by students and teachers concluded the conference. After 20 years the school community experiences the school as a warm and positive place and looks ahead to the future with good spirits. In fact, there is a long waiting list, but more space and teachers are required to admit all families requesting a place for their child.

#### New online platform for Waldorf teachers

Waldorf-resources.org wants to support Waldorf teachers and educators worldwide by providing the best possible resources and articles on Waldorf education. Furthermore, the website serves as a forum to exchange ideas about Waldorf educational impulses and suggestions for school lessons. Initiated and implemented by the International Conference of the Waldorf movement and the Pedagogical Section at the Goetheanum, the website is available in Spanish, English and German.

## HOW CLASS SPONSORSHIPS STRENGTHEN THE SOCIAL IMPULSE AT WALDORF SCHOOLS

### A new development in our sponsorship program: class sponsorships

To enable children from poor families to attend a Waldorf school is a huge challenge in most countries because Waldorf schools often get little or no government support. But it is precisely in these parts of the world, where both the impulse of the healthy individual development of the child, and the school as a social community play a particularly important role. So if a Waldorf school wants to open its doors to children from financially disadvantaged homes, it must secure funding from other sources. In order to strengthen the schools in their efforts to do so, we have developed an educational sponsorship program over the last years. This program is beneficial in two aspects: on the one hand, a sponsorship serves as an educational voucher enabling a specific child to attend a Waldorf school and on the other hand, the survival chances of an entire school are increased through the regular income from sponsorships.

One of the main challenges is that every school, every country with its own culture, and even every godchild bring different circumstances to the table that need to be taken into account. There are, for example, locations where the school and many of its students are particularly dependent on regular financial support, but children's frequent changes of school make individual educational sponsorships difficult to sustain. Again there are different reasons for student turnover. Maybe the school is a very young initiative with only a few grades, or it is a place with many migrant workers who move away with their children the moment they find a new job. In general, the beginning of a new school year is associated with large, often unexpected changes for many Waldorf schools abroad. Kids often do not return to school after the summer break, without notice from their parents. This has nothing to do with the quality of education, but often with rather difficult family situations.

In addition, there are schools that highly value community and the class community in particular and there is a desire not to single out an individual child, but to provide support and appreciation to an entire class through contact with an educational sponsor.

Inspired by this way of thinking we further developed our educational sponsorship program by going beyond the support of a single child and offering entire class sponsorships. The idea of a class sponsorship, however, is in no way intended to replace individual educational sponsorships but rather to complement them where possible. As a "class godparent" you stay in regular contact with an entire class of students and can accompany them in their development. Moreover, you may gain interesting and diverse insights about the children's lives or the peculiarities of education in that specific country. Even entire school classes can act as sponsors and can take on an educational sponsorship for a school class abroad. Thus, educational sponsors or students through their regular exchange may gain impressions, voices and images of other cultures, which cannot be found in the daily news. But most importantly, they plant an important seed of friendship into the hearts of students and teachers abroad, who are living and working under difficult circumstances.

Whether you are a single donor, a company, or even an entire school class, taking over a class sponsorship provides you with a valuable connection to the world, allowing you to give those in need access to education and giving you the opportunity to maintain a regular cultural exchange. We would be very pleased to welcome you as godparent for a class sponsorship.

*Fabian Michel & Jasper Röh*



#### EDUCATIONAL SPONSORSHIPS – A CLASS INTRODUCES ITSELF

### Class 3 of Zenzeleni Waldorf School in Cape Town

During handicraft lesson class three goes wild and there is a loud hustle and bustle while the children are grouped in small chair circles. They continue to talk loudly with each other while knitting on their colourful scarfs. Nomvuseselo Mqamelo, their class teacher, faces a great task because her students are brimming buckets full of energy.

Indeed, this class is considered to be a very difficult one, although 30 students are generally considered to be a manageable size. "They are already a lot more moderate than last school year and I am sure when they reach class seven they will be little angels," says Nomvu with a wink.

The girls are in the majority, which makes the wild nature of the class dynamics even more surprising-or maybe this is precisely the underlying reason. Nevertheless, overall the class learns well

and makes appropriate progress. In particular, if the students are asked to tell their teacher in English about their weekend: "How did you spend your weekend", Nomvu wants to know. Then her students extensively tell her about their visits to relatives, about family gatherings and the little adventures they experienced. Just as much as the students like to talk themselves, they also like to listen to the teacher's stories. When Nomvu brings myths and legends to life, the children listen attentively to her words and gestures and suddenly it becomes very quiet in class three.

I am happy to provide you with more information about a class sponsorship in other Waldorf schools abroad.

## Dear sponsors and school classes,

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

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

Fabian Michel  
Tel. + 49 (0) 30 617026 30  
f.michel@freunde-waldorf.de



### ARMENIA



**Aregnazan Waldorf School in Yerevan**  
**Maria (7)** is a lively, outgoing girl. Thanks to her gift for languages she makes incredibly rapid progress in foreign languages. She is ambitious and stubborn and tries to do her homework as well as possible. Moreover, Maria often wants to be the centre of attention and her family situation is very difficult.

### PHILIPPINES



**Gamot Cogon School**  
**Richelle (10)** is a gifted student. With her parents and her younger brother she lives in modest circumstances. Her father works as a security guard and her mother occasionally helps in kindergarten. Richelle eagerly participates in the lessons. Her favourite subject is art, as she can draw beautifully. In addition, she loves numbers and is very good at math.

### MEXICO



**Escuela Waldorf de la Ciudad de México**  
**Alejandra (8)** is a talkative, cheerful and friendly girl. With her parents, she lives in simple circumstances. Her mother works in customer service, her father is a taxi driver. Currently Alejandra is undergoing a transition phase and adapts to the rhythm of the first class and the new environment in elementary school.

### HUNGARY



**Gödöllő Waldorf School**  
**Ábel (9)** is a lively, brave boy with a big urge to move. He gets along well with his peers. In the group he belongs to those who lead their classmates and set the tone. Ábel is very energetic and loves to be inspired. Sometimes, however, he is impatient. He lives with his older sister and mother.

### BRAZIL



**AITIARA Waldorf School in Botucatu**  
**Gabriel (10)** lives with his five year old sister and his parents on a Demeter farm near school. His parents are running a small bakery and sometimes Gabriel brings some yummy fresh pastry for his classmates and teachers. Gabriel loves to help his mother in the bakery. His sister is an artistic girl and he supports her wherever he can.

### KENYA



**Mbagathi Waldorf School in Nairobi**  
**Maroon (5)** is a charming and confident girl. She loves to sing and play with her dolls. Maroon helps cleaning up at home and especially likes to wash the dishes because she loves to play with water. With her parents and her older brother, she lives in a small two-bedroom apartment.

### RUSSIA



**Raduga School in Voronezh**  
**Martha (12)** with her sociable and open way immediately connects to other people. At school, she is particularly dedicated in math, painting and handicraft lessons. Martha is very family oriented and love to take care of her two younger siblings. Her parents depend on her help, since they both work full time.



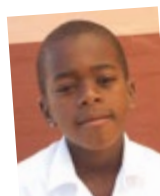
**St. George Curative Educational School**  
**Artur (15)** is open-minded and cheerful, but sometimes it is difficult for him to control his emotions. His favourite pastimes are carving and making music. Artur likes to make music together with his older brother, who also finds it difficult to stay calm. He particularly enjoys playing the piano.

### ZIMBABWE



**Nyeredzi Waldorf Initiative in Harare**  
**Kudzi (11)** is a bright, very intelligent and joyful boy. His father works in South Africa to earn a living for his family. Kudzi has some catching up to do after three difficult years in a public school. He is one of the older students and occasionally has to be reminded to let the little ones participate in games as well.

### SOUTH AFRICA



**Hermanus Waldorf School**  
**Kabelo (9)** lives with his grandparents in the vicinity of the school. His parents and sister live in a small town, about 50km away. Kabelo's father is a truck driver and his mother is unemployed. Kabelo likes to go to school because he loves his teachers. Reading and math lessons he enjoys the most. Before he goes home, he always sweeps the classroom.



**Imhoff Waldorf School in Fishoek**  
**Thokozani (16)** loves to read, act in plays and solve math problems. When asked about books he starts to rave and enumerates many books he has read, and many more that he still wants to read. In his spare time Thokozani regularly plays football in a competitive sports centre.



# Donate and Help

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

- the International Relief Fund
- the following project/godchild: \_\_\_\_\_
- Yes, I would like to participate in the 10% campaign and donate an additional 10% of the amount mentioned above towards the budget of the Friends.
- My donation is for the work of the Friends of Waldorf Education.
- With my donation I become a sustaining member of the Friends of Waldorf Education.

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Yes, I would like to receive the newsletter "keep up with the friends" (for which my email address is required)

## The 10% campaign

- Yes, I would like to participate in the 10% campaign and donate an additional 10% towards the budget of the Friends. Enabling the development of Waldorf initiatives worldwide is important to me.

\_\_\_\_\_  
Date, Signature



Picture of a godchild

### Impressum

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## How can I help?

With non-dedicated donations 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 can raise money for disadvantaged children in Waldorf initiatives worldwide.

## Does my donation reach its intended purpose?

Sponsorship donations, contributions for the International Relief Fund and donations without specified purpose as well as the money collected on WOW-Day are all forwarded to the intended projects directly at 100%, i.e. without deduction of administrative costs. We are also in close contact with our partners who regularly inform us 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 projects 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 newsletters that inform you about new developments in our work. We appreciate every donation that helps us realise our important work!



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