

RUNDBRIEF

NEWSLETTER SPRING 2014

Freunde der
Erziehungskunst
Rudolf Steiners



Curative Education and Social Therapy

CZECH REPUBLIC after the flood

CHINA Portrait of a movement

ARGENTINA a ray of hope in a favela

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 forwarded 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

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Dear reader,

How many things that surround you, have you created by yourself? The house in which you live, the means of transport you use, the food you eat? Our daily life would not be possible without us working for each other, which becomes particularly obvious when we think about the objects that are surrounding us.

The same applies to our internal being, to questions of development and self-realisation or even our confrontation with happiness and sorrow. We need each other, to grow with our tasks and often we do not even know who contributes what. People with disabilities, it seems to me, make a very special contribution in this respect.

Nevertheless, in many countries in which the Friends of Waldorf Education support curative educational or social therapeutic institutions, they live beyond the awareness of the public, sometimes even under inhumane conditions. Frequently anthroposophical institutions pioneer the inclusion of these people into society by allowing them to live a life of self-responsibility and dignity.

In this newsletter with its emphasis on “curative education and social therapy” you can read more about the situation in Serbia, Vietnam, and Armenia in our title report. Furthermore, we inform you about the 20th anniversary of WOW-Day (Waldorf One World), to which all curative education and social therapy facilities in Germany are cordially invited to support Waldorf institutions worldwide. Finally, this issue also takes a look at the exciting evolution of Waldorf education in China.



I hope you enjoy reading this newsletter,

Yours,
Jennifer Hille

From our work

The Friends of Waldorf Education promote the development of Waldorf education worldwide in many different ways. One such way is the support of teacher training: one of the most important and challenging tasks for the future. In most countries there is a significant shortage of teachers, especially with respect to well-trained educators with a deeper connection to the Waldorf philosophy. Time and again we are able to provide scholarships and ensure that young people, especially young pioneers, get the opportunity to study Waldorf education.



Managing Director Nana Göbel, participants of the Waldorf teacher-training seminar in South Africa

We discuss all requests during our monthly board meeting. Each time we take a close look at how we can help in a future-oriented and sustainable way. At the last meeting we received the **scholarship request** of a Korean woman, who wrote the following: “When I was a high school student in Korea, I was unhappy. We had no spare time, no sport classes, but had to sit there from early morning until late at night and study. This is normal Korean education. The idea is to study as hard as possible to make it into a good university. This is why some students do not have a dream and it is difficult to find one’s own path. This was the case for me as well. When I got to know Waldorf education, I felt like I had found an oasis. Immediately I felt in my heart that this is what I wanted to do. Until now, Korea has only five Waldorf schools. Korea needs more Waldorf students and Waldorf teachers. After graduation I want to work in a Korean Waldorf school. And I

want that children and young people are growing up in a healthy way and are guided by their own thoughts. This is the kind of teacher I want to be.” It is a particularly great joy to support these kind of students who have an inner motive and care about the children’s well being and their individuality. Together we can work not only towards the preservation, but also towards the development of an educational philosophy that supports the external and internal health of students and does not level or standardize against individuality. Unfortunately, our hands are often tied because we do not have enough resources to respond to all promising inquiries. Donations for people are unfortunately still less likely to occur than contributions intended towards the construction of buildings or emergency situations.

In 2013, the difficult situation of the **South African Waldorf Teachers’ College**, the Centre for



From top to bottom: students of the Solymár Waldorf School in Hungary, new building of the Gödöllő Waldorf School, Waldorf Kindergarten in Russia, meeting of the Association of Russian Waldorf Schools 2013

Creative Education, has stabilised. Thanks to the overwhelming response to our call for donations in the late fall of 2012, we were able to forward enough donations to the Centre for Creative Education to ensure its survival. Additionally, the South African Waldorf school movement has decided to make a contribution per student. Although this is still a drop in the bucket, it expresses a completely different inner attitude. The situation remains a difficult one, but the support and rehabilitation measures of the training Institute have been successful and there exists a better outlook for the future. In fact, recently we were able to decide on a grant, which secured CfCE's budget for 2014.

On a regular basis we are concerned with the **situation in Hungary**, which has the largest Eastern European Waldorf school movement with 25 Waldorf schools. In recent months we have looked at the Waldorf School in Gödöllo, which has recently decided to integrate its upper levels in the first regional high school in Budapest-Ujpest. Now the aim is to acquire a new building for grades 1 - 8, an undertaking, for which the help of the Friends of Waldorf Education and a number of foundations has been requested. A similar situation can be found at the much younger Waldorf School in Pecs, which has been granted a building by the city administration, but has to raise the necessary funds for its renovation. In general the situation of all Hungarian Waldorf schools has improved since October 2013 with the implementation of new legislation regarding the funding of independent schools. The subsidies, which have been steadily lowered in recent years and only covered about 40% of school budgets, have now been slightly increased. Thus, after six "dry" years, the movement was able to decide on wage increases for its teachers.

In the fall of 2013, we were also able to attend a meeting of the Association of Russian Waldorf Schools and to once again take an in-depth look at the **situation of the Russian schools**.

Some of the large schools, such as the State School No. 1060 in Moscow, the Public Waldorf School in Samara, or the independent school "Centre for the Art of Education" in St. Petersburg are in solid shape. Other schools, however, are small and have to fight for their existence. For all schools, the Russian education standards apply, requiring state-governed tests in class 4, 9 and 11. As a result, the willingness of Waldorf teachers to reach a compromise is often put through a tough ordeal.

In addition to Waldorf schools and kindergartens our attention is also increasingly focused towards **facilities for people with disabilities**. For a while now we have an employee who specifically works with these facilities. In cooperation with the BMZ (German Federal Ministry for Economic Cooperation and Development) we were able to

support a pioneer institution in Yerevan (Armenia) and another pioneering institution outside of Belgrade (Serbia). Both are the very first facilities for anthroposophical curative education and social therapy in their countries. We are glad that in Armenia and Serbia attention is now being paid to the situation of people with disabilities and a decent environment is created for at least some of them. The social-therapeutic work in Hue (Vietnam) is successful as well and was supported with a project co-funded by the BMZ. In fact, the "Little Bamboo Family" in Hue has become a flagship project and the centre of training for remedial educators in Vietnam.

With regard to our own situation, we would like to particularly thank our donors who have made this possible. Since the founding of the Friends of Waldorf Education in 1976 we have upheld



Exercise for finding the inner balance during the emergency educational deployment in Kakuma

the principle to forward donations to foreign institutions at 100%. Our own work is funded through membership fees, interest payments, and donations specifically intended towards our budget. In this way we want to bring as much transparency as possible to the process of donating money. We assume that each donor knows that the receipt and forwarding of donations, issuing donation receipts, and the consulting of the facilities incurs costs. We promote a conscious use of money by making no hidden deductions, but invite our donors to decide for themselves whether they wish to contribute to our budget. And we are sure that we - as long as we do a good job - find enough "friends" who want to support our work. We are very grateful for the friendship of so many people.

Volunteering

In 2014, we celebrate the 20th anniversary of our volunteering program. In 1994, the first volunteer of the Friends of Waldorf Education headed of to South Africa. Meanwhile we have supported over 7,000 dedicated people during their voluntary service in places all around the world. Indeed, this is an occasion for us to celebrate, reflect, and look forward. As a result we have invited 2,000 former volunteers who completed their service more than four years ago to attend our anniversary conference taking place on 3-5 October. Last year we again sent about 700 people abroad. Thus, we are still the largest provider of international voluntary services in Germany. The daily work with the volunteers is a wonderful and extensive task for the team in Karlsruhe. In a number of discussions during the past weeks and months we have discussed the question as to how to accompany (young) people in the best way, especially in the context of our Waldorf impulse. Regarding the political aspect there is new development as well, as the German government coalition has agreed to transfer all matters regarding foreign volunteering programs to the jurisdiction of the Federal Youth Ministry. In addition the coalition wants to support incoming voluntary services.

Each year about 150 people from all over the world participate in the incoming program of the Friends and are accompanied during their service - a cultural diversity that becomes obvious during our volunteering seminars. Many incomers come to Germany with the desire to gain valuable experiences, which they can put into good use when returning to their home countries. Currently we are looking for more host families to allow more people to spend a voluntary year at a German Waldorf school.

Volunteering in Germany has further benefited from the strong upswing within the new Federal Voluntary Service. About 450 domestic and foreign volunteers are currently working in a German facility for one year and make valuable professional and biographical experiences. Parents describe this process of growing up with the words: "We sent away a pubescent girl - and got back a young woman."

Emergency Pedagogy

In 2013 war and natural disasters have challenged our emergency education team with new tasks. The on-going civil war in Syria and the Typhoon "Haiyan" in the Philippines has prompted the team to dispatch on educational emergency missions, with the support of "Germany's Relief Coalition". In both, Kurdistan-Iraq and in the Southeast Asian country, our team has initiated long-term projects, which will be continued by local experts. We also had our annual emergency education meeting this February, during which we discussed the topic: "childhood - trauma - pedagogy, aspects of an anthroposophical understanding of trauma and its effects". As an outcome we decided to put additional emphasis on a number of trauma-educational training sessions within the context of disaster prevention, which will take place during the course of this year.

Nana Göbel

GERMANY

20th anniversary celebrations of our volunteering program

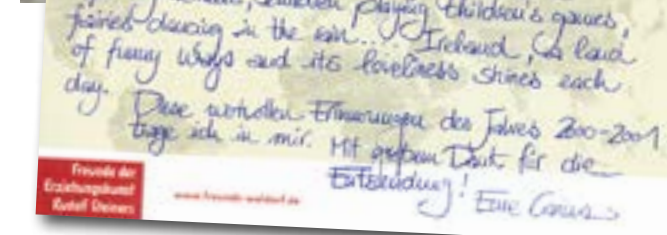
In 1994 the first volunteer of the Friends of Waldorf Education headed of for South Africa. Since then we have accompanied and supported over 7,000 volunteers around the world. For us, this represents an occasion to celebrate, to reflect, and to look forward.

On the weekend of 3-5 October 2014 we will celebrate our anniversary with a conference on the topic "20 years of voluntary services - ideas for the development of individuals and society", probably taking place at the Cologne Waldorf School. It will be an eventful weekend with an exciting program and stimulating encounters. Shortly before Christmas invitation cards were sent by mail to approximately 2,000 former volunteers, followed in early January by nearly 6,000 e-mail invitations.

During the last weeks we have received many lovely answers to our invitations. Alumni whose service sometimes dates back ten or more years, who still remember this time with joy and refer to their voluntary service as one of the most important and most defining periods of their life. The anniversary conference will provide the space to revive all those experiences, to share them with others, and to relate them to current and future developments. Therefore, we hope that many alumni find their way to the anniversary event and will contribute to the success of this celebration. If you know alumni who have not received an invitation, please let us know: jubilaum@freunde-waldorf.de

Thomas Keith

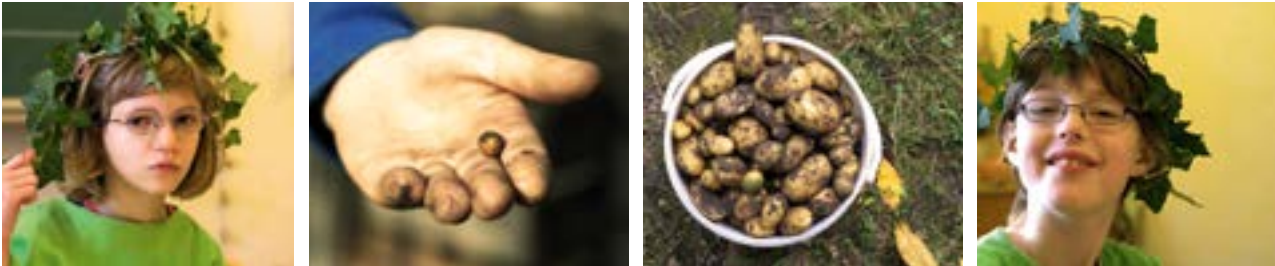
The author is responsible for alumni relations in our Karlsruhe office.



From top to bottom: A group of incomers, seminar exercise with volunteers, and a response card of a former volunteer

My voluntary service at the Parzival School

The Parzival School is a publically accredited school with a curative educational focus on “spiritual development”. Teaching and therapeutic methods are based on the study of man and therapeutic pedagogy of Rudolf Steiner. Lessons are provided in accordance with the curriculum of Waldorf Schools and the corresponding local educational directives of Berlin.



Every morning I meet up with my colleagues at 7:45 a.m. in front of the school to begin my workday. Gradually the school buses arrive with students who are eagerly waiting to reach their classrooms. We subsequently accompany the children to the classroom or send those who can find it by themselves into the right direction. Since each volunteer is allocated to a specific class or workshop, I take “my children” to class four, which I have now accompanied for half a year.

Shortly before 8:30 a.m. the school grounds suddenly seem to overflow with children, as entire classes gather to start the day with a common morning circle. Every morning two teachers provide the musical introduction by playing a short song on the guitar and the flute. Next, the voices of almost all children and teachers sound through the building as they sing a specific song according to the season.

The song is followed by the morning verse. Then all children go back to their classes and the lessons get under way. Often, we also have another more personal in-class morning circle. During the main lesson we then deal with the respective period’s main subject, such as surveying or the

house-building main lesson. Of course writing and arithmetic should not be forgotten and must be diligently practiced and studied as well. In class it is my job to support the teacher wherever I can. My tasks are helping individual children in painting, writing, and listening, as well as accompanying them when they need to go to the toilet, or taking them to the school office when they need to make photocopies. Furthermore, I resolve disputes between students and ensure that whenever there is a turmoil calm is restored. All this happens in close collaboration with the class teacher.

Just before 10 a.m. we start preparing breakfast, during which I help students with eating, drinking, and concentrating on the food instead of kicking the person sitting opposite at the table. After that, I accompany all children to the toilet. Some of them can use the toilet without help, while others still wear diapers and need help when changing. As soon as the toilet visit is completed, the subject lessons under the supervision of specialised teachers begin. Subjects include woodworking, eurhythmy, sports or music. Sometimes I accompany the class to support the respective teacher. Often, however, I take my break during this period. At 1:30 p.m. the school



Impressions from the Parzival School in Berlin

kitchen serves lunch. Again I perform the same tasks as during breakfast. As soon as desert has happily disappeared in the children’s bellies, we say thank you for the food and make another trip to the toilet. Depending on weather conditions and current mood, half an hour of handicrafts or drawing follows. Often, we also go for a walk through the woods or to the nearby lake.

As 3 o’clock in the afternoon approaches the school buses return and we have to help the children to put on their jackets and shoes. Then we say goodbye in a closing circle, before joining the other children waiting on the street. When the right bus arrives we accompany the children safely to their seat. Once all of the students are on their way home, it is time for us to go home as well.

Providing a comprehensive assessment of my work with the Parzival School, I can say with certainty that although I have to get up at 6 o’clock, I am happy to get up each morning. Every day I look forward to meet my students and colleagues and work with them. Moreover, I have observed that

during my workday it is almost impossible for me to get into a bad mood. One reason is that my work is incredibly fulfilling and meaningful. Additionally, the help of volunteers is really needed at this particular school and I almost never feel like being superfluous. Again and again, I realize how lucky I am to have found an institution such as the Parzival School. This is because I make a lot of valuable experiences and learn new things every day, especially also about myself, something for which no material rewards could possibly compensate for!



Since the beginning of this school year Ansgar Sudau is doing his Federal Volunteer Service at the Parzival School in Berlin. When his volunteering period is over he would like to study curative education in Berlin or stay employed as a supervisor at the Parzival School for an additional year. Whether he wants to always continue to work with disabled people in the future, is something he cannot say with certainty as yet. But he sees that there is still much to do, especially with regard to the upcoming changes concerning the topic of inclusion.

WOW-Day 2014 – One world for all: Participate! Together for a better childhood and a better future

This year, WOW-Day celebrates its 20th anniversary! The campaign was created within the context of a more open society following the establishment of the UN Convention on the Rights of the Child and wants to make quality education accessible for children all around the world. Furthermore, WOW-Day expresses the commitment of a new generation of children and young people, who want to actively shape society with their skills and capabilities.

Thanks to the fundraising efforts of the WOW-Day students, Waldorf education becomes accessible to ever more children throughout the world. Unlike mainstream education, this humanistic approach is not based on standardisation, but provides space for the education of creative and high achieving people. Waldorf education in this respect corresponds to the key aspects of the Children's Rights Convention, which aims to protect the physical, mental, spiritual, moral, psychological and social development of children, thus enabling them to reach their full potential.

This year marks the 20th anniversary of WOW-Day and we would like to make it a special event. Together we want to celebrate with the Waldorf community worldwide! Everyone is invited to join our efforts: Waldorf schools, Waldorf kindergartens, curative education and social therapy facilities as well as volunteers. All initiatives are welcome.

Indeed there has been a change for this year's campaign, as WOW-Day will take place between 29 September and 29 November, and not on a specific date, as was the case in previous years. Each school may select the best suitable day during this period for its local WOW-Day activities. As a result there will be WOW-Day activities for several weeks all around the world, which will strengthen the sense of community of participants across borders.

With enormous dedication children and young people from almost 400 schools in 35 countries have collected a total of € 2.8 million since 1994. More than 110 Waldorf and social initiatives in 40 countries have received support through WOW-Day donations so far.

In 2013 the student campaign has had another successful year. Until February we received more than € 300,000 from more than 220 schools in 34 countries. New participants were school's from Japan, Peru, and Lithuania.

We would be delighted if just as many people and institutions would join us again for our WOW-Day anniversary and thereby contribute to make quality education accessible all around the world.

Olivia Girard, directora de la campaña WOW-Day



Currently I am busy organising WOW-Day 2014, which means to invite, with ever renewed enthusiasm, more and more Waldorf schools worldwide to join our campaign. It is also important for me to motivate Waldorf schools in Germany to support the work of the Friends of Waldorf Education

with an annual donation or membership. In fact, without this support we would not be able to address the needs of foreign Waldorf schools

WOW-DAY 2014 NEW: You choose your date!

From 29 September to 29 November 2014.

Information on WOW-Day and on our global projects, many ideas for your campaign, as well as everything else you need: photos and press material for local newspapers, legal information, sample employment contracts etc., everything can

be found under: www.freunde-waldorf.de
Children and students in grades 1-13 at Waldorf schools as well as people in curative education and social therapy facilities may join us to support Waldorf education worldwide. To register simply fill in the online form with the name of the contact person of your school/institution.

Left: Charity run at the Rudolf Steiner School in Hamburg-Altona, right: Raphael School Bad Aiblingen



The right to education: 25 years UN Convention on the Rights of the Child

25 years ago, the UN Convention on the Rights of the Child (CRC) was adopted and has revolutionised our political understanding of childhood. Suddenly the way in which children and childhood as such were regarded throughout the world had radically changed. With the CRC children obtained rights, which had to be respected just like the rights of adults. Since then, children are considered as individuals with an active role in society.

The CRC is an expression of the zeitgeist. But not only that, as the children themselves are born into the world with new needs and demands

and require what has been assured to them by the Children's Rights Convention: a world to which they belong, in which they may live free of obligations and in which they are respected and welcome.

The CRC, however, is more than a legal instrument, it wants to help ensure that we as adults interact differently with our children and that childhood is protected, because children need time for a healthy external and internal development. Only then will they be able to acquire the skills, which they need as adults to shape their lives and fulfil their tasks on this planet.



Impressions of a visit to the Camphill Community Ceské Kopisty in the Czech Republic

CZECH REPUBLIC

Visiting the Camphill Community Ceske Kopisty

Flooding

The flooding of late May to early June 2013 affected the whole of Central Europe. Due to the rainfall intensity and the height of the water level it was classified as an extreme once in a century event. On June 4, the drain of the Vltava River in Prague peaked at more than 21 times of the normal amount. In the Czech Republic alone, about 19,000 people were brought to safety.

The Community's land is located alongside the Elbe River and its buildings are in the neighbouring village. As a result the largest damage occurred with regard to agriculture, i.e. vegetables and fruits. The community's 10 hectares of cultivated land were completely flooded. Many large fruit trees and vegetable plantations were completely destroyed. Before the flood, much of the food requirement for the community was home grown.

Moreover, the community supplied another 100 surrounding households with organic produce and contracts were in place with the largest organic food suppliers in the Czech Republic. Currently, the farm has only a few chicken, one horse and one pig.

In addition to biodynamic agriculture, social therapy is the other main area of work in Ceske Kopisty. Seven adults with disabilities currently live in the Camphill Community with three external people with special needs joining them during weekdays. On the community's property there are several buildings that are in different conditions, with some of them needing renovation.

A remarkable and encouraging silver lining for the community is the positive reaction to our call for donation. Thanks to the donors of the Friends of Waldorf Education, a total of € 31,485 were raised

to support the Camphill initiative. Not only did donors from all over Europe contribute what they could, but a considerable amount of donations came from within the Czech Republic itself. On the community's website a list was posted of items that needed urgent replacement after the flooding and the response was truly amazing. As a result it was possible to receive enough funds for: two tractors, agricultural machinery, a bus, a stove, trees, general funding...At least as important, however, were the work camps during which volunteers dedicated their time and manual labour to provide necessary renovation work.

Overall, I got the impression during my visit that the staff involved works in a very responsible manner. The small Camphill Community continues to provide pioneering work with respect to curative education and hopes that in the medium term it will be able to work without external support - even in case of subsequent flooding.

Thomas Kraus



Since 2012, Thomas Kraus is responsible for curative education and social therapy at our Berlin

“With a lot of help, for which we are very grateful to all of you, we were able to resume our care for disabled people already by early August, less than two months after the flooding. Our farm is now in a good condition, and we are preparing for the upcoming season. We also plan to expand our property in order to be able to grow vegetables on 8 ha of land. In fact, this would enable us to grow in such a way that we would rank among the top five organic farms in the Czech Republic.”

Peter Vesely

**Thank you
for your support!**



from top to bottom: Flood, renovation work, a drying room, baking together

CultivArte: Holistic Education in the favela



Activities in CultivArte: handicraft lessons, rhythm session and gardening work

Buenos Aires

The capital and mega city of Argentina has more than 13 million inhabitants in the metropolitan area and is located on the east coast of Argentina alongside the Rio de la Plata. Moreover the city is located adjacent to the swampland where malaria disease spread. In fact, the city's name derives from the patron saint of good air, since at that time people believed the air to cause the illness.

The favela Santa Rosa is located in San Fernando, north of the Buenos Aires metropolis. The majority of residents live in poverty. Drug addiction and a general lack of prospects are common. Children play amidst the garbage and are exposed to domestic violence, hunger, and neglect. On rainy days, the small pathways are covered in mud. The cabins usually have neither doors nor windows and are constantly freezing cold and damp during winter.

A number of young people, most of whom are former Waldorf student from Buenos Aires, have founded the CultivArte Association and are providing voluntary social work since 2001. In the afternoon the little ones are picked up

from their huts and get to experience carefree moments, as they listen to stories or tinker with wool. Furthermore, there is a youth program where young people get off the streets and experience positive alternatives to drug usage. Finally, the initiative also offers a counselling and support program for parents who are often illiterate. Indeed the work done by CultivArte is a clear ray of hope in the slums and the demand for the numerous offerings is constantly growing. Currently most of the activities have to be carried out outside, as the association lacks indoor space. The vision of the social workers of CultivArte is to improve the lives of the local people in the long term through education. In order to achieve their goal it is essential for the association to get new facilities. In fact, the Friends of Waldorf Education have just handed in a funding request with the German Federal Ministry for Economic Cooperation and Development to be able to build a Waldorf educational centre in the favela. In case funds will be granted, a dream would come true for all people involved.

Thomas Kraus & Jennifer Hille

When the sun shines in the middle of nowhere

The great famine in East Africa in 2011 did not stir much public attention around the world. Neither do the current human atrocities in Africa's youngest state of South Sudan. To look and act where the need is greatest is what defines humanitarian aid - with or without media coverage and external support.

While the work with traumatised children continues at Kakuma refugee camp in northwestern Kenya, the Friends of Waldorf Education are extremely grateful for all the donations that have been received following our call for donation. Since the deployment of the first emergency educational team of the Friends in January 2012, the amount of work in Kenya increased constantly. We started with 13 employees and a local Child Friendly Space (CFS) at the reception centre, where newly arriving refugees register and where they sometimes have to wait for months. Meanwhile nearly 40 employees, including seven Waldorf teachers from Nairobi, perform the daily trauma educational activities at the camp. Expansion continues as we have established an additional CFS in the Protection Area, where refugees live who are exposed to specific dangers and threats.

A clear daily structure has been established in all areas of our work within which the children have the opportunity to participate in a variety of educational programs. In recent months a trusting relationship between children and our employees has evolved, which serves as a foundation for our work. Nevertheless, we also face a particular challenge in handling the growing influx of refugees, which is directly correlated with the civil war in southern Sudan. On a daily basis, up to 400 refugees reach the camp, most of whom are old people and children. As a result we have received a request from the UNHCR relief organisation to open two more CFS. Unfortunately our hands are tied so far as we lack financial means.

Just how great the current need for trauma educational work is, cannot only be determined by



The Kenyan and German emergency education team with children in front of the Songot Kindergarten

the incredible large number of refugees, but also by the variety of dramatic destinies that we encounter at the camp. The story of a six-year-old Congolese boy who participates in emergency educational classes since the start of 2012 is representative: When he was four years old, his parents were killed in a raid by rebels on his home village. Neighbours took him along to Kakuma, where he joined the Songot Kindergarten. Unfortunately his misery continued as he was abused in his foster family in the camp. When his foster mother burnt his lips with a burning stick because he had insulted one of her children, he was transferred to another foster family in the Protection Area. Currently he is safe and participates in the daily activities in the CFS. The healing process of his emotional wounds, however, will continue for a long time. Everyday stories of this kind show how important it is to continue with trauma educational work.

Malte Landgraaf and Michaela Mezger

The authors work in the public relation and emergency pedagogy departments at the Karlsruhe office of the Friends of Waldorf Education.

A SHORT REVIEW AND OUTLOOK

Emergency pedagogy: locally connected and internationally proven



Individual care during Philippines deployment

Natural disasters such as typhoons, earthquakes, volcanic eruptions, and cyclones, occur in the Philippines on a regular basis. The brunt of monster typhoon "Haiyan", which hit the Philippines on November 8, 2013, however, is considered the worst natural disaster that has hit the Southeast Asian island nation since the beginning of weather observations. From 23 November to 7 December 2013, the Friends of Waldorf Education provided emergency educational assistance in the affected crisis region in cooperation with the Philippine Waldorf initiatives and "Germany's Relief Coalition".

Thanks to our local network the emergency educators were able to offer trauma educational first aid to a total of 1,500 children in San Dionisio, a Philippine municipality in the province of Iloilo. Especially the connection to the local Gamot Cogon Waldorf School has been crucial during this mission. Many teachers of the school participated in emergency educational training sessions to obtain additional knowledge in methods of dealing with traumatized children. In addition, the Friends of Waldorf Education were able to work with affected children in Tacloban as well.

In the beginning of February 2014 another team travelled to the disaster-affected area and established a child protection centre. Some local educators were also involved in the practical work and received further theoretical training with regard to emergency pedagogical issues. 2014 will also be an important year with regard to the cooperation of the Friends of Waldorf Education with UNHCR, the United Nations Refugee Agency.

The positive experience with the trauma educational work of the Friends of Waldorf Education in Domiz, a refugee camp located in Kurdistan-Iraq, led UNHCR to offer the German development aid organisation an official partnership. First contacts between the two organizations already existed through the joint project at Kakuma refugee camp in Kenya (see report page 17).

Against the backdrop of the crisis in Syria, the partnership relates to a long-term project in the Gawilan UNHCR camp. There the Friends of Waldorf Education will open a Child Friendly Space for young children (four to six years), school children (seven to eleven years), and adolescents (twelve to 18 years). Moreover, we were asked to accompany the development of a newly constructed school from a trauma educational point of view. In collaboration with the Dohuk Teacher Training Centre, we were also asked to conduct educational training seminars, during which up to 23,000 local teachers could be addressed.

Michaela Mezger

The author works in the public relations department of our Karlsruhe office



Teacher with children in Kakuma

Members of the teams:

Equipo Filipinas I: Team Philippines I:

Nancy Aries Baquero (eurythmist), Anna Holz (experiential educator), Monika Görtzel-Straube (Waldorf educator), Elisabeth Mall (assistant), Lukas Mall (coordinator), Reinaldo Nascimento (experiential educator), Ulrike Preisser (doctor), Sabine Romero (Waldorf educator), Bernd Ruf (operations manager), Warja Saake (psychotherapist), Nina Taplick (art therapist)

Team Philippines II:

Bernd Ruf (operations manager), Lukas Mall (coordinator), Siri Hauser (assistant), Fiona Bay (nurse), Anna Holz (experiential educator), Jörg Merzenich (Waldorf teacher), Warja Saacke (psychotherapist), Sabine Romeo (kindergarten teacher), Dmitri Vinogradov (eurythmist), Ulrike Preisser (doctor), Dorothea Ernst-Vaudaux (eurythmist, curative educator), Peter Sieber (art therapist), Katharina Kraul (circus educator)

Team Kurdistan-Iraq:

Bernd Ruf (executive director), Malte Landgraff (team leader), Jorge Schaffer (curative teacher), Moises Elosua (experiential education), Franziska König (doctor), Dimitri Vinogradov (eurythmist), Julia Sommer (art therapist), Fiona Bay (nurse), Merle Marks (Waldorf teacher), Jule Meyer (educator) und Zoe Marie Besand (educator).

Curative Education and Social Therapy

For a long time people have been struggling to find an appropriate term for people who are in need of lifelong support. Indeed, the range of choice of words varies between discrimination and trivialization and usually cannot do justice to the respective situation of the individual personality concerned. The challenge is not to reduce the respective human being to his or her unusual appearance, but rather to explore the uniqueness of the evolving individuality. A similar struggle can be observed with regard to describing the professional work with this group of people. The concept of "soul care", which has often been applied in an anthroposophical context, is disappearing. In

most cases the term curative education is used with respect to educational care and the term social therapy with regard to community life and employment for older people. Basically it is always about creating relationships with human beings that focus on the development potential of human individuality. Disability is then only an unusual factor that influences the biography of these people in a decisive manner. Worldwide there are almost 550 institutions in 50 countries that operate on the basis of the anthroposophical study of the human being. At these facilities, day-by-day, disability makes a significant contribution to the growing together of mankind.

Thomas Kraus



"The fact of the matter is that in these children and in these adults we see the true values of humanity becoming outwardly manifest more often than where people create, build, see the light, acquire things and busy themselves in one way or another. That is not to say that the one is good and the other bad. We all – each individual human being – have both within us."

Karl König, Address at the opening of the Lehenhof Village Community, 25 September 1965



Impressions from Curative Educational and Social Therapeutic work worldwide

Mayri Social Therapeutic Day Care Centre

Armenia is located in the Caucasus region and with 29,800 square km it is the smallest of the former Soviet republics. An estimated 7 million Armenians live abroad, which is twice as many people as in Armenia itself (3.3 million). After the collapse of the Soviet Union the country plunged into a major economic crisis, which it yet has to overcome. Another negative development is the high level of migration as young people in particular seek work abroad. Unemployment is at about 30%.

There are no reliable statistics with regard to the percentage of disabled people in the general population. According to estimates of NGOs, about 10,000 children with disabilities live in Armenia. After attending school, which ends after ninth grade, people with special needs receive no further public support. Most of the time they live hidden in their families, in orphanages or on the street. In most public institutions intolerable conditions prevail. Fortunately, signs of change are beginning to show as a reaction to the pressure of international organisations. At the end of 2010, Armenia ratified the UN Convention on the Rights

of People with Disabilities. Its implementation, however, has hardly begun. Within society there exist strong prejudices towards people with disabilities.

Since 1995 the Yerevan Waldorf School offers the inclusion of people with special needs and demand has continuously been rising especially for a continued care program after school. As a result, a day care centre for young people with disabilities was opened in the capital. Zarouhi Manoukyan founded the Mayri association, which bought a seismically safe building close to the city centre and renovated it with the help of Dutch foundations. Last year, the Friends of Waldorf Education successfully applied for funding from the German Federal Ministry for Economic Cooperation and Development (BMZ) to set up six workshop rooms at this facility. As of April 2014, 50 children and adolescents receive therapeutic care in the centre. This first impulse in Armenia will hopefully lead to a shift in consciousness with respect to disabled people throughout the country.

Thomas Kraus



Joint effort to finish construction at the day care centre



Yerevan

Yerevan is the largest city of Armenia with 1.2 million citizens. With its long and moving history it is even one of the oldest cities in the world. Today it is the country's economic, cultural and academic centre.



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Tinh Truc Gia - Camphill as a holistic way of life

When curative education came to Vietnam in the early 90s, there was little awareness with regard to its necessity. With so many problems, which the country faced after the long years of war, this issue did not have any priority with the government and in society. With much enthusiasm and continuous cooperation with the authorities began a period of true pioneer work at six schools, two schools for special education, and one Kindergarten. From the beginning, this process was accompanied by training programs for teachers and therapists.

Soon the question of adult care presented itself as well. In 2009 TinhTrucGia (English: peaceful bamboo family) opened as the first Camphill Community in Southeast Asia in Hue, central Vietnam. Through collaboration between the Swiss Foundation Eurasia and the Friends of Waldorf Education with the support of the BMZ, this community was expanded in 2012/13. TinhTrucGia sees itself as a model institution of community life for people with disabilities and as a training centre for curative education, social therapy and biodynamic agriculture for the entire country.

Lisi Ha Vinh



Lisi Ha Vinh has a Master Degree in Humanitarian Aid, is the director and co-founder of the Eurasia Foundation and has lived and worked for 20 years at Camphill St. Prex, Switzerland. Since 20 years she works and lives both in Vietnam and Switzerland. She is the mother of two children and grandmother of four grandchildren.



left: biodynamic garden, patio, inauguration, workshop; above: ceremony

Impressions of a visit in October 2013

After completion of the current BMZ project about 40 young adults will receive care at the living and working facilities of the Peaceful Bamboo Family. Hence, the growth process will be completed. Overall, the community makes a very lively and peaceful impression. Harmony is not just a concept that people here hope for, but it becomes tangible as the community really lives by it.

The team of mostly young staff members is very motivated and completes its tasks with pleasure. Some employees have completed a four-year Camphill training program in Switzerland and are now trying to apply their experience in accordance with Buddhist tradition. Another stunning observation can be made during exceptional circumstances, such as when multiple typhoons hit the area within a very short time, as the educators manage to retain a calm and peaceful atmosphere. All in all the residents seem to be happy and satisfied. They are supported in their independence and lovingly accompanied in coping with everyday life. Some of them cook for the community or work in the biodynamic garden, others manufacture wooden furniture, incense and beautifully coloured paintings.

Despite rigid controls by the government, the initiative enjoys freedom to the greatest possible extent with regard to content, organizational issues and spiritual matters. Indeed government agencies and universities appreciate the pioneering work and regard the community village as a role model. Because the institution is the only one in Vietnam offering a curative educational training program, the seminars are well attended. Through a partnership between Europe and Asia, it was possible in this war-torn country to create a community for people in need, which now radiates peacefulness and love for mankind and thus lives up to its name

Thomas Kraus

Social Therapy in Belgrade

Živimo zajedno (English: *We live together*) is an association founded by parents of disabled children in Belgrade in 1997. It operates a meeting centre for people with special needs in an old building in the city centre. Dejan Kozić works here almost 24/7. He himself has a severely disabled daughter and is thus personally affected by the serious shortcomings in his country with regard to people living with a disability.



In front of the day care centre

The recent Balkan wars in the 1990s fragmented Yugoslavia into constituent states of which Serbia, with approximately 7.2 million inhabitants, is the largest. To date, the country has not fully recovered from the effects of war. Across the country the aftermath of war and economic decay causes a rural exodus. In the past year, unemployment rose to above 30%. More than half of all young people lack the prospect of paid work. The average income is currently at about € 350, which means that many people, especially retirees, the sick and people with disabilities often have to survive with € 100 per month or less.

So far more than 900 people with disabilities have benefited from the diverse offerings at Živimo zajedno. These offerings include lessons in philosophy, geography, history, and nature studies, as well as cooking, handicrafts and individual life and legal advice. The decor is spartan, but the atmosphere is ever more lively. The community celebrates every major festival together, attends cultural and sporting events and was the host for the first Balkan Congress for people with disabilities in 2009. The meeting centre is open every day until late. Some visitors travel several hours on public transport to participate in community life. Živimo zajedno is a

pioneer association with regard to environmental protection. Plastic bottles are collected for recycling and parks and riverside walks at the Danube River are cleaned. The meeting centre also operates a second hand clothing shop for the poorer population. Furthermore, plays are rehearsed and performed in the most important theatres of Belgrade. Some years ago even the integration of seven people into the labour market was accomplished. A truly incredible achievement given the high unemployment rate in Serbia and more so because these people with special needs ended up earning a higher income than their professional educators and carers at the day care centre. A premium boutique in the main shopping street, for example, is so pleased with the friendly service of their special employee that they dress him in elegant scarves and ties. When this individual returns to the community centre after work, however, his outfit does not always encounter the recognition it deserves.

In order to facilitate contact of poor and elderly people with their children in psychiatric institutions, the staff regularly organises trips to visit a large facility located some 220 km away. There, countless people with disabilities are housed in appalling conditions because there is no



Above: trip to the countryside; Middle: renovation work

alternative for these people. Left to themselves they would otherwise get into life threatening situations.

Therefore, the Friends of Waldorf Education purchased two abandoned buildings in the rural outskirts of the capital in cooperation with the Federal Ministry for Economic Cooperation and Development (BMZ). As a result ten living and working places were created with an option for future expansion reviving local village life. Disability is thus no longer perceived only as a flaw, but as a development factor in Serbia.



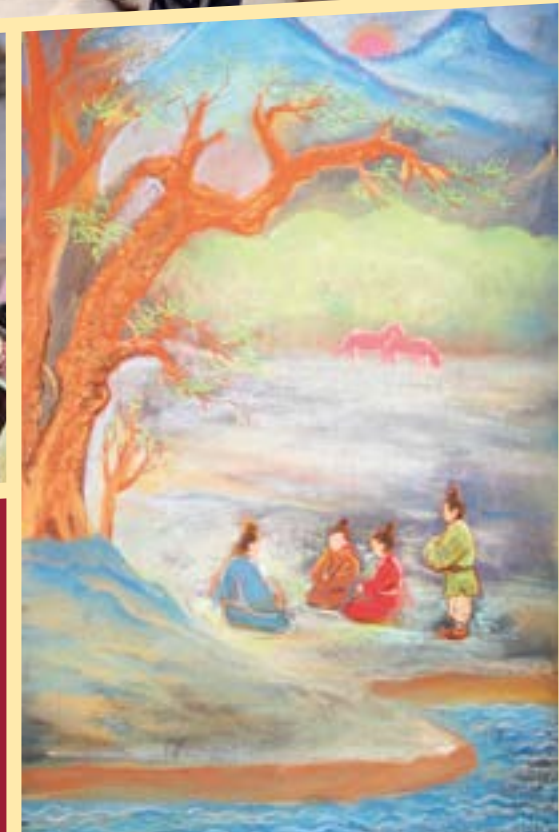
Public performance of the play "A five-storey cake"

IMPRESIONES from China



The Waldorf model is “quickly becoming one of the most influential countercultures” in China

Ian Johnson, The New Yorker, Feb. 3, 2014



From the left in sequential order: Woodwork lessons at Fuyuan Waldorf School in Shanghai, participants of the World Waldorf Summer Camp, kindergarten in Hangzhou, students of Hai Rong Waldorf School in Guangzhou, Highgate House Kindergarten in Hong Kong

Right: Participants at the World Waldorf Summer Camp, chalkboard painting at Nan Shan Waldorf School in Beijing

A growing Waldorf movement in China

In late November the weather in southern China is still very pleasant, the sun is still slightly warm and rain is not expected. That may have been one of the reasons why in 2013 at this time of year the very first Chinese Waldorf kindergarten conference took place in Guangzhou. To describe the speed of growth of the Chinese Waldorf movement, I always like to point out that the very first Waldorf kindergarten in Mainland China opened in autumn 2004. With only a handful of kids the initiative started under the simplest circumstances, in an old wooden building on the outskirts of Chengdu, without amenities and with a lot of good will.



Grand opening ceremony of the new premises



Impressions from kindergarten

Now after only a little more than nine years, the first Waldorf kindergarten teachers' conference took place with 500 participants. A large conference room full of young women, who look so different from the young women in the shopping malls of the Chinese cities: very colourful, very prudent and serious, but at the same time cheerful and open-minded. All these kindergarten teachers work in one of the now more than three hundred Waldorf kindergarten groups that are scattered across the vast country. And indeed, they can be found in many places from Shenzhen in the south to Shenyang in the north and from Hangzhou in the east to Urumqi in the west.

Looking for a new, more humane education, Chinese parents are willing to sacrifice a great deal. To begin with, today's parents know exactly what awaits their children because they themselves have gone through public Chinese schools where emphasis is placed on drill and memorization and no longer do they want their children to make the same experience. They know exactly what it means to grow up as an only child and being forced under the control of their parents and grandparents to study hard, which when successful will allow them to attend a famous university and later to earn a lot of money. All this is not what they want for their child. Today's parents want a school where children learn with joy and in which the children can develop and be themselves. These parents, who come from the middle class, are willing to do very much for this aim. Accordingly at this stage the

Chengdu

Chengdu in Central China is more than 2000 years old and the capital of Sichuan province. With more than 14 million inhabitants, it is one of the major economic centres of China. In 2008, the region was shaken by a very severe earthquake, which claimed more than 90,000 lives. The epicentre was located about 75km away from Chengdu. As a result the Friends of Waldorf Education went to China for one of their very first missions of emergency educational crisis intervention.



Chalkboard painting at Nan Shan Waldorfschule, Beijing

propagation of Waldorf education is always about their own children, not about making education accessible to disadvantaged children, even though they unfortunately exist in very large numbers. Most of the time new Waldorf kindergartens are established thanks to the initiative of mothers and very often in gated neighbourhoods where homes are constructed in no time in the style of European cities. Today, the kindergarten in Chengdu, for example, is located in the middle of the city and is surrounded by a high-speed rail line and major roads. These mothers know how to help themselves and if they cannot find trained Waldorf kindergarten teachers they often attend training programs themselves. Many are very well educated chemists, engineers, and entrepreneurs, able to set up a Waldorf kindergarten quickly and efficiently and organise the financial side as well. Being a kindergarten teacher of course has to be practiced, and one cannot just organise children. This is where challenges occur, which are intensified when it comes to cooperation. The same of course holds for Germany. Cooperation, for which one often needs invoked social skills, is the most difficult field. Indeed, sometimes even a few tears are shed during the process.

How do parents learn about Waldorf education? Either through friends or neighbours, or - and this applies to most of them - through one of the numerous websites. Each facility has a website where one can watch videos on how Waldorf education works. There are also educational counselling websites on which answers can be found with regard to questions about health, playing, sleeping, competencies and the early encouraging of talent. On one of the very well known educational counselling websites, for example, one can read about the role of fairy tales during childhood, as it provides a rich collection of fairy tales for retelling. Therefore, whoever is looking for an alternative pedagogy will quickly find Waldorf education. Waldorf kindergartens in China work under the umbrella of the Early Childhood Education Forum (CECEF) and have already formed regional groups, which are responsible for the mentoring of new initiatives, for the cooperation of kindergartens, and for the local training of kindergarten teachers. To support the rapid growth, five training centres have been established under the guidance of Thanh Cherry in Chengdu, Beijing, Xian, Guangzhou and Hong Kong. A sixth initiative will soon open in Nanjing. All of these training



Participants of the China Waldorf Forum in November 2013



Early Childhood Education Conference

From 26 November to 1 December 2013, the first Early Childhood Education Conference for kindergarten teachers was held in Guangzhou. The China Waldorf Early Childhood Education Forum (CECEF), which was founded because of the growing Chinese Waldorf movement in 2011, and the Waldorf Early Childhood China Mentors Program (WECC), which was created in 2010, hosted the event. For five days, there were lectures, workshops and space for artistic activity and exchange. For the future, the aim is to hold such a conference every two to three years and bring together the whole community of Waldorf kindergarten teachers, to strengthen and deepen knowledge and skills.

centres follow a common curriculum in block courses, which are mostly instructed by foreign lecturers. The entire training program lasts three years and includes a subsequent internship. WECC (Waldorf Early Childhood China) coordinates the courses. Due to the short duration of the block courses, training must be supplemented by subsequent collaboration with mentors, who met last year for the very first time in early December. Under the guidance of Thanh Cherry, the foundations for the mentoring work in China were developed and later made available in a manual.



He Zhi Pan Waldorfschool en Hancheng

The Waldorf school initiatives in Mainland China are slightly younger. In 2006, one teacher (Zewu Li, who was trained at Emerson College) and five children gathered for the opening of the first Chinese Waldorf class in Chengdu. They represented the pioneer group with regard to all the issues Waldorf education was facing in this new cultural environment. As a matter of fact all curriculum content related to Chinese culture, i.e. history, geography, literature, language, etc. had to be newly developed. Only the mathematical curriculum was adopted. Coming up with a way to introduce Chinese characters in first grade was one of the first challenges. How many characters should a child learn at a Waldorf school in the first school year, how many characters until the third year? By the eighth school year students need to know at least 2,000 characters (an average educated person knows approximately 10,000 characters). What should a Waldorf school be teaching in contrast to the memorization of the characters in the first few years at public schools? What stories should be told? These are some of the many questions that face the pioneers. Meanwhile, a working group of the first teachers with experience has formed, who work together to develop the curriculum.

This working group is a study group within the China Waldorf Forum (CWF), which is the umbrella organisation for Chinese Waldorf schools. As far as we currently know, there are about 37 first grades. Not all initiatives are so stable that one can speak of a school. Some are located in the town houses of kindergartens and work closely together with them. Some have already become schools. Chengdu, for example, now has a first through eighth grade and is currently engaged in establishing the upper levels.

The Nan Shan School in Beijing has seven classes and was featured and well appreciated in the October 2013 issue of "Cicero", a German magazine for political culture. The Hairong School in Guangzhou has five classes and operates in such a large building that the school license is to be expected soon. To get a school license as a private school, one not only has to submit the curriculum, but the premises must also comply with the school construction law. After the construction of a new school building, funded with the help of the Friends, the Chengdu Waldorf School was the first Waldorf school in China to obtain an official licence.



Impresiones desde la Escuela Waldorf Guangzhuo, Hairong; abajo derecha: clase en la escuela Waldorf ShaShue Tao Yuan, Hairong



Within the China Waldorf Forum, teacher training is organized in five centres: in Chengdu, Beijing, Xian and Guangzhou. The program consists of block courses as well and takes three years to complete. As a matter of fact this is far too short. Artistic training in particular would need a much longer time. It only works because people in China learn in a continuous and enthusiastic way. Whatever they learn in the seminars is immediately applied and implemented - so far so good. But then one's own actions have to be monitored, especially in relation to children. What does not work is changed immediately. The emphasis is on immediately. And that truly is extraordinary. In this way, suggestions for improvement can be directly integrated and tested in everyday work. In no other place is the willingness to change as evident as

in China. Everyone is willing to reflect upon their work, assess him or herself and change approaches when necessary. I once met a teacher - one of the first Waldorf teachers - who really put in an effort, but provided a terribly chaotic, albeit lovable way of teaching. A few years later I met her again - now in another city - and was allowed to sit in on her. What a joyful experience this was! The teacher had become a centred being with a strong inner upright, had given her lessons structure, was able to keep every single child in her consciousness and could tell stories so beautifully that even I listened devotedly, although I did not understand a word. I am convinced that these change artists will build a big movement.

FROM THE FARMING COMMUNITY WILDKUHL IN MECKLENBURG-VORPOMMERN

Interview with Matthias Pleger

"I think the word "disabled" should be deleted from the minds of people. We are people living in special circumstances and not disabled. Moreover, I think that all people are handicapped in some way, some more, some less."



Please briefly introduce yourself

Matthias Pleger, born on September 25, 1960 in Berlin Buch. I am 53 years old and I have several hobbies like collecting beer glasses, nursing room flowers, and taking an active role in the European Congress "Living in the Encounter." I think the congress is very important as it allows people in special circumstances to have the opportunity to meet with others who are in the same situation. People who share the same fate. It feels good to exchange views. And not just in Europe but also worldwide. That is why this concept is very important to me.

What has changed for people with special needs in your view? What has improved or become worse in the past 20 years?

I like that there are crosswalks in large cities with grooves for the blind, although they are sometimes not used correctly. Furthermore, I appreciate that Braille is used on traffic lights and on medicine packaging. It can also be found in elevators, so one can palpate what it says. I think there should be more ways to give people in special circumstances the possibility to use public transport and get around in buildings. Everywhere wheelchair users and people with mobility problems should be able to move around without difficulties, not only in the cities but also in the countryside. At some train stations where the tracks are too high they should make it the same height, so a wheelchair user or a blind person can enter the train without difficulty and does not rely on the help of others.

What do you think about the worldwide movement of curative education and social therapy?

I think it is good that now in many Eastern European countries and worldwide there are movements that take care of people in special life situations and allow them to have a decent place to live. I think the word "disabled" should be deleted from the minds of people. We are people living in special circumstances and not disabled. Moreover, I think that all people are handicapped in some way, some more, some less. One should take some time to think about where that word comes from. The word was coined by political offices and unfortunately has become a colloquial expression. I think it is a dehumanising word. And that's why I do not use the word disabled, but "people in special circumstances."

Is there a network among the "people in special circumstances"?

I know that there is a network for those people in the home advisory boards. But there is none that I know of for people in special circumstances. It would be nice if there would be more training seminars that are affordable even for people in special circumstances, as such further training usually costs a lot. Somebody who does not have the means then says to himself: "I would like to go, but I have no money." It would be nice if further education seminars could be funded so that such people could say: "this only costs a little money, I will participate" and then a network can develop



Foto: Thomas Kraus

Participants of the second Russian Congress 2012

as people start communicating with each other during these events. It would be something like a conference for people in special circumstances.

What is your contribution?

I see my contribution in showing how people in special circumstances are and what they feel. I want to express that which many cannot or do not dare to say or do because they fear that others will make fun of them. I want to say and write what I see and experience. Sometimes this also means looking at certain things in a critical way. Everyone has the right to write what he sees and to express his thoughts whether they are people in special circumstances or not. And that's why I do it, and I do not care if others laugh at me, insult me or do other things. It is important that someone does it and we do not stand still. Only when you do something you can change the world..



Matthias Pleger is actively involved in shaping the European Congresses for People with Disabilities "Living in the Encounter." The photo shows him at the 2008 opening address in front of 700 participants in The Hague.



Congress "Living in the Encounter"

So far there have been five events in Berlin, Dornach, Prague, The Hague and Vienna. From May 6-9, 2015, the next Congress will take place at the centre of fine arts in Brussels.

Furthermore, there have so far been international conferences for people with disabilities in Serbia, Georgia, Russia, Brazil and Thailand.

Dates for the next congresses:

April 24-26, 2014 in Buenos Aires, Argentinien
May 16-19, 2014 in Rayong Province, Thailand



www.in-der-begegnung-leben.eu

ARMENIAS ONLY WALDORF SCHOOL CELEBRATES ITS 20TH ANNIVERSARY:

Many insights into the Armenian culture for a German sponsor during a week of celebration in Yerevan

Only a few Germans know about Armenia and even less have ever visited the country. A few years ago I saw a picture in the sponsorship section of the “Freunde” newsletter of a little girl with dark brown hair that captivated me. Although I already had experience as a sponsor and was supporting a child through the Friends, I had never thought of Armenia. Until then the only thing that came to my mind when thinking about Armenia was the history of the genocide in 1915, during which more than 1 million (Christian) Armenians were killed or died during death marches across the Ottoman Empire. Without hesitation I took over the sponsorship for Anna and two years later also for Vika. From both girls I regularly received letters in German and occasionally a picture. Nice, but not surprising, until I received an e-mail one day from the sponsoring supervisor of the school: he invited the longstanding sponsors to come to Armenia for a week of celebration on the occasion of the school’s 20th anniversary. For my wife and me this was a unique opportunity to finally get to know the country. We decided that for the festival week we would not stay in a hotel, but instead with an Armenian family. After an overnight flight we arrived at our host family before dawn and plunged straight into school life, as we attended the school bazaar and festival. Immediately I noticed the open and friendly nature of the students. We were surprised that even young students greeted us in English or German. At the Yerevan Waldorf School students are taught four languages. All students have to learn Russian and Armenian, but additionally there are German and English classes

as well. In the bustle of the numerous visitors we were able to find our sponsored children, and talked to each of the girls.

Especially Vika turned out to be a happy, sociable human being and was speaking German very well. The only downer was that Anna had just left the school, which I only found out when I arrived. During the following week we were able to participate in a number of events: visits to museums, such as the Matenadaran manuscript collection or the Tsitsernakaberd Genocide Memorial, alternated with trips into the beautiful Armenian nature and to numerous medieval monasteries. Surprisingly, I never had to use my Russian that I had freshened up just before the trip, as everything at school was always interpreted in two languages: German and Russian. Besides the Armenian teachers there were two groups of conference participants: teachers from partner schools, for example from Georgia or Latvia, as well as sponsors from different countries such as Germany, Switzerland or Norway. Sponsors are urgently needed for this particular school: only half of the 300 students can afford the full tuition. Only 32 students have sponsors abroad. The financial situation of the school is very difficult: for all 30 teachers there is a monthly budget available of just above € 3000 (a single teacher’s salary in Germany). All the more I was impressed that every teacher himself determines his or her salary and still there is enough for everyone. One of the teachers said he was working a total of three jobs to make ends meet for his family. Nonetheless demand



Above: Yerevan with Ararat; Middle: Chapel at Lake Sevan and insights from the Waldorf School

for Waldorf education is high. If the school would get a chance to expand, it could easily double the amount of students immediately.

Every evening there was an event: music in the canteen, an evening with alumni, several theatre performances and a closing night! Even the everyday life in an Armenian family was very pleasant: we stayed on the top floor of a private house, from which one could see the Ararat, the holy mountain of the Armenians. Unfortunately, the mountain is located on Turkish territory since the 1920s and is inaccessible to the Armenians.

One evening I asked the father of the family, who had studied art himself: “Why do you send your children to the Waldorf School? Is it because of the

many artistic activities?” He replied: “Yes, that plays a role, but we would send them there anyway! It is the only school where I am sure that teachers do not sell high marks for money. I want my children to work hard for good grades and grow up with this experience!”

But for me it was already clear before this conversation: This school is required! And my money is well invested here.



Karsten Pöhl took over his first sponsorship with the Friends in 2007. Today he sponsors a girl in Armenia and has an educational sponsorship at the regional high school in Budapest.

Centre for Creative Education

First of all we would like to extend a huge heartfelt thank you to all those who supported the Centre for Creative Education (CfCE) so generously through the *Freunde der Erziehungskunst* in our time of real crisis. It is now two years after that crisis and much has changed but yet much has also stayed the same.

CfCE

The Centre for Creative Education in Cape Town, South Africa, is an independent training facility for Waldorf teachers and educators. Its early childhood education program is aimed at the needs of the Educare Centres in the townships and rural areas, which are also coordinated from here.

What has changed is that the CCE is now lead by a team of individuals who have committed to lead one of the following portfolios: Academic, Inner Well-being of the Organisation, Finance, External communication, Administration and Public Relations. Around each of these portfolios are members of staff who, with the leading individuals, work towards the aims of their portfolio. Each team is accountable to the College group and has in fact given the College the space to spend more time integrating the various aspects of our work and for spiritual and pedagogical development. Some staff members have taken on extra roles within the organisation and others have looked for ways outside the organisation to support their work at CfCE. This has of course inspired us all to become much more creative in the way we work together and with the broader community, resulting in resourceful and in-depth meetings and engagement.

What has not changed is our loyal team of CfCE employees and the quality of the work and the enthusiasm of the students. The beauty of this is that at the moment it is possible for us to train

more teachers than the actual Waldorf community needs, which means that more of our teachers get to teach at government schools and work with children who would normally never have this experience. The non-Waldorf-trained teachers at these schools are then also fascinated by the possibilities and are so keen to learn and “do it differently”. Our country is struggling with many uncertainties at the moment; we face an election this year, the reality of a South Africa without our hero Mandela, and continuing corruption, poverty and dissatisfaction within the broader community. We continuously hear from our students what a gift it is to be allowed to experience human dignity – both for the children and the trainee teachers. Mandela’s legacy of respect and reverence for all people has the potential to be achieved through Waldorf Education and we need to persist in convincing the education authorities in South Africa in this respect. So, once again, thank you Freunde and all who gave us the possibility to continue with this necessary and valuable work.

Helen Stotko



For many years Helen Stotko has been the managing director of the teachers' college, the affiliated Zenzeleni Waldorf school and some Educare centres. Her great passion is to make Waldorf education accessible to as many children in South Africa as possible, especially those who can not afford good education.

Social Therapy in Georgia

For many years now the day care centre for social therapy has been an important initiative for curative education and social therapy in Georgia. In the large bright home and the adjoining garden, people forget that they are in the capital of Georgia. Everyone here works with passion for the holistic development of those in need of soul care. The aim is to integrate people with special needs into society and enable them to live their lives with dignity and respect. Unfortunately the funding of this important work has become very difficult. Any support is welcome.



Kindergarten group at CREAR, Brazil

Working with street children in Brazil

In Capão Bonito the CREAR centre plans to establish another kindergarten group for street children. Since 1994, the initiative offers supplementary activities such as music lessons, handicrafts, form drawing, baking and gardening. In addition CREAR engages in social work with mothers in small groups and during home visits. The project receives a small amount of funding from the state and the city administration, but a large part of the costs must be covered by donations. The Friends of Waldorf Education support the work with money raised on WOW-Day 2013.

Chemistry Reader available in four languages
In spring 2010, the idea to develop a manual for Waldorf teachers was developed during a chemistry teacher-training session in Moscow. Now the reader is available and serves as a tool for helping teachers to develop a chemistry curriculum or consults them in situations when there is little external help available. The reader cites authors who have shaped the chemistry lessons in Waldorf schools from 1919 to today. All articles in the reader have been thoroughly edited to be scientifically up to date. The Reader is available in English, German, Spanish and Russian at www.freunde-waldorf.de/en/the-friends/publications.html

South Africa: Waldorf Education in Xhosa

The Work for Love Kindergarten is located in the township of Masipumelele near Fishhoek. Apart from teaching children it now also offers introduction session about Waldorf education for young parents. What is unusual is that they are offered in Xhosa, which is one of the eleven official languages of South Africa and is famous for its characteristic clicking sounds. The Friends also support the Educare training of four women as well as teacher training for a few more individuals at the Centre for Creative Education.

San Marcos La Laguna, Guatemala

A new building co-funded by the Friends and the BMZ for the Caracol School has been completed to the delight of the school community. With great enthusiasm the kindergarten and school children moved into the new premises. Indeed the new building makes it easier for the staff to care for and give lessons to the children, who are mostly Maya descendants. Furthermore, the new and enlarged school kitchen improves school life significantly. At the inauguration ceremony, the mayor promised to improve transportation infrastructure to the school.

Teacher Training in East Africa

For 16 years Ann Sharfman and Peter van Alphen accompany the Waldorf movement in East Africa and provide training to teachers and educators

three times a year at the Mbagathi Rudolf Steiner School in Nairobi. In December 2013 the fifth batch of young Waldorf teachers completed their training: 50 to 60 teachers from Kenya, Uganda and Tanzania, who travelled to Nairobi three times a year to participate in the courses. These courses represent the only opportunity for Waldorf teacher training in all of East Africa.

Chinese Glossary of Anthroposophical Terms

Rudolf Steiner's written publications are an important basic element for the development of the fast growing anthroposophical movement in China. Unfortunately these texts are often only inadequately translated into the Chinese language, which is quite a problem given the many terms and concepts coined and created by Steiner himself. Since 2008, a team of translators under the direction of Astrid Schröter has developed a comprehensive glossary in cooperation with the Friends of Waldorf Education, which translates important terms of anthroposophical literature into Chinese. The glossary is available for download at www.freunde-waldorf.de/en/the-friends/publications.html

A young school initiative in Zimbabwe

The Kufunda Learning Village Community is an association of people who consciously wish to pursue a healthier lifestyle, engage in organic farming, and do business differently. Where quality education is a rare privilege and children in public schools are often beaten with sticks to be disciplined, a group of parents inspired by Waldorf education has decided to open an independent school. Early last year the Nyeredzi School opened in the house of one of the families. When parents were left speechless about the development of their children, who began to speak self-confident English, they sent their children to Nyeredzi as well. This led to a quick growth of the new school initiative, which continues as more and more children want to learn with joy.

Teachers write about the protests in Kiev

Deeply moved by the events in Ukraine the

teachers of the Sophia Waldorf School in Kiev have written a report on the course of events. In Kiev peaceful protests demanding greater integration into the EU began on November 21 and within a short time turned into a civil war-like situation. This report is featured in our news blog at www.freunde-waldorf.de

China: Renovation of Hancheng Waldorf School completed

Hangcheng Waldorf School was founded a few years back by a group of teachers and is located in the Shanxi Province along the Yellow River. When the school moved into an abandoned village school building in 2012, students and teachers had to do without heating. The school is the only one in China, which specifically wants to include children from poorer families. Now, the school community is very happy to move into the now renovated premises. The Friends co-funded the construction of redesigned rooms, taps for washing hands, a heating system and a proper floor.



Performance of upper level students in Prague, Czech Republic

Czech Republic: Eurythmy becomes A-levels subject

At the Waldorf Lyceum in Prague, which is home to a high school and a teacher-training seminar, the subject of eurythmy has been recognized this year as an examination subject for graduation. The twelve students, who chose the subject, are now preparing for the exam, which includes 20 different topics from eurythmy, poetics and music theory as a theoretical part and a solo as a practical application. Three of the students are also supported by the Friends to participate in "what moves you" the international eurythmy event.

www.whatmovesyou.de

Georgia: Michael School to be supported again this year

About 90 children with disabilities currently attend the curative educational Michael School in Tbilisi. In their work the school focuses on the social integration of these children. Compared to the usual 30 students, the class size of six to eight children at the Michael School is rather small. Since no distinction is made between children with and without disabilities with regard to public subsidies, the school and its teachers have to operate with very little money. Therefore, we decided to contribute towards teacher salaries again this year with the help of WOW-Day funds.

New school building for the Waldorf School in Pécs

The Mandulafa (almond tree) Waldorf School in Pécs began in 2009 as the only alternative school in the region with a first grade. Today nearly 90 students attend five grades. As the school has to move out of the current facilities by summer next year, it has now begun with the reconstruction and renovation of a new building. This project is sponsored by the Friends of Waldorf Education with € 20,000.

Sloka Waldorf School ranked 11th in Indian Co-ed Day schools ranking

Sloka Waldorf School in Hyderabad opened in



top: Michael School Tbilisi, Georgia
below: Sloka Waldorf School, India

1997 as the first Waldorf school in India. Parents and teachers of the Renaissance Foundation founded Sloka when they got to know Waldorf education while looking for a more comprehensive understanding of children. Today, more than 450 children attend the school, which is expected to add grades 11 and 12 by 2015. In 2013, the school was ranked 11th by Education World India in the list of the best Indian day schools.

Godchildren

Dear sponsors and school classes,

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



www.freunde-waldorf.de/spenden-helfen

ARMENIA



Aregnazan Waldorf School
Svetlana (10) is always helpful and has many friends in class. Full of life they play together or exchange ideas. She also has a close connection to her sister and the two spend a lot of time together. At school, she is a great artist and paints beautiful pictures, but has still a few difficulties in maths.

BRAZIL



Social project Salva Dor
Jean (2) lives together with his mother, his grandmother and his three siblings in very modest circumstances. When Jean came to Salva Dor he could hardly walk or talk. Now he is able to walk, speaks a few words and sings the birthday song. He loves to listen to music and to dance to it.

GUATAMALA



Escuela Caracol
Elid (5) is a fun-loving, out-going boy who is always looking forward to going to school. He is very popular with his classmates and helps wherever he can. He also maintains very good relationships to his teachers. To his aunt he always proudly presents his works of art, which he makes during handicraft lesson.

ZIMBABWE



Nyaredzi Waldorf School
Lilian (7) loves to play and make things. Enthusiastically she looks at all the picture books that fall into her hands. Lilian is a sweet, sometimes shy, but also humorous girl who joined the school at a very young age and has to first learn how to assert herself against the older ones. Her favourite subjects are music and handicrafts

SOUTH AFRICA



Hermanus Waldorf School
Lunathi (8) lives with her parents and four siblings in the township of Zwelihle. Her favourite subjects in school are drawing and writing. At home Lunathi is a big help to her mother when it comes to cleaning the house. After a successful day at school Lunathi loves eating spaghetti.



McGregor Waldorf School
Ing (7) and his little brother lost their father last year. Their mother runs a small tuck shop and is now the sole breadwinner for the family. Inga, a small but confident boy, is full of life and a delight to have in class. He already shows maturity and is able to focus on the task at hand. His favourite subject is painting. He wants to be a teacher when he is grown up.



Zenzeleni Waldorf School
Mbuso (8) attends class two and lives in the Khayelitsha township. He can be quite cheeky sometimes, but never for long. He also loves to race his friends and beat them. Mbuso is very helpful and would love to teach mathematics and Xhosa, the local tribal language, to all his fellow mates. Mbuso would like to be a policeman when he is older.

HUNGARY



Gödöllő Waldorf School
Máté (7) has a large family. Every day he learns new things from his four siblings. He is a very open, friendly, and smart boy and gets along well with his classmates. Máté is very close to nature. In the morning he carefully strokes the flowers before he goes to school. His parents are closely associated with Waldorf education and have helped the school to grow

COLOMBIA



Arca Mundial Curative Education
Jhon (16) is a joyful boy who is always attentive and interested. Jhon is also very helpful towards his classmates. He likes to take responsibility and sets the tone in the classroom. Jhon comes from a very large family and his parents can only contribute very little towards his tuition.

MEXICO



Escuela de la Ciudad de México
Maria (8) likes to express herself, whether it is through singing, through painting or by loudly voicing her opinion. In class Maria is very attentive and loves to contribute. Maria knows exactly what she wants. Maria's mother is a single parent and has great difficulties contributing to her child's tuition.

PHILIPPINES



Gamot Cogon School
Rheann (11) likes it when she succeeds right away. She loves the feeling when she achieves a new skill and it shows the best of her ability. If she cannot manage to do something, however, she gets angry with herself. Rheann lives with her mother, grandparents and six siblings in very modest circumstances.

POLAND



Janusz Korczak Waldorf School
Lena (12) is a funny girl but encounters the world with a certain distance. She loves her pets - two cats and a guinea pig. Her big dream is to become a veterinarian doctor later. She loves reading and on weekends she goes on hiking tours with her family and occasionally also skiing.

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.

First Name, Name

Address

Postal code (Country)

Phone, Fax number

Email

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



Thank you letter from Hancheng Waldorf School, China

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Privacy Policy for Donors: Your privacy is important to us and we treat your data strictly confidential. In order to provide you with a tax receipt, we will save your address. Your contact details will not be disclosed to unauthorized third parties. In addition, we will inform you four times a year about our work with our "Rundbrief" and member newsletter. If you do not wish to receive information from us, you can always let us know. We forward donors data to our partner initiative, so they can thank you directly. Our partners are not authorized to release the information to third parties. You can object to the transfer of your data at any time.

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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