

RUNDBRIEF

NEWSLETTER AUTUMN 2014

Freunde der
Erziehungskunst
Rudolf Steiners



20 YEARS WALDORF ONE WORLD – DAY

KYRGYZTAN big steps in Manas Social Village

CHINA the development of Waldorf Education

COLOMBIA a new home for Arca Mundial

ABOUT US

Since 1976, the **Friends of Waldorf Education** promote Waldorf schools, kindergartens, social therapy initiatives, curative education facilities and social initiatives in general. Our goal is to open up new educational opportunities to people around the world. We have been pursuing this task quite successfully.

So far we have supported more than 600 facilities around the world by forwarding donations and through our volunteering program.

Areas of work

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

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

Support our work through the 10% campaign

For many years we forward donations at 100% to projects abroad. At the same time our members and individual donors fund our work as an association. In order for the Friends of Waldorf Education to continue to operate, forward donations, support projects and raise public awareness, we would be very grateful if you participated in our 10% campaign. Should you decide to increase your project or sponsorship donation with an additional 10%, the work of the Friends would greatly benefit from your contribution. Read more about this campaign at www.freunde-waldorf.de/en

Cover: Shanti Sewa
Griha, Nepal.
by Carlos Perez

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Dear reader,

With this autumn edition of our newsletter, you are holding news from many different places around the globe in your hands. Places, where people with courage and dedication carry a common impulse out into the world by founding a kindergarten or an independent school. They do so without economic, denominational or political motive, but with a profound conviction that focuses on the human being itself and lets him develop by means of Waldorf education.

This edition also provides insights into our areas of work, such as the international relief fund or educational sponsorships, which help us to specifically support such initiatives and institutions. Moreover, we have included our financial report for the last fiscal year, which has been presented in our annual general meeting and which once a year, in this newsletter, gives a transparent account of how we have forwarded the money you have trusted us with as a creational means to institutions all over the world.

After we have taken a look at the thriving Waldorf movement and its protagonists in China in our last newsletter, Ben Cherry examines in this issue the background and cultural conditions, which allow the movement in China to grow in such a lively manner, but require maximum sensitivity at the same time.

Finally, I am particularly pleased to report that both the WOW-Day student campaign and the volunteering program celebrate their 20th anniversary this year (and therefore with almost 21 years can be considered to enter "adulthood"). The volunteering program of the Friends began in 1994 with Rasmus Precht as a first volunteer. I myself have completed my voluntary service in Brazil six years ago and thereby came in touch with the work of the Friends of Waldorf Education. This experience ultimately resulted in me writing this editorial for you today.



I hope you enjoy reading this issue.

Cordially,
Jaspar Röh

From our work

100 years ago, Rudolf Steiner gave several lectures for the teachers of the first Waldorf school, in which he describes the basics of Waldorf education from the point of view of a teacher. What is important is that there is an intimate, perceptual relationship between students and teacher, which grows if the teacher regularly observes the effect of his own teaching on his students and develops his teaching accordingly. This means he educates to have a strengthening and not a weakening effect on his students. All education is self-education! Therefore, Waldorf teachers worldwide must observe this relationship between self-education and the healthy or unhealthy effects of teaching.



Managing Director Nana Göbel, Kindergarten in Pokhara overlooking the Annapurna in Nepal

Rudolf Steiner pointed out in 1924 that Waldorf education not only has the task to educate individual children, but should also impact society. Already at that time he observed that a progressive spreading of materialism is taking place, also with regards to values - and he said: "...if humanity in the civilized world does not want to fall into barbarism, then a renewed focus on the intellectual and spiritual is needed within society."

Indeed, since the late 1980s one can observe that there is an ever growing demand for Waldorf education and new Waldorf schools and kindergartens are being founded all over the world. Does this development show a longing for a different culture? A culture of humanity and human dignity? We think so. However, implementing such a culture is of course a very idealistic claim, which cannot always be fulfilled in reality. Nonetheless, striving for such an ideal is always inclusive and will

need to be maintained if Waldorf education is to gain importance worldwide.

Over the last months, people willing to take a risk have founded Waldorf kindergartens, for example, on the French-speaking island of La Reunion in the Indian Ocean, in Zanzibar, the tropical island in front of Tanzania, in Pabu Ki Dhani near Jaisalmer in the Thar desert of Rajasthan (India), in the high-rise settlements of Chongqing - a municipality about the same size as Austria - in Pokhara at the foothills of Annapurna, in Lumakanda in western Kenya, not far from lake Victoria, and in Tarapoto at the periphery of the Peruvian Amazon rainforest. From the perspective of Berlin, these initiatives are in fact started in the most remote places on earth. If one also includes the people who want to establish Waldorf schools in Kinshasa, Erbil or in Neuquen, then it is clear that we do not use the word "worldwide" without meaning.



In the past months, the *Friends* have **consulted** and supported kindergartens, schools and curative educational facilities, both new and existing, which are in need of help. The Waldorf School Windhoek, Namibia, for example, is in the process of establishing a vocational high school training program in order to offer students a diverse education that caters to their abilities. This requires not only appropriate buildings and qualified teachers, but also an official recognition of the training program. Sadly, vocational training programs are so far non-existent in Namibia just like in many other African countries. Moreover, the small Waldorf school in Kathmandu, Nepal, was facing some major difficulties with its management structure and had to be completely reorganised. In addition, the teachers had received no training for years and were very grateful for the training course, which was provided by an Israeli colleague. Now the situation of the school is hopeful again, which is also reflected in the growing number of students.

Collegial mentoring and regular exchanges and

support at conferences, are essential tools of teacher training. Therefore, we are continuing to allocate resources for this purpose. In recent months the **9th Conference for Central Asian Waldorf Teachers** took place and was organised by our colleagues in Bishkek, Kyrgyzstan. It was attended by colleagues from Kazakhstan, Kyrgyzstan, Tajikistan and Siberia, provided the political situation allowed them to travel. Meanwhile, representatives of the Central-Eastern European colleagues also met in Vilnius, Lithuania, following the invitation of the ILO, which is the International Association for Waldorf Education in Central and Eastern Europe and one of our main partners. Furthermore, the **4th Chinese-speaking Waldorf Conference** was held in Taiwan with over 500 participants from Taiwan, China, Hong Kong and Malaysia. It was a great event with many fantastic contributions by colleagues and students from the ten Waldorf schools in Taiwan. In Lima, Peru, a training week took place for colleagues from the local Waldorf schools, which was not only well attended - almost 100 people were present - but was actually the first event, for which all colleagues

from the Peruvian Waldorf schools gathered to meet. In all these conferences one can experience that there exists a common humanitarian cause with Waldorf education, which goes beyond the individual teacher or the individual school and that needs to be constantly regained and well cultivated to bring life into everyday teaching.

Of course we are also involved with our “traditional”

left: high school in Windhoek; below: conference in Taiwan, performance at Tatu Waldorf School, Christmas play at Adazi Waldorf School

tasks such as helping schools to solve their construction funding problems, which we usually do in cooperation with other foundations. Together with representatives of these foundations we meet three times a year and discuss together how we can help in the best possible way. This year, we provided **financial assistance** for, amongst others, the construction projects in Pecs in Hungary, Adazi in Lithuania, Tartu in Estonia, Irkutsk in Russia, Hancheng in China, Santos in Brazil and Luján in Argentina, while other requests could not be





left: students at Tashi Waldorf School in Kathmandu; right: kindergarten in La Reunion



approved as yet. This includes the request of the Waldorf school in Zelenograd in Russia, which has so far failed because the necessary funds required in the Moscow region could simply not be raised. Another unapproved request comes from the Panyotai Waldorf School in Bangkok, which is indeed now fully developed and whose founders currently see a unique opportunity to obtain accreditation for teacher training, provided the relevant buildings are available. For these tasks, we would very much like to find donors.

Another task that we work on regularly, is the already above mentioned **collegial mentoring**. We are asked by many schools, but also by national associations to support the travel of experienced colleagues, who are sometimes for as much as invited only for a few weeks and sometimes even for an entire year to support their colleagues abroad. In this way, we were able to help the Waldorf School in Timisoara in Romania, as well as, the Tashi Waldorf School in Kathmandu, Nepal, the Mbagathi Steiner School in Nairobi, Kenya, the Bangalore Steiner School, India, and the small school in Varcea

de Roca, Brazil. A further task was to coordinate entire school and kindergarten movements, as we have been doing for years in China. Similarly, we supported the instructors of the East African Teacher Training in Nairobi, who regularly organise courses for the future kindergarten teachers and teachers in East Africa. In this way we contributed to bringing stability into the whole region.

In 1994, the first volunteer went to South Africa with the *Friends*. Meanwhile, we have accompanied and supported over 7,000 volunteers with their service around the world. Under the topic “**20 years of voluntary service** - development impulses for the individual and society,” the anniversary was celebrated on 3-5 October 2014 at the Cologne Waldorf School. For the 2014/15 school year we have sent about 700 volunteers to a variety of placements abroad. What is new is that the last seminar meeting of the foreign services, the so-called commitment training, is planned and executed by former volunteers and employees of the alumni network. In the past year, interest of Waldorf kindergartens and Waldorf schools in Germany to collaborate with

the *Friends* and host volunteers has been growing. Following their assignment, many volunteers deepen their interest by studying Waldorf education, which means that the voluntary service contributes significantly to the promotion of young talent.

This summer alone, 78 foreign incoming volunteers from 29 countries have started their voluntary service in Germany. As in previous years, many of the participants come from countries such as Brazil, Colombia and Georgia. For the first time volunteers from Rwanda and Thailand we welcomed as well. Moreover, many young women from China have joined our program from a country where Waldorf education encounters increased interest. What is particularly nice to see is that several former incomer volunteers are now working as house parents in German facilities and accommodate and support a new generation of incomers.

In the field of **emergency pedagogy**, the summer 2014 was marked by the humanitarian crises in Kurdistan-Iraq and in Gaza. In August we conducted an emergency educational mission in Dohuk, northern Iraq. During the assignment it was possible to recruit a number of young volunteers and train them accordingly, so that the refugee children will continue to benefit from trauma educational care after the *Freunde* team has left. In order to conduct further training courses for these volunteers, we are planning another longer mission in mid-November. Already since 2013 the *Friends* have been active in various refugee camps in Kurdistan. In Gaza, our partner organization Nawa Centre for Culture and Arts offers educational emergency stabilization measures since July, for children who

have been traumatised and re-traumatised because of on-going violence. Between 25 October and 8 November the *Friends* will be present in the Gaza Strip in El Balah and Gaza City once more to provide educational assistance. One of the main goals of this deployment is to psychologically stabilise the local emergency educators.

But even in less publicised crisis situations our emergency educators are able to help with their knowledge. In the Philippines, trauma educational interventions took place in February, May and October. Meanwhile, three child protection centres have been established in close cooperation with the local Waldorf movement. Another milestone has been achieved with the responsibility at “Kakuma Waldorf Project” in Kakuma refugee camp in Kenya being handed over to local educators, who are connected to the Nairobi Waldorf School. Following the disastrous floods in the Balkans in May an emergency pedagogical mission to Bosnia has been realised as well. In addition, training courses were offered worldwide on the topics of psycho-traumatology, emergency education and disaster relief. From 10 - 12 April 2015 the next Annual Conference of Emergency Pedagogy is planned in Karlsruhe.

All our work is done with regards to the above-indicated motifs. Although they are inspiring our work from the beginning, their weightage becomes more apparent every year and in times of crises, they become the spark of something new. They become the spark of humanity. Whether the sparks turn into a flame, depends first and foremost on the commitment of all parties involved: parents, teachers, students and helpers.

Nana Goebel

SPENDING	2013	2012	INCOME	2013	2012			
A. International relief fund								
Waldorf schools/ kindergartens	1.905.645,23	2.431.864,10	Individual donors	1.711.980,47	2.215.849,58			
Training/ Seminars/ Scholarships	610.350,60	707.786,99	Foundations and others	1.353.676,21	1.081.966,67			
Curative education/Social therapy and social work	1.365.403,74	1.336.045,18	Schools, Kindergartens, Curative education	128.480,78	196.239,78			
Supraregional tasks	338.424,56	62.814,49	Special campaigns/ WOW-Day etc.	396.157,52	370.628,18			
Subtotal	4.219.824,13	4.538.510,76	Special campaigns/ Placement funds	8.792,79	19.253,24			
Special purpose business Catalogue/ Video	432,52	572,80	Government grants BMZ	554.784,50	473.554,00			
Subtotal	4.220.256,65	4.539.083,56	Subtotal	4.153.872,27	4.357.491,45			
Allocation to reserve fund	0,00	389.917,60	Special purpose business Catalogue/ Video	122,31	2.802,05			
Outflow int. relief fund	4.220.256,65	4.929.001,16	Inflow int. relief fund	4.153.994,58	4.360.293,50			
B. Emergency education								
Personnel costs	297.984,92	304.404,34	Member contributions	162.863,00	154.129,15			
Material costs	166.325,07	143.753,70	Donations	113.623,71	78.445,76			
Subtotal	464.309,99	448.158,04	Interest/other income	148.435,81	163.317,23			
Allocation to reserve fund	42.195,55	0,00	Reimbursements	2.780,61	4.173,45			
Outflow operations	506.505,54	448.158,04	Administrative share of government grants (BMZ)	36.932,58	6.432,07			
C. Foreign voluntary services								
Personnel costs	1.495.083,20	1.330.835,16	Economic operations	3.000,00	7.200,00			
Material costs	292.122,09	370.833,26	Subtotal	467.635,71	413.697,66			
Travel expenses	562.075,27	584.471,15	Dissolution of reserves	38.869,83	34.460,38			
Insurance	369.367,07	350.345,00	Inflow operations	506.505,54	448.158,04			
Pocket money	784.646,91	894.040,15	D. Freiwilligendienste Inland					
Room and board allowance	340.037,00	272.458,21	Personnel costs	942.136,04	699.268,64			
Seminars + alumni work	759.387,85	684.158,04	Material costs	213.309,39	191.806,66			
Others	116.864,54	98.066,14	BFD pocket money	1.309.569,44	930.560,03			
Placement funds/ Help funds	8.792,79	19.253,24	Insurance Incoming	19.533,41	19.325,14			
"Weltwärts-und danach" program	73.143,49	63.618,87	Seminars pedagogical support	687.833,17	385.478,74			
Repayment support group donations	2.300,00	1.950,00	Air travel funding	12.341,31	14.509,99			
Repayment public funds	3.937,50	51.515,25	Outflow domestic voluntary service	3.184.722,76	2.240.949,20			
Subtotal	4.807.757,71	4.721.544,47	Reimbursement BFD	1.288.979,70	941.678,91			
Allocation to reserve fund	773.877,31	125.932,19	Government grants	488.135,91	491.597,57			
Outflow foreign voluntary services	5.581.635,02	4.847.476,66	Domestic placement facilities	1.168.732,34	929.953,74			
D. Freiwilligendienste Inland								
Personnel costs	942.136,04	699.268,64	Donations/Air travel fund	7.627,61	9.495,99			
Material costs	213.309,39	191.806,66	Other income	49.994,69	1.157,99			
BFD pocket money	1.309.569,44	930.560,03	Inflow domestic voluntary service	3.003.470,25	2.373.884,20			
Insurance Incoming	19.533,41	19.325,14						
Seminars pedagogical support	687.833,17	385.478,74						
Air travel funding	12.341,31	14.509,99						
Outflow domestic voluntary service	3.184.722,76	2.240.949,20						

Trust creates freedom

In dealing with money we are used to giving something and receiving something in return. Every day, we calculate, we exchange goods for money, compare offers or say we lack the money for a certain purchase. In contrast it can be very liberating to make a donation. Someone decides to give money, voluntarily and without expecting any compensation. Giving money as a gift expresses confidence towards the recipient, boosting his or her intention. We all feel encouraged when someone tells us that our ideas are good. But with a donation an approval of an idea also becomes effective in practice. It provides the recipient with the necessary means to do his job, in whatever way he thinks is right. As a result, visions can turn into reality.

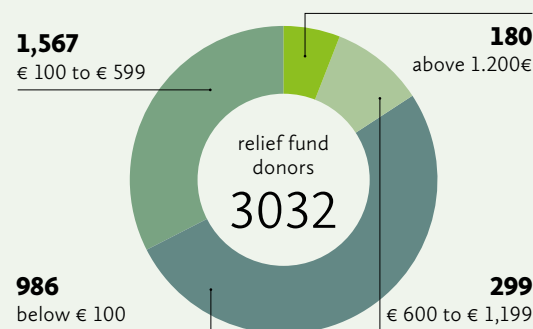
In the table on the left **under income and spending** we have summarised the use of all funds for projects abroad in section A International Aid Fund. In 2013, we received a total of € 4.15 million to support institutions abroad. Most of the funds we continue to receive from individual donors. In 2013 we received € 1.7 million from 3,032 persons to support projects abroad. Considering the large donations contained therein from € 10,000 per year or above we have received € 620 thousand from 14 people in 2013. This corresponds to a share of 36% of individual donations in €. In the previous year we had received

€ 1,065 thousand from 17 people. The decrease compared to the previous year is primarily due to an inheritance for a school in South Africa, which increased individual donations remarkably in 2012.

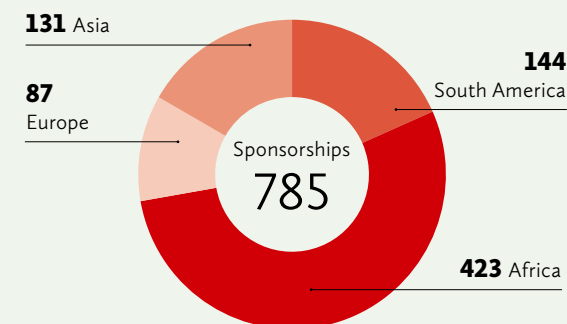
The number of donors has hardly changed with 3,032 compared to 3,023. This is particularly gratifying because many donors donate only once a year during the winter call for donations. The Christmas appeal 2013 in favour of the emergency educational work at Kakuma refugee camp is not listed under individual donations of the International Aid Fund, but is shown in section B emergency education.

Through the **educational sponsorship** campaign in 2013 we were able to attract many new donors for educational vouchers allowing financially disadvantaged children to gain access to Waldorf education. Currently, we administrate 785 educational sponsorships at 50 different schools worldwide, of which 423 are to the benefit of students in Africa. Twice a year, our educational sponsors receive a report about their godchild, who acts as an ambassador for his or her school. Educational sponsorships are an important way to increase the budget of schools abroad and thus to enable children from poorer family backgrounds to attend a Waldorf school.

Split of donors according to sum of donations p.a.



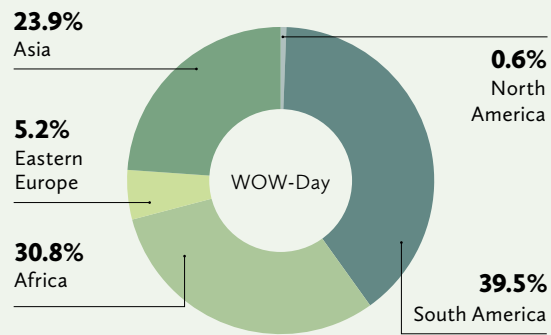
Number of sponsorships by region



A second important source of funding for the international Waldorf movement are foundations, which have donated € 1.35 million in 2013. While many individual donors donate towards the work of a school as an entity, grants from foundations are usually given for specific applications with a well-calculated financing plan. The increase in 2013 was caused by a special allowance of € 300 thousand in favour of a fund for school buildings in the United States. Since Waldorf schools in the United States operate without government subsidies, we are very grateful about this possibility to fund new school buildings.

In addition, we received € 128 thousand from the German school movement for Waldorf schools abroad. I would like to highlight the contribution of the Umlandshöhe Waldorf School in Stuttgart, which for many years regularly donates large amounts from their school bazaar income. It is nice to see that solidarity towards the international school movement is so deeply rooted in this school community. Indeed, we are always happy when schools decide to donate a percentage of their bazaar proceeds to Waldorf schools abroad.

Distribution of WOW-Day revenues 2013



WOW-Day (Waldorf One World-Day)

The yearly WOW-Day campaign can also report a significant increase in revenues. Last year, students from 194 schools in 31 countries participated and raised a sum of more than € 390 thousand in one day. As a result, we were able to support 91 projects, most of which were institutions in South America and Africa.

Use of donations international relief fund

In 2013 we were able to transfer a total of € 4.2 million to initiatives abroad. This includes € 193 thousand of independent donations for the international relief fund, which represents a share of 4.59%. Unusually high this year was the proportion of expenditure as part of BMZ construction projects (German Federal Ministry for Economic Cooperation and Development). With 20% this figure was twice as high as in the previous year, which was due to the fact that some projects were delayed in 2012 and therefore funds from 2012 were paid only by 2013.

Also interesting is the fact that we supported only one school project in Hawzien, but were able to invest four times in the field of social therapy.

BMZ Medellin, Arca Mundial, Colombia	266.249,95
BMZ Hue, Bamboo Family, Vietnam	251.488,47
BMZ Hawzien, Ethiopia	202.075,81
BMZ Belgrade, Serbia	48.000,00
BMZ erezvan, Mayri, Armenia	31.450,00

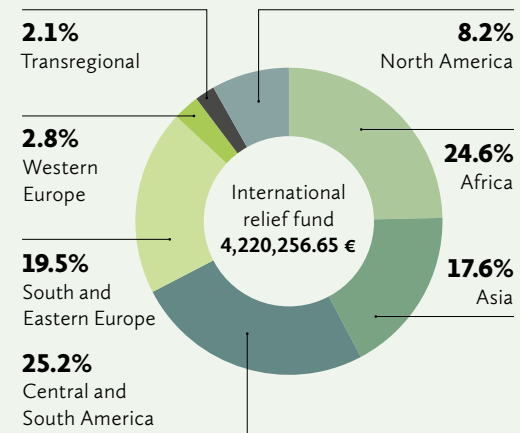
Overall, the distribution of donations across continents was much more balanced than in previous years. On the one hand the transfer of funds from BMZ projects was more evenly spread across continents, on the other hand, we have intensively focused in the past year on supporting initiatives in Southern and Eastern Europe. Due to the worsening of the political and economic situation, we committed funds in 2013 to reinforce the Hungarian school movement with € 125 thousand. In Lithuania, we invested a total of € 51 thousand for the renovation of schools in Kaunas, Kazlu Ruda and Vilnius. In Serbia, we were able to promote social therapy with a BMZ project and also support the new beginning of a kindergarten in Belgrade.

A total of € 1.06 million in funds were directed to Central and South America, of which € 405 thousand went to Colombia. In addition to the construction project at the curative educational day-care centre Arca Mundial in Medellin (€ 266 thousand), we

particularly supported the social work at CES Waldorf in Bogota with € 80 thousand, of which € 34 thousand came from the WOW-Day campaign. As a matter of fact, this makes CES Waldorf the number one among the WOW-Day projects. Furthermore, we forwarded € 191 thousand of earmarked funds to Brazil for the work in the favela Monte Azul, Sao Paulo, and supported the completion of construction work at the Escuela Caracol School in San Marcos La Laguna, Guatemala, where running costs are funded through sponsorships (€ 47 thousand).

€ 1.04 million in donations went to Africa, of which € 276 thousand were transferred to South Africa. In this country we are maintaining close contact with the Centre for Creative Education in Cape Town (€ 58 thousand), which is now increasingly gaining support from within South Africa. We have also forwarded € 420 thousand to Namibia, derived largely from earmarked funds for the Waldorf School in Windhoek. Additionally the Waldorf School in Dar Es Salaam, Tanzania, has kept us very busy, as € 54 thousand enabled the school to build a newly drilled well to finally supply the school building with water. Also encouraging is the founding of the Waldorf School Nyeredzi in Harare, Zimbabwe, where we were able to assist with a grant of non-earmarked donations and sponsorships.

Use of funds by region in 2013



Continued on page 14

Emergency Education

In the field of emergency education we had significantly higher expenditures than revenues in 2013, which were covered with funds from the previous year. The support we received by the German Ministry of Foreign Affairs for our work in Gaza and by Germany's relief coalition for our work in Kakuma expired as per contract and as a result donations coming from these partners decreased correspondingly. Therefore, the emergency educational work was therefore primarily funded through donations in 2013. Particularly noteworthy are the contributions raised by our winter call for donations in favour of our work at Kakuma refugee camp (€ 150 thousand) and our call for donations in support of our mission in the Philippines after Typhoon Haiyan (€ 29k).

B Emergency Education	2013	2012
Donations	312.149,15	126.523,79
Thereof Kakuma call for donations	-149.934,87	0,00
Donation EE w/o Kakuma call for donations	162.214,28	126.523,79

Volunteering abroad

With 685 volunteers going abroad in 2013, the number of volunteers has remained quite stable. To fund their service volunteers were looking for donors to build so-called supporter circles ahead of their deployment. By doing so the volunteers were able to raise € 1.48 million in donations from 6173 donors.

Domestic volunteering

In 2013, 624 volunteers from Germany and abroad began their voluntary service in social initiatives in Germany (517 in 2012). After the discontinuation of the federal community service we had started the domestic voluntary service in 2011 following the request of Anthropoi (anthroposophical association for social work) with a pilot group of volunteers. Even we, however, did not expect that we would be able to mediate so many

In Asia, there are two major conferences serving the purpose of teacher training. This time around, the Asian Waldorf Teacher Conference took place in Seoul, Korea, and the Central Asian teacher-training seminary was conducted in Bishkek, Kyrgyzstan. For these conferences we provided € 20 thousand in funding to cover travel costs of participants and lecturers. Apart from the BMZ projects for social therapy in Vietnam and Armenia, the intensive cooperation with China should be highlighted as well. In order to support the rapidly growing movement of Waldorf schools and kindergartens in China, we have invested € 37 thousand in development of the Waldorf associations and in translation work. Moreover, we have donated € 36 thousand for the renovation of the school in Hancheng, Shanxi Province. New additions to our portfolio of supported initiatives are the Amor Waldorf School in Pune, India, and the social therapeutic work in Baddegama, Sri Lanka.

100% forwarding of donations and funding of our work

In section A international relief fund, there are two divisions. One is representing the donations in favour of Waldorf institutions worldwide. The donations that we receive in this field are forwarded at 100% to projects abroad. The second section indicates that the cost of our work is funded separately thereof. These include, for example, the cost of travelling, accounting for donations, administration of our sponsorship program, public relations for these projects in the newsletter or on our website, application and settlement of foundation money and much more. With every receipt we know whether the donation is intended towards funding projects abroad or for our work. Accordingly revenues and expenditures are recorded separately and are also shown in the financial statements in two separate tables.

These costs for our work amounted to € 464 thousand last year. (Personnel costs reduced due to the illness of one of our employees, as the overhead costs increased as a result of the purchase of new

volunteers to German institutions so quickly.

International relief fund

Unlike in Germany, where independent schools receive a contribution of around two-thirds of the school budget from the state, suppose there is a group of teachers and parents who want to start a Waldorf school in a country where there is little or no government support for independent schools. No problem, if the parents are wealthy and cover the budget by paying school fees. Now in our example, however, teachers also want to enable parents to send their children to Waldorf school even if they cannot pay full tuition. In practice, the teachers then give up part of their salary and earn additional income on weekends, at night or during the holidays by working a second job. Parents then pay their contributions into a common fund, while some of them voluntarily pay more, enabling others to pay less or even nothing.

But what if there are not enough parents who can pay a higher amount in school fees? Then we hope that there are enough people within the school environment, who appreciate the positive development of the student's personalities as a result of Waldorf education and want to support the school. With these donations parents and teachers finally succeed to create the necessary financial framework and are free to shape a school community in which students can thrive and develop in a healthy way.

Problems arise when special expenses become necessary, such as investments in buildings, the purchase of school furniture or the funding of teacher training. These can be major challenges when a school operates with a narrow budget. Therefore, we receive continuous requests for help from all over the world, which we discuss in our monthly board meetings. Sometimes we

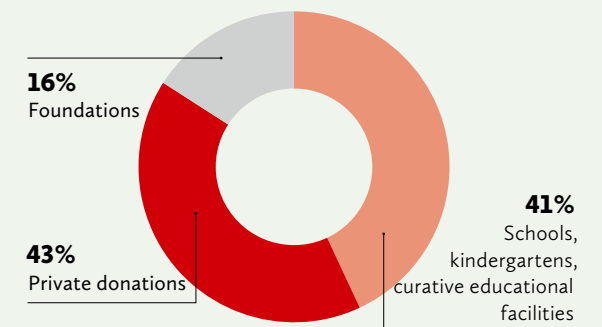
can help by providing advice, but often these decisions are with regards to whether or not to provide financial support. For those purposes we use the non-earmarked donations from our international relief fund. In some cases, even relatively small amounts, for example, covering the flight costs of a volunteering mentor, who gives courses in Warsaw and Beirut, can give an entire school community new impetus.

When a whole country is affected by an economic crisis, such as Hungary in 2013, Waldorf schools are struggling to survive. Indeed, the recent recession has led to unemployment, low incomes and thus lower parental contributions. At the same time, the government implemented austerity measures reducing government subsidies and finally suspended the payment for one year. Because the school budgets are hardly enough to pay teachers' salaries, payments from the Hungarian Waldorf Schools to the joint Federation of Waldorf schools in Hungary were put on hold as well. This is understandable but disastrous at the same time, because the Hungarian federation secures the required state teacher training and provides political and scientific work, which in turn becomes the basis for future government grants. In this emergency situation, we were able to support the Hungarian Federation of Waldorf Schools with funds from the international relief fund.

Contributions from our international relief fund are always investments in the future. Of course we do not know from which seeds sustainable development will emerge and we cannot predict who is asking for help tomorrow. But we know for sure that these grants strengthen and stimulate the development of schools and that we can help only to the extent to which we receive donations for the international relief fund.

computers). Membership fees and interest income covered about two-thirds of these costs. Funding the remaining one third is a challenge for us every year. In 2013, we received donations totalling € 114 thousand including donations from domestic and foreign individuals and foundations. As our members can set their contributions by themselves, these contributions are not guaranteed either, but are an expression of solidarity to our work. Most of the German Waldorf schools support our work by being members, for which we are very grateful.

Membership fees and donations towards the administrative work of our association



We would like to thank our sponsors and members who enable our work in the first place and appreciate the slowly growing number of people who participate in the 10% campaign.

The healthy development of the adolescents of today determines the capabilities of the adults of tomorrow. Therefore we ask you to continue to help us to help others! Your donation supports teachers, who give their heart and soul to provide the best possible education to the children that have been entrusted to them. You decide how you want to get involved: by donating towards our international relief fund, to a school that you know personally, our emergency educational work, the sponsorship program or our administrative work - which enables us to continue to forward all donations to Waldorf initiatives abroad at 100%.

Irrespective of how you get involved - your donation creates the future!

Eleonore Jungheim

About crossing the Alps, royal ceremonies and vegan cuisine

The 20th anniversary of our volunteering program gives us the opportunity to pause for a moment and reminisce about the developments in recent years: In addition to the established international voluntary service, the Friends of Waldorf Education have successfully expanded their program to

domestic services in 2011. Starting with 200 federal volunteers and a small team of six people, we now have an impressive 500 volunteers who are working in 300 anthroposophic and Waldorf educational institutions and are supported by a team of 19 full-time "Freunde" employees.



Joint effort at the cooking workshop, a cooking initiative of former volunteers; Top: archery workshop during a final seminar



The development of the plain figures is associated with the vibrant development of our seminars. The federal volunteer service includes 25 days of seminars, which can be completed in five seminar weeks consisting of five-day sessions each. These seminars cover the following topics: induction and orientation, experience and exchange; conversion and perspective; socio-political commitment and the grand finale. To honour the contribution of each volunteer with the appreciation and recognition they deserve, young volunteers are taken to special places. This past summer some 300 volunteers went on a trip to Italy, another group of about 100 volunteers went to Langeneß island in the North sea, while again others enjoyed the winds of change on the Fortuna sailboat and a group of volunteers of biodynamic agriculture crossed the Alps as the last hurdle before their service abroad. The final seminar ended with a ceremonial climax, when so called King speeches were held. Each volunteer was appreciated by his or her "royal" counterpart with a speech, as their "hero's journey" ended.

Apart from educational seminars a colourful variety of (training) seminars and initiatives have emerged: thanks to the efforts of former volunteers about one third of the seminars now take place in self-catering

locations, which are supplied by a cooking initiative of former volunteers. The concept of the cooking workshop is based on vegetarian or vegan meals. They are prepared using biological or bio-dynamic ingredients, as well as regional and seasonal products, thus making a significant contribution to a sustainable and healthy diet. All in all, 2 cooking team members cater for almost 100 seminar weeks per season.

This means 500 training days for 2500 people, who consume 37,500 meals.

Other offers included an information weekend during which the profession of a Waldorf teacher was discussed, a teamers training for 120 alumni under the motto of the aesthetic letters of Friedrich Schiller and a cooking workshop on wild herbs.

By Stefan Wurster and Michaela Mezger

"What drives us is accompanying the biographical event of a voluntary year as best as possible and stimulate initiative for the world."

VOLUNTEERING REPORT: MY YEAR IN JÄRNA

My voluntary service at Järna Naturbruksgymnasium in Sweden



I still remember very well when one year ago I came back from my short inaugural visit from Järna and sat on my desk looking through my documents. The Järna Naturbruksgymnasium had selected me and wanted me to work with them as a volunteer. It was now time to pack my bags. Friends have always admired my intention to go abroad and regarded it as a brave decision, which I could not understand at first. However, when I then had to make the decision all by myself, I did get the jitters a bit. But my love of adventure and curiosity prevailed.

The Järna Naturbruksgymnasium is a small Swedish school with an agricultural orientation for high school students. A boarding school is part of the premises as well, which during my stay was occupied by about 12 students. From the beginning I was warmly welcomed by the six teachers, an excellent cook, a

loving housemother, the caretaker and two farmers, and immediately became part of the organisation.

After a few weeks, I had developed a daily routine. My responsibilities included clearing the breakfast table and rinsing the plates and cutlery. Next I prepared the dining hall, because at twelve o'clock all students, teachers and farmers would turn up hungry again. To prepare lunch for about 35 people, I often helped in the kitchen or prepared desserts. After a short lunch break I took over driving duties or other practical activities. These included garbage disposal and the weekly shopping and storing of food and other supplies, which came under my responsibility. In addition, I was involved in a lot of handy tasks working together with the caretaker, but often also on my own. Indeed I enjoyed tasks such as renovating my small bathroom, wallpapering



left: accommodation in a Swedish House; middle: at minus 30 degrees celcius; right: dog sled ride at sunset at half past two in the afternoon.



the common room, painting walls, doing minor carpentry work and changing winter and summer tires on the vehicles.

Since I lived with the boarding students under one roof, we spent a lot of time together. As winter in Sweden is long and dark, one has to fill the days with life inside the house and so we did. The weekly gaming, baking and crafts evenings were always a highlight. When the light came back outside, we often went to the lake, had a swim in the icy water or jumped into our small rowing boat. With an ice cream in our hand the Swedish dream was perfect.

About one month before my return to Germany, I was allowed to experience an unforgettable highlight. We went on a survival training in the wild: two ice-cold nights on a lonely island, with sleeping

bag, rain and river water soup. After the canoe had brought us safely back to the mainland, I felt happy and grateful to have had this experience.

After twelve months, I had to say goodbye with a heavy heart. I have never met such friendly and lovable people like the ones in Järna. Teachers and students have gained a special place in my heart within a very short time. Moreover, the Järna Naturbruksgymnasium is a great place for a volunteer. I cannot stress enough to thank everybody for this year, in which I learned a lot about myself, my fellow human beings and about working together. This experience has given me new perspectives for the future. I will always remember my time in Järna.

Laura Joisten

Childhood in a state of emergency – Trauma pedagogy for Iraqi IDPs

Note: All names have been changed for reasons of privacy protection



On the buildings of the conquered villages and towns their black flags are waving in the wind. In summer 2014, within just a matter of days, the terrorist rebels of the “Islamic State” (IS) captured wide settlement areas of Yazidis and Christians. In the occupied territories they carried out evictions, kidnappings and mass executions. The reign of terror by IS-jihadists forced hundreds of thousands people to flee. After long days of marching through dangerous territory, most refugees arrived in the Kurdish provincial capital of Dohuk in the autonomous region of Kurdistan in Iraq. Here the refugees now live in extremely confined spaces in about 800 schools and cultural centres, in countless shell constructions, in makeshift tent camps and in shelters along the roads. More than half of them are children who have been severely traumatised by their experiences.

Since the end of 2013 the Friends of Waldorf Education support Syrian refugees in northern Iraq in cooperation with UNHCR, the United Nations refugee agency. As a result of the current flows of internally displaced people (IDP's) the relief organisation conducted an emergency educational crisis intervention for about 1500 Yezidi and Christian children and adolescents in the region of Dohuk from 21 August to 3 September 2014. Emergency Education wants to help traumatised children and adolescents with methods of Waldorf education to resolve their trauma-induced rigidities and to support them in processing their experiences. At the “Blend” school in Dohuk, emergency responders meet Jasmine, seven years old, from Sujar village. She is in constant alert, suffering from anxiety disorders, panic attacks and nightmares. She also does no longer play and has socially withdrawn completely since her escape. She refuses to participate in our activities. As a couple of emergency teachers enter the room at the request of her uncle, Jasmine panics. The educational emergency workers decide to withdraw immediately, so as to not damage the sense of security of this child further. Her mother is then asked to gently lead Jasmine outside to watch the felting activities of the other children from some distance. After a while, an educational instructor approaches the still fearful cowering child and offers her some felt material as a result of which Jasmine slowly and timidly uses her palms to make a small felt ball. Suddenly she straitens up, her posture and her features are now already noticeably relaxed. Soon after, Jasmine is released from the arms of her mother and joins the group of other children. Finally, she places herself even in the centre of the circle

and sings a song for the others. With a beaming face she returns to her place. Her smile infects all present mothers. Joy heals.

Khanke is a small village at the Mosul Dam about half an hour's drive away from Dohuk in the direction of Seemel. At the periphery of the village, a temporary shelter has been established, which houses about 5,000 refugees. For a while now Kurdish businessman Ali Zdin who lives opposite the camp, runs the camp from his own resources. Except for five UNHCR tents he has supplied all other tents and feeds the people on a provisional basis with three tons of rice per day. Water is supplied to the camp daily by water trucks. There is, however, just enough water available for drinking, but not for hygienic purposes or for washing clothes. Moreover, there are no toilets. Recently, two doctors have joined the camp caring for the many sick and injured. Ali Zdin is not an isolated case. The support and solidarity towards refugees out of the free initiative of individual people is great. Only in this way it was thus far possible to prevent a humanitarian disaster.

Like all trauma victims the about 2500 refugee children from Khanke also need places of safety and security to process their traumatic experiences. Those can be either external places, internal psychic locations, but also simply their own bodies. Without a basic feeling of safety, traumatic experiences cannot be overcome.

With temperatures at about 45 degrees, the emergency educational crisis intervention team constructed an open child protection centre (Child Friendly Space) for up to 800 children on an open field. The site was demarcated and cleaned for the period of the intervention. The emergency educational work began with a common initial



To the left: coordination games; top: child in a refugee camp in Khanke; bottom: abandoned construction site as an emergency shelter

circle, with rhythmic exercises, songs and poems. Next the team conducted eight workshops, each with over 100 attending children and adolescents. Countless adults surrounded the defined area and thus with their presence created a safe space for their children's activities. Many of them also joined in our pedagogical efforts and painted, felted and participated in rhythmic exercises together with their children. In fact, parents are also traumatised and need help as well.

Bernd Ruf

Gaza: Another emergency education deployment

From July 8 to August 26, violence escalated again in dramatic fashion between the Israeli military and Hamas militants in the Gaza Strip. Amongst those who lost their lives are also approximately 500 children. As a result, the Friends of Waldorf Education who have already completed several psychological support missions in Gaza, were deployed once again from October 25 to November 8 for an emergency educational crisis intervention mission in Deir al-Balah and Gaza City.

In addition to stabilising measures for children and adolescents, the volunteer team of experts from Germany offered psychosocial support for local emergency teachers. "Already since 2010 we are working with Reem Abu Jaber, who is now director of the Nawa Centres for Culture and Arts. Many of their employees have been trained in emergency pedagogy by us," says Bernd Ruf, Managing Director of the Friends of Waldorf Education and director of emergency educational operations. "In recent weeks all these young people have again suffered from emotional wounds that heal slowly. They have lived through a constant fear of death, have had to mourn the death of family members and friends and perhaps have lost their homes. Just like the children those local teachers are deeply traumatised as well and in need of psychosocial support."

In order to help children and adolescents in the current crisis situation, the Nawa Centre for Culture and Arts had already started in July with their work and offered various trauma educational sessions in their own educational facilities, as well as in UN schools. The German emergency teachers are also working in these locations during their mission, as well as with children of the Samouni clan in Zeitoun, a suburb of Gaza City. With this background the work of local emergency education teachers with children can thus have a healing effect: as through the experience of one's own self-efficacy in active games and artistic activity, one can escape the role of the victim.

Michaela Mezger

Emergency Education: Educational First Aid

The Emergency Pedagogy program of the Friends of Waldorf Education is based on Waldorf methodology and related forms of therapy. By stimulating the self-healing powers of the affected people, traumatic experiences can be processed more easily and individuals can be encouraged and supported. Especially in contexts of war such measures are of immense importance. In artistic and experiential education based courses, the affected children have the opportunity to overcome their traumatic experiences with new beautiful experiences. This non-confrontational nature of trauma work has already been offered from 2009 to 2013 to many children and adolescents in Gaza, funded by the Foreign Office and in close cooperation with the Gaza Community Mental Health Center and the Al Qattan Centre for the Child.

WOW-Day: 20 years of student commitment for a holistic education worldwide



At the time of publication of this autumn newsletter, perhaps even while you are holding this newsletter in your hands, there will be WOW-day activities going on around the world. These fundraising activities have already begun in late September and continue until the end of November, a period in which all participating facilities can choose the best day for carrying out their WOW-Day activities, which is one of the most important novelties for WOW-Day this year.

For 20 years now the WOW-Day campaign encourages young people to join forces for a good cause. The idea of Waldorf One World (WOW) Day originated in a meeting of the European Council for Steiner Waldorf Education, in which Astrid Bjønness, at that time representing Norwegian Waldorf schools, was inspired by the campaign Operasjon Dagsverk (the largest youth solidarity campaign in Norway) and developed the WOW-Day concept for Waldorf schools. In the following years, the Friends of Waldorf Education and a number of individual schools then jointly implemented the campaign. In 2009, the Friends in cooperation with the German Federation of Waldorf Schools organised a large nationwide WOW-Day for the very first time, which from then onwards took place on a prespecified date around Michaelmas. In the following years WOW-Day gained momentum first in Europe and then worldwide.

Meanwhile, WOW-Day is an established and international campaign. During the past 20 years some 400 Waldorf schools from 35 countries have raised nearly € 3 million, from which more than 110 Waldorf initiatives in more than 40 countries benefited. Every year new countries join the campaign. Last year schools from Australia, Japan, Peru and Lithuania participated on WOW-Day for the first time.



As a result, WOW-Day 2013 was another great success. More than 230 Waldorf schools have raised a total of € 398,876.52. This money has been used to support 60 institutions in 27 countries, most of which do not receive any government funding and are fighting for their existence. This fills us with great joy and we want to thank you very much! This year marks WOW-Day's 20th anniversary and we invite all Waldorf schools or -kindergartens, special education or social therapy facilities to participate and continue our successful legacy.

To celebrate the anniversary in style, the Friends of Waldorf Education have launched a competition in cooperation with the Michael Foundation and the German Federation of Waldorf Schools for participating Waldorf schools in Germany: WOW-Day 2014 – Celebrating the Birthday of student commitment. The goal of this competition is to honor the commitment of Waldorf students in different categories and show that helping each other can be fun. All relevant information, including the terms and conditions can be found on the “Freunde” homepage under the WOW-Day section.

With inventive ideas and activities such as plays, circus performances, music, crafts, baking or handicraft sales, running for a good cause or one day jobs in a company, children and young people in Waldorf and anthroposophical institutions can commit themselves to holistic education worldwide, support each other and establish bonds of friendship.

In this sense, WOW-Day is also a contribution to the implementation of the Convention on the Rights of the Child, which celebrates its 25th anniversary on 20th November 2014 and is committed to the right of children to an education that supports the development of each child in a holistic way with regards to their physical, mental, spiritual and emotional abilities.

We are excited and look forward to another successful WOW-Day 2014.

Olivia Girard



www.freunde-waldorf.de



Impressions from WOW-Day in recent years

Brazil

São Paulo, Associação Comunitária Ponte das Estrelas

Dear WOW-Day students, Our little circus “Ponte das Estrelas” is going on tour again. The story has been written and the artists have come up with new tricks and feats, which now have to be rehearsed and put together as coherent choreographies. These are tasks, which we face every year that’s for sure... what is not sure, however, is if we can fund all four weeks of our tour. Indeed, such a tour requires a number of expenses such as flour and sugar for the bread we bake ourselves, fruit and lunch packs for the daily trips to the venues, the fabric for our animals that we make every year, the stage set – for which we need plywood, screws and wood glue – spare parts for our unicycles, oh yes... and patches and ointment for the little scratches and scrapes of our artists....

Thanks to your efforts, and other spontaneous donations, we are able to cover the costs for this year’s tour. So off our students go, rehearsing their juggling, tightrope walking, unicycling, rope jumping and clown performances. We practice every day in our day care centre, before and after school, and every other weekend all of us go on a retreat with overnight stay. By July, we have to be ready. Then we take our bus and a small trailer to the schools, theatres and cultural centres in São Paulo and surrounding areas. Meanwhile, our circus is known even outside of São Paulo. How fortunate we are this year! And next year? We will start practicing again...

A big THANK YOU to all of you!

Circo Ponte das Estrelas



South Africa

Madietane, Lesedi Waldorf Centre

Dear children, Our school wants to say a heartfelt “THANK YOU” to you. On the 2013 WOW-DAY you worked so hard again to support our school and bring joy to the children of Lesedi. Lesedi means ‘light’ and through your hard work you certainly have brought some more light to us.

There are a lot of plans for Lesedi this year: Class 10 children from the Waldorf School in Johannesburg will come in August and make a playground for the nursery school. So by the time they are finished we will see, what the children will need to really enjoy their playground fully and then we can go and get some useful and joyful things for the little children with your money. We hope that you like that idea??? We also would like to put up two really strong goals on the (dusty) ‘soccer field’ and buy some nets, so that the boys can practice to become superstars! We think that your money will then really make our Lesedi children happy! And once it is all installed we will send you some pictures!! Thank you for your support!

Until then we say “Ke a leboga”, which means “Thank you” in Sepedi, the language they speak at Lesedi!

Gabotse! Goodbye! Your Lesedi Team!

Kiki Sanne



COLOMBIA

A new home for Arca Mundial

Much has happened since the Fundación Arca Mundial began its work as curative educational home for people with disabilities in Medellín in 2000.



Impressions from Arca Mundial in Medellín

First, a foundation was established to support the initiative, which three years after its inception was able to purchase a property with the help of the Friends of Waldorf Education. On this property a former residential building was adapted for the needs of the disabled. Next, the therapeutic activities were launched and teaching, care and treatment of mentally, affective-emotionally and physically disabled children, youth and adults commenced. Soon the caretakers observed how people gained new self-esteem, new quality of life and vitality through curative educational support and the corresponding activities tailored to the needs of each individual.

To remedy the far too cramped situation, an extensive BMZ project application was successfully launched by the Friends, providing the resources to realise an expansion of the day care facility and to renovate the existing residential building, which meanwhile had been threatened by collapse. In 2013/2014, a four-story building was constructed on to the premises in addition to the basic renovation of

the existing residential building. Now Arca Mundial operates with a significantly enlarged facility with enough space for education, art therapy, and workshops (bakery, carpentry, weaving, sewing, pottery), featuring access ramps and an elevator. The complex of buildings now encloses a small atrium, amidst which a young tree provides some yet scarce shade.

Currently, almost 80 people with special needs from all walks of society attend the facility on a daily basis, where they are divided by age into groups in which they learn together and receive appropriate care. In 2015, attendance is expected to increase up to 120 people. At Arca Mundial those with special needs are mostly self-reliant and can free themselves from exclusion and isolation. Every day they, work, laugh and spend time together. At present, five volunteers of the “Freunde” volunteering program support the facility staff.

Jaspar Röh

Medellin

The second largest city in Colombia has over 2.7 million inhabitants. It was founded in the early 17th century and later grew with the increasing world market demand for coffee. Up to the 1980s, however, the city was also a synonym for violence as it was home to one of the largest drug cartels in Colombia. Surrounded by mountains, citizens sometimes also call it the Capital de la Montaña.

About an opening ceremony in Serbia and a first curative educational school class in China



Happy residents of Zivimo Zajedno in front of the new building

Serbia: With the help of a BMZ project, the Zivimo Zajedno Association (we live together) was able to implement the first anthroposophic social therapy project in Serbia. In addition to a day care centre in Belgrade, two additional buildings with large plots of land were purchased in the surrounding area. Together with the future residents one of the buildings has now been fully renovated and a flexible housing concept has started, according to which adults with special needs can alternately

move into the building to make their first experience with independent living. Parents and friends of the association currently perform the care work on a voluntary basis. Once operational funding is guaranteed – which in itself turns out to be an enormous challenge - a group of ten residents will be able to permanently live and work there. Until then, the struggle continues under very difficult economic circumstances in a country with a lot of poverty due to high unemployment and average wages around € 250 per month.

The Friends of Waldorf Education are now trying to find supporters to ensure long-term care for those with special needs and establish a daily routine once the renovation of the countryside buildings is complete. Fortunately the attached premises possess much fertile soil, which is perfect for biodynamic cultivation of vegetables and fruits. Moreover, recycling containers for plastic bottles have been placed at strategic locations in the nearby villages to create awareness and to earn an additional income.

Some 200 guests from Belgrade and the surrounding area attended the opening ceremony in April, including an unexpectedly high number of interested media representatives.

Armenia: With yet another BMZ project, the Friends of Waldorf Education enabled the establishment of the country's first day care centre for young people with special needs in the centre of Yerevan. In April, the inauguration of the fully renovated building took place at the premises of the facility in a residential area of the capital.

Previously the building had been empty for decades and was in totally neglected condition. After the

purchase by the Mayri Association and a renovation time of one year it now shines in new colors and shapes. Many workshops, therapy treatments and school lessons can now be offered to about 50 children and adolescents. The majority of them cannot find a place in school or appropriate care after elementary school due to their disability. This is because in Armenia people with disabilities are still discriminated against and do not receive government supports. All the more important it was that for the repair of the building, many companies despite the precarious economic situation delivered at reduced prices or offered their services for free when they learned that the assignment was for a social project for the benefit of people with special needs. Already now, half of the planned number of those in need of care attends the day care centre and in spite of great financial difficulties one can observe considerable developments after just a very short time.

China: After a visit to Beijing in March and numerous consultations with parents, the first curative educational school class was opened two months later at the Zhong Guan Cun Waldorf School. Now eleven children in need of therapeutic treatment attend a first grade in a building in the immediate vicinity of the small Waldorf school and its two kindergartens. There are already signs that the demand for curative educational schools is very large, since there are hardly any other such initiatives in the country. A major challenge, however, remains the training of curative educational teachers. There are already first aspirations to establish a training program for this area. It remains to be seen whether curative education will be developing as rapidly in China as the rest of Waldorf education. With the start of this first school class, the foundation has been laid in any case.

Thomas Kraus



Activities at Mayri Day Care Centre



School building at Zhong Guan Cun Waldorf School

Curative Education and Social Therapy

For a long time the Friends of Waldorf Education are also involved in the field of curative education and social therapy, wherein institutions operate worldwide on the basis of anthroposophical study of the human being and often do important pioneering work. Following an emphasis on this topic in the last issue of the newsletter we would like to present some news from our projects here. A detailed report on the evolution of the Manas social village in Kyrgyzstan can be found on page 32.

Old schools and new ideas between desert and city centre

While Europe was experiencing a pivotal year in 1989, when the world order of the previous decades was completely rearranged, the very first Waldorf school in Israel was founded in Galilee. Parents from the Kibbutz Harduf vividly studied anthroposophy and decided to trust their children into the hands of first class teachers Gilad Goldshmidt and Michal Ben Shalom. Today, both of them play an important role with respect to Waldorf teacher training in Israel and the creation of a forum of Israeli Waldorf schools.

The two most recent establishments of new Waldorf schools can be found in the Arava Valley, a reclaimed desert on the border with Jordan – where organic farmers have settled for several years – and in old Jaffa, the lively centre of Tel Aviv with its distinctive limestone buildings. The range of contrast of Israeli Waldorf schools thus reaches from the desert all the way to the city centre. For a long time there have been already two Waldorf schools located somewhat outside the city in Ramat Gan and Ramat Hasharon, but now, finally, there is a school in downtown Tel Aviv as well. On September 1, the inauguration and the beginning of the new school year were celebrated in the renovated building that the school has rented for the next five years. After a short development phase at another location, 175 children are now already attending the school. Their parents have renovated, designed and embellished the rooms of the school with dedication and aesthetic humor. Their reward was their children's eyes filled with laughter and sometimes bashful wonder looking at their beautiful school.

A focal point of Israeli Waldorf schools is certainly the north of Israel with the "old" schools in Harduf and Tiv'on, both large, well developed schools with public funding. Also the school in Misgav, with its

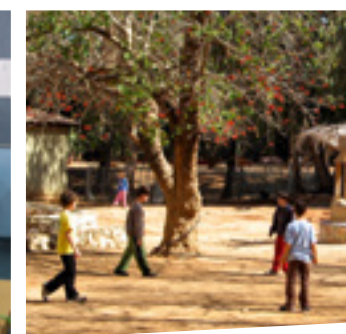
new hilltop building, is one of these pillars of the Waldorf movement in the north. Only with great courage and sacrifice is it possible to keep the Shfar'am Arabian Waldorf School in the north of the country alive, as the school is struggling for survival again and again.

The second oldest Waldorf school in Israel is located, funnily enough, in the former German centre of Jerusalem, which up to today is still a rather liberal area. And yet the tensions in this city with thousands of years of culture are explosive and unpredictable. Unlike in modern Tel Aviv, people in Jerusalem consistently experience the social and political challenges that make life in Israel only possible on an existential level. The children and young people are serious; as are the topics they choose for their final projects. In 25 years, eighteen Waldorf schools and about 100 kindergartens have been founded in Israel. Today, future teachers are trained in five Waldorf teacher training programs, sometimes connected to universities and all the "old" Waldorf schools are financed entirely by the state. In fact, one can no longer imagine a cultural landscape in Israel without Waldorf kindergartens and Waldorf schools. They are one of the few rays of hope for a peaceful future.

Nana Göbel



Impressions from Waldorf schools in Israel



A SINCERE REQUEST:

We invite you to become a sustaining member or to participate in our 10% campaign.

You may set the amount of your contribution by yourself and help us to support institutions worldwide.

MANAS SOCIAL VILLAGE IN KYRGYZSTAN

Big steps forward and a new building with felting workshop for residents and volunteers

Since the beginning of the collaboration between the Friends of Waldorf Education and the Association of the Manas Social Village, the initiative has undergone a quite significant development.

The Manas Social Village is a facility for youth and adults with disabilities, which was created ten years ago by parents from the Nadjeschda child rehabilitation centre, which has been operating successfully for the last 25 years in the capital city Bishkek. Especially Gulbarchyn Takyrbasheva, a medical doctor who became blind as an adult, has since been the driving force in developing the Manas Social Village.

Since 2006, the *Förderverein Sozialdorf Manas* from the German town of Ravensburg supports the village. In summer 2011 a very productive collaboration between the Friends of Waldorf Education and this association commenced: together we planned the construction of a new residential building with integrated felting workshop to allow for the residents to develop by living and working together. This extensive project was then funded by the German Federal Ministry for Economic Cooperation and Development (BMZ).

In spring 2013, the inauguration was joyfully celebrated with a lot of people. The highlight was that the future residents, young adults who had grown up in the Nadjeschda child rehabilitation centre and have long waited to move into the social village, attended the celebration. Immediately, they took the building and its beautiful rooms in possession and were overjoyed to be able to live here. Representatives of other projects, from official authorities and politics were present as well. Even the new Minister of Social Affairs of Kyrgyzstan had come along with Ms. Gudrun Sräga, the Ambassador of the Federal Republic of Germany. Speeches were

held and medals of honour were distributed, for all the efforts that went into making this big step. Several newspapers and even the Kyrgyz radio and television reported from the event.

Shortly after, by the end of September 2013, two volunteers from Germany travelled to Kyrgyzstan to do their social year at Manas Village as part of the *Freunde* volunteering program. Recently, the second batch of volunteers has arrived at the facility. For the residents and staff of the social village it is great that young people from Europe can and want to cooperate and live with them. At the same time, the volunteers learn to assert themselves in a foreign culture and to work on important tasks and thus take up responsibility. Only through the construction of the residential building it was possible to offer placements for volunteers in the first place.

Since 2012, Julia Lindig, Inga Dietrich and Steffi Patzelt regularly work in short stints together with the inhabitants of the social village and professional actors from Kyrgyzstan on their theatre project "heroes". Their goal is to make light fall on the stage so that the situation of people with disabilities become visible and their living circumstances are being perceived. As a result of the theatre work, the lives of people with disabilities are being portrayed in a special way. Through the means of artistic work the beauty, strength, courage and the life reality of those special friends become apparent and the performances bring their life reality into the public consciousness. With this project such an approach is used for the first time in Kyrgyzstan. It is not about evoking pity, but about representation and



above: view of a house of the social village and the landscape of Kyrgyzstan; below: opening ceremony; right: happy inhabitants of the new house



experience at eye level.

Currently a stable for the cows, sheep and chicken is being built in Manas Social Village. To attain self-sufficiency, as well as to promote self-confidence and self-esteem, the work in agriculture, housework and the felt workshop is very important for the young people with disabilities. We will certainly report again on the progress in the Manas Social Village in the coming years. Thank you for your support.

Laurens Krämer

There are now thought to be close to 350 kindergartens and 36 grade school initiatives throughout

For further information please visit www.sozialdorf.org. Questions may be directed by email to Laurens Krämer, mail@sozialdorf.org or to the Berlin office of the Friends berlin@freunde-waldorf.de





The first Waldorf schools in Russia have been established about 23 years ago. After a strong first wave at end of the 1980s, the growing interest in Waldorf education led to many new start-ups. In the following years many challenges have emerged such as financial difficulties and conflicts. More recently life for independent schools in Russia has become even more difficult. Curriculum requirements are strongly regulated and controlled by the authorities and many school mergers are planned. But there is also a large community of committed people who fight with great dedication for Waldorf education, which, for example, has recently led to an important step towards the government recognition of Waldorf kindergartens.



Impressions from Waldorf initiatives in Siberia. Photography by Peter Marti

A LOOK AT THE DEVELOPMENT OF WALDORF EDUCATION IN THE MIDDLE KINGDOM BY BEN CHERRY

Resurgence in China

Waldorf education is coming to the end of its tenth year in Mainland China. The first school opened in Chengdu in September 2004 with five children in the kindergarten and a home school primary class for three of the teachers' children. Now there are more than 300 children and long waiting lists and the school is preparing to continue on into Grade 9 and high school this September.

This article has been adapted and brought up to date for this publication. Previously, the article was first published in the Journal of the Pedagogical Section of Australia and New Zealand in March this year, and later on appeared in the Pacifica Journal, Waldorf Today and the Journal of the Pedagogical Section at the Goetheanum in Dornach.

China, basing their work on Waldorf principles. Added to this are six 3-year part-time early childhood teacher training courses, five more for primary school teachers and one for high school, and even a pioneer full-time teacher training course in Beijing – along with regional seminars and courses in curative education, school administration and the arts. With the new school year in September, there may be as many 45 grade school initiatives overall.

So far all the schools are private initiatives and almost were founded by parents. In Taiwan, by contrast, where the school movement began five years earlier and the education is well known, several schools are completely funded by the government. This may soon become a reality in Mainland China as well, for there has been a growing expression of interest in government circles.

One example is the New Education movement, led by a professor of education who is a senior member of the national government. Over the past two years experienced Waldorf educators have been invited to give talks and workshops in their conferences, largely attended by state school teachers, and this will happen again in a conference this summer on

the theme of Education and the Arts. On every occasion we have been welcomed with grace and generosity.

More recently the leader of education in a district of Zhengzhou initiated a 3-day conference on Waldorf education, to which 500 people came. At the opening event the head of the city Education Department spoke passionately of the need for what Waldorf schools and other expressions of Anthroposophy have to offer. Workshops and talks were given by Chinese and foreign Waldorf teachers – and teachers even from unregistered Waldorf schools were invited to attend.

China is forever a land of opposites. In some ways there is more openness to new ideas than in many Western countries, and a freshness in people's attitudes; yet one walks on egg shells. There are people in influential positions in universities and business who recognise this education as a path into the future which accords with the aspirations of Chinese culture, but it is no less true that if the political leaders were to decide to close it down, it would be done immediately.



The most sensitive areas – and all foreign visitors who represent Anthroposophy or Waldorf education need to know this – are religion, politics, safety in schools and the infiltration of Western cultural values. One can speak about the spirit and there is a genuine wish in people to understand it, but one has to be very careful not to give the mistaken impression that Anthroposophy is a religion or a politically oriented teaching, for it would endanger the whole movement.

The fact that Chinese culture is based on philosophy rather than religion, however, provides a safe ground on which to work with Anthroposophy. It becomes a training in tact and in thinking and speaking exactly; and it is always a delight to discover the resonance between the two streams of spiritual knowledge, ancient and modern. This, in my view, is to a large extent the basis for the growing interest, not only in Waldorf education, but Spiritual Science.





Panel in 3rd grade, teacher training in Hancheng, 7th anniversary of Chengdu Waldorf School, school class in Beijing



In a remarkable way, people's encounter with it is also contributing to the growing longing in China to reconnect with what has been buried and almost forgotten on a cultural level. In both streams there is a sense of wholeness, and each activity and aspect is an expression of it. Both recognise the central importance of the human being, of ethical self-development and of the arts in all their forms - and in both there is a sense of how life itself can become an art.

Indeed the longing is not only for an education which recognises the fullness of humanity in 'spirit, soul and body' - or, to use the traditional Chinese way of expressing the same thing, 'heaven, human being and earth'; it is also for ways of growing food, learning to work together and healing the environment, based on the same wholistic approach. The need for all aspects of the healing power of the anthroposophical way of seeing is urgent.

What is extraordinary is that the situation in China - politically, culturally, socially and in terms of sheer numbers of people - requires us to develop new ways in almost everything we do. Instead of a centralised association to control what is happening, which would be politically unwise, a network has been formed, called the China Waldorf Forum (CWF), to safeguard and enhance the quality of the schools and trainings, and to build relationship with what is developing in schools around the world. Such respect as we in the coordinating group have from our colleagues comes not from our position but the relationships we form and the example we try to set of working together.

Much has been achieved by a grass-roots approach to creating curriculum appropriate for China. Research seminars, organised by members of the CWF working group, take place in different

regions several times a year, focusing on different aspects of teaching. Each seminar is led by a group of more experienced Chinese teachers and all the teachers from the region are invited to participate. This collaboration is then continued in meetings organised by the teachers themselves.

In the same spirit, our annual conference last summer had the theme of Diversity within Unity and our theme this year will be Forming a Heart Organ in a School - that is to say, a group at the centre which can bring balance and unity to the whole enterprise while respecting the uniqueness of each individual. What many participants have discovered through such events is that the key for quality is the realisation of one's own inner source of self-change. It is the striving individual who becomes the source of creativity. The more clearly we unite in our ideals and goals, the more individual we can become in our ways of working towards them.

Benjamin Cherry has been involved with Waldorf education for 37 years and has been connected with the Waldorf movement in Mainland China since its birth ten years ago. Prior to that, while still teaching in Australia, he worked with Waldorf schools and training centres in Thailand, Japan, South Korea and Taiwan. He currently spends nine months of each year in the region and has been the Coordinator of the China Waldorf Forum since it was set up in September 2010. If you have experience to offer and wish to help, you can contact the forum at: cwforum@126.com

Brazil: young Waldorf initiative in Santos



Santos is located about 70 km from Sao Paulo and is the most important port city of the country – it is Brazil’s gate to the world. For several years now there is a first Waldorf kindergarten called Jardim Waldorf Flauta Magica (Magic Flute kindergarten). Parents of this kindergarten, worried about their children’s education, decided at the end of 2013 to take initiative and start with a first Waldorf Elementary School in Santos. Already this past February lessons for Class 1 commenced. Now it is time to take further steps, because especially the funding of the facilities and teacher training remains a big challenge.

A shoemaker’s shop for the social and cultural centre in Baddegama



In Sri Lanka providing care for a person with special needs is a large burden for the families concerned.

There is no government support and a lack of facilities. Furthermore, parents are often unable to cope with the task and often cannot pursue any profession. The socio-cultural centre, a Buddhist-Anthroposophic cooperation would like to support affected families with the care and support of people with disabilities as a self-help project. After the renovation of the building has been completed thanks to donations, the new shoemaker’s shop is now operational: in addition to receiving support, mothers can now work in the workshop to generate a small income besides taking care of their children. Currently everyone hopes that the nearly 50-year-old Peugeot vehicle, which is urgently needed for home visits and transporting the often severely disabled special friends, continues to run, until enough money is raised for a small bus.

Hungary: refurbishment work at Pécs Waldorf School completed.



On September 20, the new school building at the Pécs Waldorf School was inaugurated in the presence of the mayor of the city. After the school was forced to leave their old building (as reported in the last newsletter) and an old cultural centre was converted into a kindergarten under the school’s own effort, the much-needed renovation of the new building would not have been possible without supporters and many helping hands. The Friends of Waldorf Education supported the project, through a generous donation from the international

relief fund. As a result, electrical wiring, windows and doors have been replaced, the tiling has been repaired where necessary and even a kitchen with a dining room was furnished. Moreover, the required approval of the authority was granted and most importantly the school year with six classes could now begin in the presence of the proud parents in a new home.

International student meeting at the Goetheanum

Under the theme „What connects us?“ an international student meeting will take place from 12 to 16 April 2015 at the Goetheanum in Dornach, to which all students from classes 10-12 are warmly invited. The conference will open the space for encounters where together the question of our human connectedness can be explored in its various aspects. Theatre, Eurythmy, art experiences, and music will form part of the exchanges and getting to know each other. The conference is aimed at entire classes as well as smaller groups of students from one or more classes. If you are interested please contact Constanza Kaliks from the Youth Section of the Goetheanum.

Goderich Waldorf School in Freetown closed due to Ebola virus



The government in Sierra Leone, one of the worst affected countries in the largest ever Ebola outbreak has declared a state of emergency. Gatherings of any kind, including family visits, are still strictly prohibited due to the high risk of infection. Most private employers have ceased operations. As a result people cannot work and receive no income,

which coupled with the rising food prices increases the misery. Recently, we received a message of Goderich Waldorf School, a small initiative, situated in the west of Freetown. The school must stay closed at least until early next year, which means the children and teachers have to stay at home. The school community itself is very grateful to be spared from an infection until now, but people live with the knowledge that a local outbreak can happen any day.

Tartu Waldorf School moves into new building



The Waldorf School in Tartu, the second largest city in Estonia, is the oldest Waldorf school in the country with 24 years and counting. It is also the only one with upper levels. So far the school and its 225 children have been put up in a former kindergarten building in the city, which neither provided enough space for an auditorium, nor enough space for workshops or staff rooms. The classroom offered too little space as well. A few years ago, the city began to insist on the school to vacate the premises and therefore a new building was urgently needed. Now a former building of the Agricultural University has been purchased at the outskirts of the city thanks to a joint effort and the support of the Friends of Waldorf Education. During the autumn holidays the school is planning to move into the new building.



Violin lessons at Zenzeleni Waldorf School

The well-known Cape Philharmonic Orchestra recently played a concert at Zenzeleni Waldorf School in South Africa to encourage artistic education. Following this event, ten students were invited to participate in the Masidale Music Project. The aim of this project is to bring classical music to the townships and rural areas. The students will be provided with instruments, music lessons and facilities, and later they will have the opportunity to qualify for and be admitted to the Cape Philharmonic Youth Orchestra. Already now, the school is eagerly awaiting a first performance of the chosen students during one of the next school festivals.



A first Waldorf class in Targu Mures

In Targu Mures, a small town on the river Mures in Transylvania, a first Waldorf class with 17 kids was inaugurated in mid-September. In Romania, a country with a multiethnic population of 20 million, Waldorf education is struggling due to inconsistent laws, which are interpreted differently, and the economic crisis, which has further exacerbated the major problem of low teacher salaries. In Targu Mures a Waldorf kindergarten has existed for some years, which has now succeeded to start a school with a first grade. The Waldorf School Cluj accompanies the first steps of the young initiative.



News about the situation of Waldorf kindergartens in Russia

In addition to the difficult situation for Waldorf schools, the legal situation for Waldorf kindergartens in Russia has been a very unclear one for a long time now. Recently, some kindergarten initiatives had problems with the authorities and one group was even shut down entirely. As a result, the Association of Waldorf Kindergartens in Russia has worked out a new curriculum, which was submitted to the authority as part of the introduction of new educational standards. Fortunately, the proposal was accepted and is now incorporated in the list of official education plans and listed on the website of the Federal Institute for Educational Development of the Russian Ministry of Education (FIRO). Hence

a legal basis for Waldorf kindergartens in Russia has been established for now, as talks with large publishers continue about the publication of a Waldorf kindergarten curriculum.

Blagoje Delo Social Therapy Centre wins project competitions

Yekaterinburg is located in close proximity of one of the largest nuclear research centres of the country. Here the social-therapy facility Blagoje Delo has settled, which is involved in training social therapists and curative educators and supports other social therapy initiatives. Recently, Blagoje Delo has won a project competition of the Ministry for Social Policy for a project, which aims to improve the working conditions of people with disabilities in social facilities. By working together on new social models a fruitful exchange has emerged, which allows those affected to better participate in society.

International volunteers visit the President of Germany



As part of a citizen's festival in early September in Berlin three international volunteers, who are currently part of the Incoming program of the Friends of Waldorf Education, were invited to meet President Joachim Gauck at his residence Schloss Bellevue. The President paid tribute to those who have made outstanding contributions in the voluntary sector and underlined the importance of voluntary work for the common good. Bernd Ruf, who is one of the executive directors of *the Friends*, accompanied our three volunteers. Each of them comes from a different part of the world and currently works with children and adults with disabilities in German non-profit organisations. All

three have previously served as volunteers in their home countries.

A small Waldorf school in Pabu Ki Dhani



The small village of Pabu Ki Dhani is located in the northwest of India, in the middle of the Thar desert in the state of Rajasthan. Mostly children of the Bhil people live here, members of one of the largest of the approximately 420 indigenous tribes of India. Many of the children live in extreme poverty, are undernourished and start to work very early on. Now a small first Waldorf school has been established for these children. After Class 1 began in a simple accommodation at the end of last year, the aim is now to establish a primary school for about 20 children. One of the teachers says: "The children are so happy about their new school, I have never seen them so attentive". If the initiative succeeds in establishing a primary school, children can then attend middle school in Jaisalmer, which is the closest city. As a next step a mentoring relation to accompany the process and teachers has to be organised, but the initiative lacks the necessary resources.

Dear sponsors and school classes,

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

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

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

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

GUATEMALA



Escuela Caracol
Justin (4) is affectionate with all of his classmates and he has a great love of nature, especially for animals. He loves ants and likes observing them as they walk, caring for them and fixing them "houses". He loves helping his teachers prepare food for snack time, and when he can do something for himself he smiles with excitement.

MOLDOVA



Chişinău Waldorf School
Maria (10) is a peaceful, sometimes shy little girl. With her parents and her younger sister, she lives in a studio apartment under very modest circumstances. Maria enjoys going to school. She participates well in class and loves to learn new things. Her favorite subjects are music, handicrafts, languages and painting.

KENYA



Mbagathi Waldorf School Nairobi
Stanley (4) is a pleasant talkative boy. He lives with his single mother and his younger brother in a one-room house made of corrugated iron sheets. While at home he helps his mother to babysit his younger brother by singing lovely songs for him. Stanley has recently joined the Mbagathi Kindergarten and he is happy to be in school.

PERU



Colegio Micael
Kevin (7) is a cheerful and playful little boy. His father is a chauffeur and earns very little, his mother takes care of the three children. Kevin has a lot to tell, and his presence brings joy to the classroom. He likes to have the attention on himself. He can already express himself very well and is hardly stuttering anymore.

PHILIPPINES



Gamot Cogon Waldorf School
Wayne (6) is a creative and helpful boy. With his parents and siblings he lives just a few minutes' walk away from school. Wayne loves to play outside. He enjoys running games and playing in the sandbox, pumping water and making various forms in the sand. During an excursion he showed that he is confident in crossing rice fields and guided other children who needed help.

POLAND



Janusz Korcak Waldorf School
Izabela (13) is a highly gifted girl. She enjoys going to school and is very popular with her classmates. She also attends a music school and plays the piano and guitar. Passionately she reads books and loves handicrafts, drawing and painting.

SOUTH AFRICA



Hermanus Waldorf School
Beasley (9) lives with his parents in Zwelihle, a township close to school. His father works in a shopping centre and his mother is unemployed. Beasley likes writing and colouring at school. He struggles with English, as his mother tongue is Shona. After school he loves playing soccer with his friends.



Zenzeleni Waldorf School Cape Town
Asenathi (10) lives with his mother and siblings in Khayelitsha, one of the largest townships in Cape Town. In school, he loves painting lessons and eurythmy. After school, he often meets with friends. Then they go to the swing just around the corner of his house and play.



HUNGARY



Regional High School Budapest
Peggi (16) is a creative and bright girl. She lives with her family near Budapest. Above all she loves languages, because she speaks German very well, learns English since third grade and has studied French for one year. Her hobbies are dancing, painting, making music and reading.



Gödöllő Waldorf School
Emese (8) is a happy and lovely girl, who is constantly smiling. At home, she is the youngest of five children. At school she loves to sing, dance, and recite. In fact, she knows all personal poems of her classmates by heart. Emese also plays the cello.

ZIMBABWE



Nyeredzi Waldorf School
Maxwell (8) lives with his mother and his siblings at Mrehwa Farm, where his hard working mother struggles to feed her children. His father left them way back looking for work in South Africa and lost contact with his family. Maxwell has already worked a lot on the farm fields, but through his thirst for knowledge and love for learning he attracted attention, which brought him to Nyeredzi Waldorf School..

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

- My donation is for the work of the Friends of Waldorf Education.
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Yes, I would like to receive the newsletter "keep up with the friends" (for which my email address is required)

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- 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



Bild eines Patenkindes

Impressum

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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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