

RUNDBRIEF

AUTUMN 2016

Freunde der
Erziehungskunst
Rudolf Steiners



PIONEERS WORLDWIDE

TURKEY Connecting with Culture and the Wonders of Life

MYANMAR A Waldorf Education Pioneer

GREECE A School Wants To Be Born

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

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Dear readers,

what a splendid saying it is “to tread a path”. It doesn’t matter if it’s a narrow path in the mountains, a track through the terrain or a street to the next city: wherever we will come across a path we can let our steps follow it and it will lead us through unknown terrain.

A path like this, how could it come into being? Probably because somebody at some point of history did walk on it for the first time.

This man left traces. And those traces allowed others to follow, whose own traces also contributed to the origin of the path.

To lead lots of people to their goal, it needs a lot of helping hands to create such a path. It needs those who encourage, those who pave the path, those who remove obstacles in the way or even build a bridge across a gorge that opened unexpectedly. And later, maybe it needs people who relocate pieces of the path, because the terrain through which it leads has changed.

The particular moment to tread a path for the first time this circular’s issue wants to capture. For each community, which decides by free choice to found a Waldorf school, proceeds to a whole new path. So the big pleasure is mine to tell you about the courage of beginning, through stories that reach us from many places of the world. For instance from Myanmar, that slowly awakes from the long rigidity of the past military regime. Or from Greece where parents are searching for a new perspective for their children.

I wish very much that these stories will encourage you too in these our turbulent times and I remain respectfully yours with heartfelt greetings,

Jaspar Röh



Forty Years of the Friends of Waldorf Education

In autumn 1976, a total of 125 Waldorf schools existed worldwide, among them 107 Waldorf schools in Germany, three in Denmark, four in Sweden, five in Norway and three in Finland. A larger amount with ten each were located in the Netherlands and in Great Britain and eleven in Switzerland. In Belgium, there were two Waldorf schools, in Italy one, four in France, one in Austria. Those were all the Waldorf schools of Europe – but they built four-fifths of all Waldorf schools in the world. Forty years ago there existed three Waldorf schools altogether in Australia and New Zealand, in South America also three, in South Africa four, in Canada and the U.S. fourteen schools. Family circumstances. Around the world, personal threads linked the teachers, educators and pupils. They came together for personal meetings, read in the newsletters that were sent to each school and read in the secondary literature that was spread worldwide. The majority of the teachers used the German language, and German was the lingua franca of the Waldorf movement. Building a network wasn't very difficult on the one hand, for there existed only a few schools in the nineteen countries; on the other hand there was a strong desire for this network, because everyone was a kind of a pioneer who could only find few or no conversation partners in their own country.

Today we almost have the tenfold number of Waldorf schools and Waldorf kindergartens in about eighty countries of the world. Today English is the lingua franca of the Waldorf movement and the interest is still increasing. Only during the last third of the first hundred years of this movement, the actual growth took place. Furthered by the end of the Iron Curtain, that separated Europe, furthered by the end of the Apartheid in South Africa, furthered by the end of the junta governments in Spain as well as in South America. Simultaneous to this quantitative growth – which was supported by the educational endowment of a small group of teachers, mostly from German, Dutch and English



Board member Nana Göbel

Waldorf schools – particularly during the last twenty years, the control, administration and evaluation of education could also grow worldwide. Success in education started to become measurable, and one started to compare the results of one country with those of another country. Even in the furthest corner of the globe, education became a task for governmental sovereignty and control. There is not a single country in the world in which freedom in the education system got stronger during the last ten to twenty years. A freedom that would allow parents and teachers to build schools and employ teachers, that allows teachers and senior-classes to choose freely the subject matter and methods of teaching, and a freedom where parties take decisions and bear responsibility for them. In this regard, Waldorf schools have become part of social development as a whole, not just isolated pioneers for another form of education world. The *Friends of Waldorf Education* supported the growth of the Waldorf school and kindergarten movement quantitatively and qualitatively, pushed it, and contributed substantially to making it possible during the last twenty years.

In the spring newsletter, I talked about September 2019 when the Waldorf school movement will turn 100 years old. And I also hinted at the task of



Left: Pupils from Gödöllő Waldorf School, Hungary. Right: Games during a break at Zenzelini Waldorf School, South Africa; handicrafts at a Waldorf education summer camp, China; pupils from Pro Humanus, Peru; music lessons at Tbilisi Waldorf School, Georgia.

renewal and the hope for future which are connected within. How do we want to shape the next hundred years? This is the common big task. For the more comfortable people among us, a normality is desirable – i.e. when Waldorf schools turn into normal schools to which everyone is used to – while for the more uncomfortable ones this would be exactly the scenario to avoid. These people who are willing to leave their comfort zones and bear discomfort request the courage for an autonomous shaping of teaching and education, the courage for talks between all parties involved, particularly between teachers, parents and pupils, and the courage for quality, for humanity, for resistance. There are indeed big tasks in front of us.

For the last forty years, the *Friends* contributed quite a lot for spreading the Waldorf School and Waldorf Kindergarten movement. Without us and our donors in many countries there won't be any new school facilities, no education, and no Waldorf schools for children from poorer families. Without our donors and us, Waldorf would have become an elite school movement outside of Germany and Scandinavia for a certain class of solvent parents

only. But, because of us and our donors, Waldorf remained a comprehensive-school concept, that contributes to the integration of people from different classes and origins. With our donors and us, we have demonstrated for over forty years that fraternal support can be possible, and that giving encourages responsible acting on the part of the donee. Certainly, exceptions prove the rule – as always. The existence of Waldorf institutions in every part of the world is largely thanks to this central European impulse of giving.

Of course, we as donors and staff of the *Friends* will continue to work on this impulse. The idea of a comprehensive school is an important cornerstone of the Waldorf school idea, and yet is still not achieved. Additional qualitative efforts must still be undertaken. Indeed, we've already begun to set a focus on the education of young teachers. Only if we achieve to provide a high quality education, i.e. an education that enables a contribution to the development of personality and individual acting, the Waldorf education will have a future. We are actively engaged with the support of Waldorf teacher education in countries like Argentina, Peru, Costa



Rica, Mexico, South Africa, Kenya and Tanzania, China, Taiwan and Philippines, Romania, Hungary, Ukraine and Russia. Sometimes we only support the lecturer's salary, sometimes the travel expenses from students for their modules, or at times the commission of mentors or try to build up networks together with our partners.

Another future focus will be the regional consolidation conferences in order to give teachers the repeated possibility to gather new forces and new aspects to escape the danger of routine. We already became active in this direction with the organization of the Asian Waldorf Teacher Conference and the participation of teacher conferences in Chinese language as well as the South American and the Eastern European. And yet for everyone the question is always to pose from anew, how are the healing forces of life and the effective renewals created. "How are new ideas brought into the world?" the title of a book from the late nineties asks. This was and still is a decisive question. With every new child, a new impulse is let loose into the world. But are our conditions of living and our schools so flexible that

those impulses won't get lost along the way? Do we have such a strong curiosity for these new impulses, or do we prefer to cling to normative and therefore administrable regulations? With each meeting between pupils, between pupils and teachers, between teachers, between teachers and parents, between pupils and parents something new can emerge. Not only will we keep our curiosity but also we will try to increase it – thus we look from this perspective at the next hundred years of Waldorf education.

Therefore, as Friends we will care a lot for some prospective motives, of which we think, that they will accompany us helpfully along the way into the future. Consequently we want to work further on the social impulse of the Waldorf school (the idea of a comprehensive school), we want to support furtherly the meeting quality within lessons and school and we want to create meeting locations as learning and waking possibilities (usually: teacher trainings) as well as strengthening the content-related deepening of the teacher education.

Especially or program 'Educational Sponsorship', supported by so many of our donors, is an appropri-

ate means to give children a chance of education in countries like Moldova, Armenia or Georgia, Peru, South Africa or Brazil, where the origin doesn't promise brilliant prospects. It would be wonderful if we could anchor this program within the following years in German Waldorf schools, with single pupils, school classes, teachers and parents, in order to create new unexpected possibilities of collaboration, addition and learning. Who knows when a visit to Bahia is possible? – and what should we be learning from such a visit? Next to the educational



Pupil from Goderich School in Sierra Leone; lessons at Shanti Waldorf School, Nepal. Lessons at Windhoek Waldorf School, Namibia

sponsorships, we pursue the social idea of Waldorf education by the co-financing of school facilities with public funds. In 2016 we suffered specific setbacks, but we're in the process of preparing stronger forms of collaboration. In 2016, the Ministry of Economic Cooperation and Development (BMZ) decided to cancel certain countries from the list of funds. Unfortunately, almost all of our project applications were effected by those cancellations. But it seems like this decision will be reversed, that's why we look forward full of hope forward to the next year. We already are working on some of those project applications for Waldorf schools as well as some socio-therapeutic institutions. The collaboration with the BMZ is very valuable and important to us. Similar co-operations are held with some foundations whose help and support are equally important for the worldwide Waldorf movement. Among those particular standouts are the Mahle Foundation and the Software AG Foundation. In recent times, further foundations approached us and offered a collaboration. This was a new and pleasant surprise. Since many years we are collaborating with Acacia from Switzerland for instance, who feature a comparable task. It often happens that kindergartens and schools are supported both by the *Friends* and by Acacia alike. To get to know about this beforehand, we communicate regularly, and also on a personal basis once a year.

We pursue the motto to create 'learning and working spaces' by supporting the teachers' education or teacher conferences. We recently facilitated the participation of many teachers at the East African Waldorf Conference in early August of 2016, where the future lecturers of the East African Waldorf teacher-training program became visible for the first time with speeches and contributions. We also funded the conference of Georgians, Armenians, Ukrainians and Russians in August of 2016 in Yerevan, which took mutual history and history lessons as its topics. A tense beginning turned into a joyful discovering with hopeful future projects. Seeds of peace that may rise. The more of those seeds we can support, the more we can hope for new ideas to be brought into the world.

The *Friends of Waldorf Education* have been responsible for forty years opening doors to the world of the new, for letting the new emerge, and for always maintaining enthusiasm about the next new development.

Nana Göbel

From the work of our emergency education team

For the second half of the year 2016 there are some operations to come for the emergency education: the project in Nepal in collaboration with Tashi Waldorf School and the Shanti Lepa Hilfe will continue, in August an operation took place accordingly. Another aftercare operation of the emergency education will lead to the Gaza Strip. The *Friends of Waldorf Education* have been active there since 2009. Besides the offers for children, in particular the support of the local specialists will be in focus. The Philippine project that started in 2013 after the Typhoon Haiyan could be handed over to the hands of the local employees in the meantime. One team will travel there for a closing operation. Positive news come from the since then biggest emergency education project from the *Friends* in Kurdistan-Iraq. After a somehow insecure time in search for a new collaboration partner, it is sure now that the existing long-term project will be extended with the GIZ (German Society for International Cooperation). The previous project coordinator Jessica Prentice will be supported by our colleague Raphaela Ehmcke, who recently travelled to Iraq. We are happy to see the valuable work with children, parents and educators continue.

Reta Lüscher-Rieger

From the work of our volunteer service program

For this year too, a pleasant development can be noticed with the international voluntary services this autumn: the improvement within the support of the application process and the intensive involvement of the cooperation partners abroad led to a further increase of the number of participants, and also led to an earlier get-together of volunteers and institutions during this year.

Concerning our inland program, we were able to observe a growth process within the season of 2016/17. The team of the inland service is confronted with the task of fulfilling the large amount of inquiries for new service places as well as the sustained high number of requests from the applicants.

Particularly considering the Waldorf kindergartens and some schools it is still a big task for the inland services to find a suitable accommodation for the volunteers at a host family, to enable the period of service.

The extension of the INGLOS-Programme (INcoming from GLObal South) led to a particular workload of the incoming-team. The high number of requests from foreign applicants, who want to volunteer in Germany, means a busy period for the employees of this special division.

Christoph Herrmann

FRIENDS OF WALDORF EDUCATION 01.01.2015 to 31.12.2015 in Euro

ALLOCATION OF FUNDS	2015	2014	SOURCE OF FUNDING	2015	2014
A. International Help Fund					
Waldorf schools/ kindergartens	1.776.603,51	1.687.438,15	Individual donors	1.945.926,52	1.600.283,03
Training/ Seminars/ Scholarships	523.055,07	509.093,22	Foundations and others	1.388.453,99	1.396.275,53
Curative education/Social therapy, social work	961.735,17	887.732,76	Schools, Kindergartens, Curative education	255.476,92	133.122,50
Supraregional tasks	<u>124.016,44</u>	<u>147.094,27</u>	Special campaigns/ WOW-Day etc.	246.723,96	382.733,33
Subtotal	3.385.410,19	3.231.358,40	Special campaigns/ Placement funds	736,20	6.868,00
Special purpose catalogue/ video	<u>420,00</u>	<u>429,49</u>	Government grants BMZ	<u>0,00</u>	<u>84.450,00</u>
Subtotal	3.385.830,19	3.231.787,89	Subtotal	3.837.317,59	3.603.732,39
Use of government grants	22.785,00		Reclassification to emergency education Nepal	-125.000,00	0,00
Allocation to reserve fund	<u>0,00</u>	<u>0,00</u>	Special purpose catalogue/ video	<u>46,74</u>	<u>730,19</u>
Outflow int. help fund	3.408.615,19	3.231.787,89	Inflow int. help fund	3.712.364,33	3.604.462,58
Work of the association (int. help fund)					
			Member contributions	174.286,31	149.557,73
			Donations	133.305,68	105.738,03
			Interest/other income	119.320,07	136.583,08
			Reimbursements	4.348,10	1.754,41
Personnel costs	340.480,38	304.178,50	Administrative share of government grants (BMZ)	22.785,00	23.380,00
Material costs	<u>152.815,54</u>	<u>139.354,81</u>	Business operations	<u>0,00</u>	<u>0,00</u>
Subtotal	493.295,92	443.533,31	Subtotal	454.045,16	417.013,25
Allocation to reserve fund	<u>16.400,30</u>	<u>12.635,39</u>	Dissolution of reserves	<u>55.651,06</u>	<u>39.155,45</u>
Outflow operations	509.696,22	456.168,70	Inflow operations	509.696,22	456.168,70
B. Emergency education					
Refugees Int. (Iraq/Syria)	260.879,24	78.346,92			
Other missions (Nepal etc.)	72.563,42	1.469,31			
Philippines	45.375,02	134.779,25			
Refugees EU (Greece/ Slovenia)	41.082,66	0,00	Donations	175.270,58	136.168,65
International seminars on emergency education	27.106,34	39.869,39	Reclassification to emergency education Nepal	125.000,00	-
Gaza	11.163,81	45.198,24	"Deutschland hilft" campaign	373.809,20	358.079,45
Refugee camp, Kakuma/Kenya	0,00	79.131,49	Unicef	178.963,87	0,00
Other overhead expenditure	23.196,41	0,00	Reimbursements	1.144,52	6.925,30
<u>Foreign Office repayment</u>	<u>4.524,17</u>	<u>19.378,39</u>	Other income	<u>27.138,22</u>	<u>17.158,57</u>
Project expenses	485.891,07	398.172,99	Subtotal	881.326,39	518.331,97
Personnel costs	195.178,09	164.546,62	Dissolution of reserves	<u>0,00</u>	<u>98.035,25</u>
Material costs	<u>48.297,27</u>	<u>65.760,80</u>	Inflow emergency education	881.326,39	616.367,22
Outflow emergency education	729.366,43	628.480,41			
C. Volunteering abroad					
Personnel costs	1.737.183,63	1.662.224,07			
Material costs	407.968,33	399.960,03			
Travel expenses	558.320,52	549.071,42	Supporter circles and donations	1.545.026,34	1.507.168,06
Insurance	370.688,40	391.708,78	Government grants	3.550.242,94	3.419.937,08
Pocket money	726.445,48	751.106,61	Contribution to expenses by volunteers	7.124,49	6.963,10
Room and board allowance	449.212,69	605.942,43	Foreign placement facilities	230.281,35	225.006,84
Seminars + alumni work	849.945,91	830.040,15	Reimbursements seminars + material costs	0,00	90.437,28
Other	103.291,86	149.322,14	Interest/other income	3.390,53	7.270,46
Placement funds/ Help funds	736,20	6.868,00	Other reimbursements	<u>428,92</u>	<u>31.122,81</u>
"Weltwärts und danach" program	31.335,57	35.205,30	Subtotal	5.336.494,57	5.287.905,63
Repayment public funds	92.280,47	0,00	Dissolution of reserves	<u>82.384,55</u>	<u>79.682,87</u>
Expenses for the new building	<u>82.384,55</u>	<u>0,00</u>	Inflow volunteering abroad	5.418.879,12	5.367.588,50
Subtotal	5.409.793,61	5.381.448,93			
Allocation to reserve fund	<u>211.788,07</u>	<u>381.497,75</u>			
Outflow volunteering abroad	5.621.581,68	5.762.946,68			
D. Domestic volunteering					
Personnel costs	1.272.413,16	1.149.612,24			
Material costs	362.673,66	264.762,41			
BFD pocket money + SV	1.764.679,20	1.473.632,96			
Insurance Incoming	0,00	-176,72	Reimbursement BFD - TG/RK	1.784.594,66	1.460.470,14
Seminars/pedagogical support	1.154.077,70	879.190,82	Government grants	910.563,43	797.811,34
Air travel funding	24.318,34	12.744,32	Domestic placement facilities	1.782.844,67	1.760.179,19
extraordinary expenses	<u>0,00</u>	<u>312,98</u>	Donations/Air travel fund	8.465,95	8.134,00
Subtotal	4.578.162,06	3.780.079,01	Other income	<u>150.617,74</u>	<u>29.122,86</u>
Allocation to reserve fund	<u>58.928,02</u>	<u>278.566,86</u>	Inflow domestic volunteering	4.637.086,45	4.055.717,53
Outflow domestic volunteering	4.637.090,08	4.058.645,87			

Financial Report 2015

Although Waldorf schools and kindergartens are allowed to exist in most states, they usually receive no state subsidy. This also affects schools in our immediate neighbouring countries like the UK, France or Italy. If public subsidies exist at all, these are normally significantly lower than here in Germany, in percentile and in total terms. Parents in Germany also pay school fees, because the state doesn't grant one hundred percent support to self-governing schools. Alongside the schools' monthly running costs, financial means for building work and other shared costs have to be found, like the costs for providing teacher training, for example. This is tough work, but still possible, because the major part of the financing of our schools still comes from the state's purse.

Yet because the demands for financing Waldorf schools abroad are met principally by teachers and parents alone, it's often just possible to scrape together the monthly running costs – mostly by teachers accepting sizeably reduced salaries, and by parents making sacrifices. Investments for new buildings, equipping specialised classrooms, or for teacher training are almost impossible to manage.

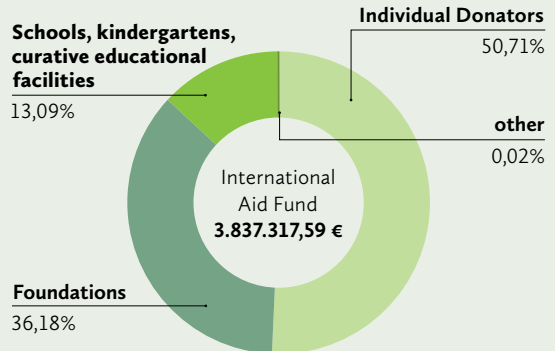
International Aid Fund

Committed friends of Waldorf Education recognised the difficult situation abroad and, a whole forty years ago now, founded our International Aid Fund to financially support schools and kindergartens facing similar challenges to those we face here in Germany, but under much worse starting conditions. The International Aid Fund is fed by donations that we receive specifically for institutions abroad, and the whole one hundred percent of which we forward on to these institutions. As a charitable organisation receiving donations we're able to help to that degree to which we ourselves receive donations – without our donors and supporters we could do nothing.

In 2015 we received €3.8 million for the International Aid Fund, half of which came from private donors. €1.4 million was granted to us by other founda-

tions. From German Waldorf schools, kindergartens, and curative education / social-therapeutic institutions, we received a total of €0.5 million.

Donations to our International Aid Fund



Call For Donations

After the severe earthquake in Nepal in the spring of last year we issued a call for donations and received €317 thousand. We were able to support the work of our emergency education team from this appeal, accounting for €125 thousand. Rebuilding the school building which have been destroyed is something we'll be dealing with for a while, as the situation in the country remains difficult. Land prices have shot up. At first we received the information that the Shanti Waldorf School's badly damaged buildings could only be torn down by the army; now, after convoluted changes in the law, we know that the people from the Shanti school themselves are allowed to carry out this task.

So that the donations can be invested productively, we must negotiate well, and with stamina. Until they find out what exactly the future holds for them, Shanti continues to work in improvised class rooms, setting up water filters, giving out solar lamps to the students' families, and looks after the bare necessities for many people during the monsoon season. The Tashi Waldorf School is also on the look out for a new building, but has not yet been successful.

Volunteer Programs and Emergency Education

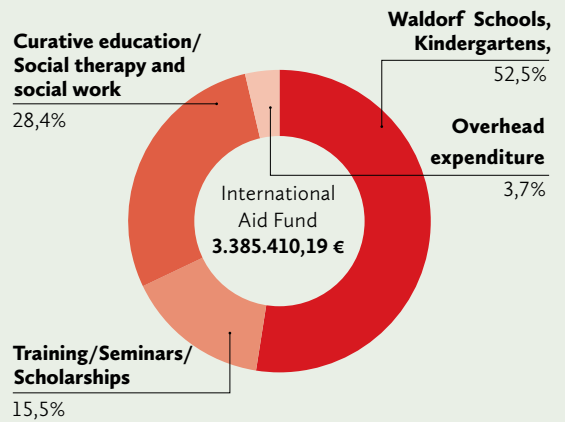
In the area of **emergency education** we had a major spike in donations, up from €518 thousand to €881 thousand. This financing primarily came through our partner organisations "Aktion Deutschland Hilft" (€373 thousand) and Unicef (€179 thousand for our work in northern Iraq). General donations have also increased from €136 thousand to €175 thousand, and to these must be added €125 thousand from our Nepal appeal.

We have 700 volunteers in our **volunteer programs abroad**, looked after through 30 seminar groups. We're particularly strong in France, where we have 60 volunteers. Every tenth German volunteer who goes abroad travels through us. Financing comes primarily through state grants. In addition to this, volunteers collect donations in advance of their volunteer service period, in order to be able to pay the necessary individual contribution. The volunteer locations abroad are only able to pay a small part of financing the costs themselves. The largest part of the expenses are project costs, for example for pocket money, travel costs, insurances, or seminars for volunteers. The current year's surplus is only €9085, equivalent to only 0.17% of our income.

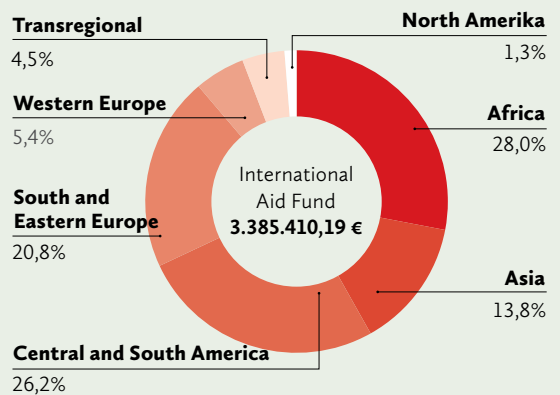
The German Federal Volunteers Service (BFD) celebrates its 5th birthday this year, while we've been conducting the 'Incoming Program' (foreign volunteers who volunteer in Germany) for 10 years now. We currently have 900 volunteers here in Germany, including newcomers from abroad. The main source of financing for this program are contributions made by the various volunteer location organisations, while state grants form the second most important financial source. The surplus in this area in the current year was only 1.29%.

Despite the importance of trained teachers for a good school, it's incredibly difficult to finance the teacher training, which is why we issued a call last winter for donations for teacher training scholarships. Up to the end of December, this call had been met with €121 thousand, with which we could support numerous teacher training students in 2016. We are therefore extraordinarily grateful for the 942 donors who supported this appeal with a donation.

allocation according to different fields of work



allocation according to regions



Unterricht in der Waldorfschule
Windhoek, Namibia

Educational Sponsorships

Alongside one-off donations, we regularly receive financial contributions from individuals who form a close bond with one particular school. For some this relationship develops after a visit or through a personal friendship, but we also provide help so that such connections can ensue, by linking people up through educational sponsorships. These are a huge win for all concerned. The school can admit children whose parents can't afford the full school fees, the children can enjoy a Waldorf educational upbringing, and the educational sponsor receives regular stories and reports from the school community. Just from educational sponsorships alone, around €27 thousand flows into schools from abroad.

Supporting Schools, Kindergartens and Curative Education Institutions

During 2015 we were able to transfer a total of €3.4 million through the International Aid Fund to institutions abroad, from which €1.8 million went to schools and kindergartens, almost €1 million to curative education, social therapy and social work, and €0.5 million to initial and further teacher training programs.

The difference between this expenditure and our incoming donations is caused by those donations earmarked for the reconstruction work in Nepal, which could not be spent until now.

In the area of teacher training, we have for example supported the teacher training seminars for teachers from Dar Es Salaam, Nairobi and Zanzibar with a sum of €20 thousand, while €50 thousand went to the training program at the Centre for Creative Education in Cape Town, South Africa. Further examples are the €20 thousand support given to the Hungarian Association of Waldorf Schools, and the €15.6 thousand given to the Rumanian Association. In the areas of curative education and social therapy, we have, for example, granted €10 thousand to support the creation of five new work places in the Tilia Studio in Nova Ves in the Czech State, €14 thousand to build a dwelling house at the Chistye Kluchi Camp in Smolensk in Russia, and €20 thousand to support teachers' salaries at the Michael School in Tbilisi, Georgia. To aid social work in the Monte Azul favela in Sao Paulo, Brazil, we transferred €138 thousand, while the CES Waldorf institution in Bogota, Columbia, received €43 thousand from us.



Lessons at Windhoek Waldorf School, Namibia



Moving to the temporary class room at Shanti Waldorf School, Nepal; handicrafts lesson at Arabic Shfaram Waldorf School, Israel

Around 53% of all transfers went to Waldorf schools and kindergartens. The largest beneficiary was the Windhoek Waldorf School in Namibia, which received €386 thousand. To continue educational work in the Kakuma refugee camp in Kenya, we transferred €74 thousand. The Arabic language Waldorf school in Sheferam in Israel received €27 thousand to bridge the gap until they received state subsidies. The Goderich Waldorf School in Freetown, Sierra Leone received €19 thousand from us for teachers' salaries. As examples of the grants given for school buildings, we'd like to name the following schools: Sol de Oro in Villa Carlos Paz, Argentina (€8 thousand), Centro Educativo Goethe in Mexico City, Mexico (€35 thousand), the Adazi Waldorf School, Latvia (€20 thousand own contribution, in order to qualify for EU support), Waldorf School in Kaunas, Lithuania (€10 thousand for science rooms), or South Devon in England (€22 thousand to comply with fire regulations). We were also able to contribute to the El Tiller school in Bellaterra, Spain (€66 thousand), and the Vallgorguina school in Barcelona (€8 thousand), to help them comply with building regulations.

Loans

A further way in which we can support educational institutions is by granting developmental loans, as communal institution abroad often can't get bank

loans, or only ones with very expensive conditions. That's why we had issued a total of €1.1 million in developmental loans by the end of 2015. This resulted in new loans going to the following institutions: the Dandelion Waldorf School in Argentina (€63 thousand) to buy and rebuild a school building; the Waldorf School in Mexico City (€53 thousand) for expanding and rebuilding their school building; the Maayan Waldorf School in Naan, Israel (€35 thousand) for renovating their school building; the Szada Kindergarten in Hungary (€55 thousand) for debt restructuring; and the Adazi Waldorf School in Latvia (€30 thousand), for building a new sports hall, which also serves as an assembly hall.

The Work Of Our Organisation

The graphic representation of the International Aid Fund for our annual financial statement shows the clear separation between donations that are transferred abroad, and income and expenditure for the work of our organisation. The income and expenses for our work are book separately, and also represented separately in our annual financial statement from the donations for the International Aid Fund. This is because, as we've stated elsewhere, 100% of all donations for the International Aid Fund are ring-fenced for our partners abroad.

However, we do of course have costs for carrying out our work. Donations have to be booked, the

donors need to receive proof of their donations, and we're obliged to check and document the legal parameters before any transfer of money abroad. In conclusion, we need to receive proof that the money was spent for communal purposes. When we receive grants from other foundations, we often have to provide more precise proof of how the money is spent, which then have to be confirmed by an auditor. Additional tasks include organising and supervising educational partnerships, and supporting both students and teachers carrying out WOW-Days.

Alongside the financial support we give to institutions abroad, giving advice is also one of our major roles. Information, examples, putting people in touch with mentors or direct advice often help to make problems easier to evaluate, and to find solutions. Wherever possible, we encourage institutions in the same regions to work together. For this whole range of tasks, both travel and simply having time are necessary.

Another part of our task portfolio is maintaining information about the worldwide movement of Steiner-Waldorf schools and kindergartens, and about the curative education and social-therapeutic institutions. The costs incurred to fulfil all these tasks were €509 thousand in 2015, made up of €340 thousand staff costs and €153 thousand material costs, to which was added €16 thousand for the necessary replenishment of the resource contingency fund.

These costs were primarily financed by contributions from members and donations. A further important pillar of our finances is interest revenue, which is unfortunately decreasing. Although we were successful in increasing the income for our work by 9% to €454 thousand, we were only able to cover the costs of our work by cashing in a voluntary reserve from previous years to the value of €56 thousand.

Despite this deficit, we want to transfer 100% of all earmarked donations to the institutions abroad. In doing this, we hope to receive your support to finance our work. We warmly ask you to donate using the reference "Work Of Organisation", to take part in our "Action 10%", or to become a supporting member.

Eleonore Jungheim

Challenges Facing Our International Aid Fund:

→ **Cooperation with the German Federal Ministry for Economic Cooperation and Development (abbreviated, based on German title, to BMZ):** in 2015 we received no state subsidies for school buildings, as regulations governing aid were changed, and countries in which we were previously able to finance school buildings with the help of the BMZ are now generally disqualified from this form of support. The countries this affects include Brazil, Namibia, South Africa and Lebanon.

→ **Teacher Training:** good education depends on well-educated teachers, kindergarten teachers and curative education teachers. We don't yet have teacher training seminars in all countries. For trainee teachers from abroad to train in Germany, we have to meet additional costs for travel and for financing their stay in Germany.

→ **Financing regular running costs:** it is particularly difficult to make Waldorf education available to children from all income groups in countries without state subsidies.

→ **Financing the costs of our work:** the work carried out by the International Aid Fund is becoming more wide-reaching by the year. Financing the staff costs we have respective to that work is a major budgetary challenge, especially since our income from bank interest payments is simultaneously sinking – in 2015 we had to cope with a €17,000 decrease in income in this area.

A School Garden for Hekima Waldorf School

At the beginning of this year, I travelled for five weeks to Tanzania in order to set up a school garden at Hekima Waldorf School in Dar es Salam. How did that happen? I had spare time! As a freshly made pensioner and teacher for gardening, I was seeking for a useful task. Since I have been an educational mentor for the school via the *Friends of Waldorf Education*-network for a long time, I had already contact to them.

After my arrival we chose a suiting site at once, we started on the very first day, at an extreme temperature level for me. Initially the pupils cut the grass, and then they laid out the first patches. The third class sowed courgette, cucumber and pumpkin into self-made bins: we cut loose the lower third of plastic water bottles and pierced holes with hammers and nails into their bottom. The children filled them with soil, put the seeds inside and placed them at a shady spot. It was astounding how fast

all plants were sprouting under those temperatures. Full of interest the pupils watched what happened each day and it was a special moment when those first leaves came out.

After that, we laid out a so-called trench bed, which was developed by a South African for dry areas. The trenching of this one meter wide and deep ditch was a huge effort. Then it got filled layer after layer with fresh organic material such as grass and kitchen waste, dry material like dead leaves, palm branches and compost. At the end a layer of soil followed in which could be sowed and planted. The sense of that: the organic material will soak like a sponge during the rainy season and will provide its moisture to the new plants roots until late in the dry season. Additionally, a fertile new soil is created in the process.

By the fourth week, everything was ready: we could plant the courgettes, cucumbers and pumpkins from the bins out into the patches. For that, we also needed some cow dung, which was promptly brought to us in two bags by a motorbike. Subsequently the small site became more and more the shape of a garden.

The first step for the building of a new garden was therefore accomplished. The interested class teachers will care for the garden along with their pupils and maybe will even extend it. It was a fruitful campaign for everyone!

Ine Scheidecker



Pupils of Hekima Waldorf School digging and sowing

Ine Scheidecker is a retired gardening teacher at the Integrative Waldorf School in Emmendingen, Germany. When asked the question what had moved her to undertake an educational mentorship, she answered: "18 years ago, I had an educational mentorship at the Mbagathi Waldorf School in Kenia, where I also worked for one year. Then I took over the mentorship for a child at the Hekima School. To me it is important that Waldorf education can also foot in countries like Tanzania, where the curriculum is still very close to the tough curriculum of the former colonial powers."

Courage For Community at the Source of the Silk Road



Impressions from school life at Xi'an Waldorf school

The ancient imperial town of Xi'an is located right in the middle of China. Under the Qin dynasty, it was the first capital of the united China and the source of the Silk Road. Nearby the first emperor Qin Shǐhuángdì lies buried. During the third century B.C., he had one of the world's largest mausoleums built for himself, guarded by thousands of terracotta warriors.

The public bus needs around one hour to reach the busy town's edge, where high-rises let the view free to wander across the surrounding landscape and the picturesque Qin Ling mountains. Here, approximately 20km southeast of the centre, the first Waldorf school of Xian is located. As usual with all properties in the small village, a wall surrounds it. The village is inhabited mostly by older people, the younger ones have moved to the city. That's why the building of the old village school got abandoned, so the Waldorf School could move in there, two years after its founding. Along with its kindergarten, the community counts around 150 children, that fill the benign classrooms with their music, laughing, cheers, and also often with their devoted silence.

The school was founded in 2010 by Yang Ya Li, her husband, and some helpers. She sacrificed all her energies for the initiative. Later on, as the case with many young Waldorf schools in China, internal tensions between the council and parents arose and so they went separate ways. For everyone involved this was a very hard time. The existing Waldorf kin-

dergarten, the first one to support the school, also split up, and therefore the school was forced to establish another one.

Two years after the school was founded, Lin Bing joined the team. She undertook the conduct of the school and a class, and with stamina, joy and confidence she contributed greatly to the process of self-development of the council after the crisis. The building of community, not as a 'collective', but from the development of each individual, is and has been a big, challenging but also enriching way for the teachers. They recall that such a clear resolution for their very own individual path – as a foundation for the common path – would have been unthinkable just decades ago, and that this development process can also be rejuvenated deep inside ones inner life.

The next school year is going to be an important as well as a busy one for the school. This year they will have to move again and a small school initiative from the bottom of the mountain will join them with eight teachers, some handfuls of pupils and new parents. And the preparations for the upper classes shall be approached swiftly, in order to enable the ninth class to start one year later. The necessary funds haven't been raised completely yet, but the courage and dynamism of the school community will overcome this hurdle, just as it has overcome so many previous barriers.

Jaspar Röh

A Great Celebration in Tbilisi



Theatre performance of 'A Midsummer Night's Dream' and amazed pupils at Tbilisi Waldorf school

The Tbilisi Waldorf School turned a proud 21 years of age at the end of last year, prompting celebrations lasting three whole days. There was a splendid opening ceremony and eurythmy performances, while the parents' choir and the students' orchestra gave their all with their pieces. Numerous expressions of thanks were voiced, and greetings reached the school from all over the world. To round things off, individuals came together in a discussion circle, to take a communal look into the future.

The history of the school began in 1991, as Georgia was separating itself from the disintegrating Soviet Union. Volatile political struggles to gain political control combined with ethnic conflicts to lame the county, yet new societal spaces arose at the same time, and the wish to give society a new orientation. This is the backdrop against which the first Waldorf school in the country was founded in 1994 – in Tbilisi, the capital.

At that time it was still possible for an institution to be classified as an 'authorised school', meaning it received state subsidy but nevertheless retained a degree of autonomy. The school was granted this status, and the city administration provided rights to use land and buildings. The *Friends* together with the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Software AG Foundation contributed to the renovations and construction of further buildings – the school grew and thrived. The first class 12 completed their school leaving qualification in 2005. Five years later the school was conferred the award of being the 'Best School in the Country'.

Since then, the political climate has changed substantially. The classification 'authorised school' has been abolished, and the Waldorf School is now designated as 'Public School Nr. 196'. The audits have become continually stricter, and the stipulations of the authorities ever further removed from the standards Waldorf Education sets itself. Now the children should start school when they're five already, and should use a computer in class one. The teachers took the brave decision to remove themselves from the state system and become a self-governing school. The Ministry for Education agreed to this, but when it came to the granting of a license, it materialised that, during the transition from the socialist to the post-socialist administration, the ground on which the school is built was registered as the property of the city, while the school's rights to use the land were not recorded. All attempts to win back these rights failed: in order to get the license as a self-governing school, and to protect all investments that had already been made, the school had to buy the land. This took place successfully in 2011, thanks to the large response triggered by the *Friends'* call for donations.

This community won't stand still, as tasks for the future are already emerging, including using a new admissions procedure over the next year, and a teacher training program, for which a new seminar group was recently founded. Teachers and parents find the energy needed for all this in the shape of over 350 students who attend the school every day.

Jaspar Röh

Encountering the World in Dornach

Teachers from the Philippines reflect on the 10th Waldorf Teachers' Conference at the Goetheanum

Gamot Cogon Waldorf School is located in a rural village in Iloilo on the Philippines, 20km away from the city of Iloilo. The school can be found amid rice fields, trees, and bamboo trees. This school year we have around 240 students from kindergarten to class 12, coming from a wide variety of family backgrounds – some from the city and others from the poorer farming communities near the school. As we also admit children from these farming families, we have to fight each year just to be able to cover our running costs. Many of our teachers are in their twenties and extremely motivated. There is much however that we still must learn as a body of teachers, to extend our knowledge and our skills.

Six of us went to the Waldorf Conference in Dornach last March 2016, a journey that was only possible due to the generous support of the *Friends*. So many parts of this coming together of Waldorf teachers from throughout the world were inspiring, enlightening and awakening. Each lecture had its own special message, but also connected seamlessly with other lectures under the over-arching theme of: "Overcoming resistance: the courage to lead a free spiritual life." For me, the conference felt very alive, dynamic, and up-to-date, infusing a sense of change in the participants – both in terms of evaluating the present, and of looking to the future.

One particularly memorable talk for us was by Nesreen Barwari, former Minister for Redevelopment in Kurdistan. She is working to bring Waldorf education to her homeland, and her experiences and mission are truly a living example of overcoming resistance. This is embodied in one single woman, in a place where resistance is very strong, and where courage is needed so strongly. By the end of her talk, a few of us had tears in our eyes, feeling strongly that this is what Steiner meant when he

referred to education as a healing force for social change.

Another very moving experience was watching the play 'Antigone', performed by a cast of Israeli and Palestinian teens, co-directed by an Israeli and a Palestinian director. Aside from the fact that the play was so creatively and artistically performed, it was also timely, and such a symbol of hope for the world. It was truly a gift that is – quite honestly – difficult to describe in words. If someone asked me to define what education is, I would have them watch that play and say: 'That is education. That is what human beings need to be striving toward.'

So many other experiences during the week touched each of us individually, and in different ways. However, for the six of us at that conference, who work and teach every day in a Waldorf school situated in a small rural village in Iloilo, there was a shared sentiment of not feeling so alone anymore. Being at the Goetheanum, with hundreds of teachers from 50 different countries, seeing what some people are trying to do in cities and countries we usually hear negative things about on the news – this was exactly what we needed in order to feel connected to the wider movement. In our work with students in very difficult situations such as poverty or abandonment, in a country riddled with corruption, the resistance to progress or to new inputs can sometimes feel too strong. Swimming upstream sometimes feels too overwhelming. This conference reminded us what it was all for, and we are truly grateful for having had the opportunity to be a part of it. We are now back at our school, ready to meet the new school year, filled with energy, courage, and fresh impulses for our work.

Anna Slater, on behalf of six female teachers from the Gamot Cogon Waldorf School



IMPRESSIONS FROM THE PHILIPPINES



Impressions from school life at Tuburan Waldorf School. The young school, whose name means 'source', is located near Davao City, one of the biggest cities of the island nation.

The school puts much emphasis on being economical on a sustainable basis, and the community, teachers and parents work hand in hand. After a beautiful site had been purchased in the middle of the forest, the construction of the facilities has been making fast progress. The *Friends of Waldorf Education* helped with the financing, too.





A Waldorf Education Pioneer in Myanmar



Myanmar is a multi-ethnic state, often called Burma, in Southeast Asia. With borders to China, India and Thailand, the population of this country numbers over 50 million inhabitants. After the British occupying forces left the country to its own independence, the first seeds of democracy didn't last long. From 1962 on, various military regimes replaced each other, until, in February 2011, the first civilian president was sworn into office.

Left: lunch at a kindergarten in Myanmar. Right: children playing at a farming village near the small town of Pyin U Lwin, where a Waldorf school is about to be build.

The man pioneering Waldorf Education in Myanmar is called Harn Sai, and he lives in the town of Pyin U Lwin in Shan state, in east-central Myanmar. Around five years ago, he started looking for a different type of education and a different type of school, to which he could send his children. A nursery school teacher from Thailand gave him a tip, and communication began with the *Friends*, who enabled him to visit his first course about Waldorf Education abroad.

Harn Sai was utterly dissatisfied with the school system in Myanmar. Fifty years of military dictatorship moulded an education system in its own image, in which the universities were kept closed for years, because too much student unrest had proceeded from there. Those in power did not want to allow young people to be educated to think and to judge for themselves. Lots of parents go to great pains to give their children a good school education outside of the state system, and are ready to invest a deal of money to do so. Blame for this can be put squarely at the feet of the regime, due to their educational policy of the regime, the lessons themselves, and the level of teachers' salaries, all of which were miserable. Even today, salaries remain far too low.

Now, after several years of democracy, windows of change are starting to present themselves.

Harn Sai is a very worldly person, who sees through the current, rigid framework. He tackles the old ways of thinking and behaving with refreshing decisiveness, this ancient system in which individuals were expected to function loyally, and only to think – if at all – and to do, what others had told them to think or do. These were structures in which people served the system of power submissively and believing in its authority, and in which the individual had no chances to develop their individuality, with all the talents according to that, in order to let newness flow back into the community.

Harn Sai is active in a network in which over 200 Buddhist monasteries open up their rooms for educating children and young people. Now there are already 20 kindergartens in Shan state, which are already strongly resonating with impulses coming from Waldorf education, or are currently being founded, or in the process of becoming familiar with this type of education.

Ying Mew is a member of Harn Sai's staff, who's been on the move for the last two years, visiting all

the kindergartens for one week every year. The kindergartens are up to 400 km apart. There's one, for example, beside the Inle Lake, and several in Lashio, near the Chinese border. Ying Mew helps, gives a lot of input, and organises parents' evenings. She trained in a Waldorf kindergarten in Malaysia, and took on this advisory role after completing two years work in one of the other Myanmarese kindergartens. Moreover, for the last four years a very experienced nursery school teacher has come annually from New Zealand to Myanmar, to give training and further training courses lasting a month to all nursery school teachers in all these 20 institutions. The *Friends* put the Myanmarese in touch with the teacher from New Zealand, and financed the first phase of the nursery school teacher training which she provides.

One such institution, with over 200 kindergarten children and a respective number of kindergarten teachers is housed in a nunnery in Lashio. This is a lovely setting with open rooms, and a warm soulful atmosphere. The children and the kindergarten teachers come from the town, and inhabit the nunnery during the day. The abbess is very convinced about the virtues of Waldorf Education. It was incredibly impressive for me to experience how these children played in many different groups, and how they related to each other in an astonishingly fine and respectful way. And how, only two hours later, it was absolutely quiet in all rooms, while the little ones slept. Harn Sai had not told me anything about this kindergarten before I visited him in Myanmar. I was all the more surprised to see how seriously people work with Waldorf Education here, and with what inner solemnity.

The time is now ripe to found a school, and much has already been planned and thought about in advance. After a military dictatorship lasting decades, the people of Myanmar should be given the chance to regain trust through the fruits of Waldorf Education, which is why a school like this has to slowly grow. In this vein, a new kindergarten in the town of Piny U Lwin is due to open very soon, and a first class should follow soon after. The plot of land for a school with twelve classrooms already exists, as do building plans for this site. Harn Sai has clear ideas about how the school can fit into the wider life of

Myanmar, and how the inputs of Waldorf Education can contribute to a generation that will leave school feeling free, autonomous, able to speak out for things they feel responsible for, socially competent and also healthy, so that they in turn can make their contribution to the big tasks that Myanmar is facing. The Waldorf Teacher Training in the future in this country will be concerning itself with exactly these large and fascinating challenges.

Alfred Rahmen

Alfred Rahmen worked for five years in anthroposophical curative education and social therapy, before becoming a class teacher for 32 years at the Rudolf Steiner School Oberaargau, in Switzerland. He has been retired since January, and is learning the ropes as a lecturer at the new Waldorf teacher-training seminar in Istanbul. He also contributes to emergency education activities.



Waldorf Education Puts Down First Roots In Costa Rica

Costa Rica is one of the seven Central American countries forming the isthmus that connects Northern and Southern America. Geographically and climatically all those countries have things in common; but politically, economically and culturally they are pretty different from each other. This region is almost a new land for Waldorf Education, although there have been periodical initiatives over the last years, and right now, many things are changing.

Costa Rica is a country that politically and economically is doing better than its neighbouring countries and that has a significantly higher education level. Within the last ten years, there have been some timid attempts to found a Waldorf school but none of those initiatives survived.

One of the biggest challenges in Central America is the low or non-existent education for the teachers and deficiencies in their very own school education. The closest place for Waldorf teachers is in Cuernavaca, Mexico, three hours of flight away. Flying within Latin America is very expensive and unaffordable for most people, so the Waldorf

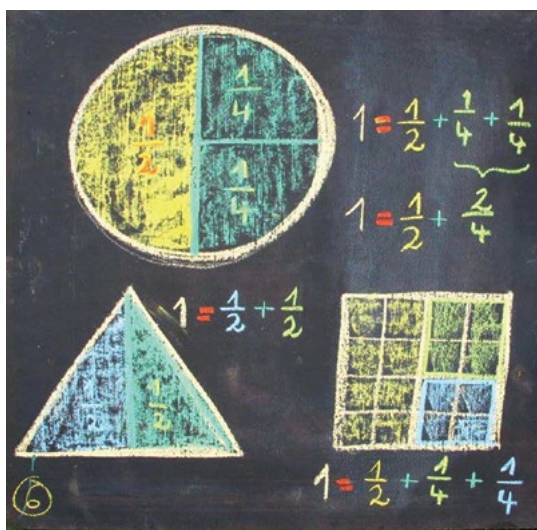
teacher seminar offers only summer schools up to date. Another point is that private schools in Mexico and Central America are seen as a business, so they mostly belong to one or several investors, which is sadly the case with Waldorf schools as well. The third difficulty lies exactly within the opposite constellation, which is the massive poverty in these countries. The lack of means makes it almost impossible that genuine good and creative Waldorf initiatives can survive.

Four years ago, my family moved to San José, the capital of Costa Rica, due to my husband's profession. I am a Waldorf teacher myself with many years experience, most of them spent abroad; it requires a lot of assimilation and tolerance if you want to make any place in the world your home.

The boxes were not unpacked yet, and the first two people knocked at my door, asking to speak about Waldorf education at their kindergarten. A small group of four people emerged that were eager to get to know more. This circle kept growing and changed continually until few months later the serious query for a serious education arrived. At first, I was naturally sceptical and unsure too, if I, myself, as a single person could accomplish anything like that, also knowing that my time in this country was limited. But then I gave in to the query.

In many seminars, I experienced that the participants wanted to learn as many 'recipes' as possible in the shortest time, while autonomous working and digesting of knowledge seemed difficult. It was and is a big concern to me to develop myself with the group and to find the courage to detect gaps of my own. Our little seminar was supposed to be a place for learning and exchange, a place where an active collaboration is constantly required.

Today, almost four years later, I am happily surprised about the commitment and the achievements of the eleven remaining participants. For





Left: mathematical blackboard drawing for lower grades. Right: artistic works and group picture of the seminarists

over three years, we've been meeting every second weekend to deepen our anthroposophical knowledge, work on the curriculum, and create work material and nation-state-specific topics for a future Waldorf school.

Some of the participants have very little income but committed themselves to attend the seminar regularly (some take bus journeys of up to six hours), and even put up with the difficult accommodation conditions.

We started with topics like the three-fold division of society, common working and work with parents. Later we started to work on the curriculum and looked at each epoch from the anthroposophical Study of Man. At the same time, we asked for each epoch if a change, addition or adaptation should be put into practice, to meet the needs of the local culture. Then the concrete evaluation followed, so at the end of a seminar we could command over some useful work material. By the continuous deepening of the Study-of-Man-related aspect the suggestions and the collaboration of the participants grew more and more valuable, thus I could gradually withdraw from a permanently active role. Of course, I'll remain as part of the process but following the idea that all my actions and energy are addressing the strengthening and the support of the self-motivation of the participants. Since one and a half year I get the support from Mexico, regularly we have visits by lecturers from the teacher seminar in Cuernavaca. Apart from that, every participant must pass a sitting in on classes and a lesson exam in Mexico.

In the meantime, the group has grown so strongly that they are working seriously on founding a school together. In September, the first public relation activities will start with a series of lectures by the participants and different workshops and information booths in the city.

For me this courageous step by the participants is miraculous, for on one side they have the opportunity to grab their knowledge by their own hands to pass it on, on the other side my own work is about to be reflected and also judged. This is an exciting situation for me.

Dependent on the resonance of the lectures we'll accomplish the next steps towards a new school. As time passes, we will continue to work together and to create a spiritual basis for the arrival of Waldorf education in Costa Rica.

Svenja Büntjen

Svenja Büntjen is a Waldorf teacher. She is currently engaged in the Waldorf teacher's education in Costa Rica and works as a lecturer at the Waldorf teacher seminar in Cuernavaca, Mexico.

Connecting with Culture and the Wonders of Life: The Story of the Yaka Playgroup in İzmir, Turkey

Waldorf Education initiatives have been springing up in Turkey in the last few years. The teacher and kindergarten seminar in Istanbul, and kindergartens in Bodrum, İzmir, Eskisehir and Antalya are playing key roles in this process. There are three initiatives for Waldorf schools, all of which are still right at the beginning, and are in the process of expanding. We would like to take this opportunity of telling this unusually beautiful story of one of the small kindergarten initiatives.



We, a group of 4 mothers (Raya Jabali, Gamze Albayrak Coate, Aisha Melodie Hassan and Pinar Anil Hacıoğlu), began the Yaka Playgroup on November 6th, 2014, with a dream to open a Waldorf inspired kindergarten in İzmir, Turkey. We were all mothers who were in search of a deeper experience of life for ourselves and our children. Life brought us together through the playgroup, and since then strong friendships have formed, and our community has grown. It was Raya, being in tune with holistic living through her experience with permaculture/organic agriculture and her interest in biodynamic farming, who brought a new perspective on the world of nature; Gamze, a primary school English teacher that brought her enthusiasm for alternative education; Aisha, an architect researching anthro-

posophy and organic architecture who brought ideas about space; and Pinar, who received her training at the Waldorf teacher training seminars in İstanbul (Friends of the Art of Education Association – usually known by the Turkish acronym, ESDD), and was the first initiator to open a Waldorf inspired kindergarten in Turkey in 2007, who guided us through the world of Waldorf early childhood education. And of course our children, Selim, Aras, Mete and Rüya, who made this wonderful story happen!

Aware of the lack of alternative nurseries and kindergartens in the region, and unhappy with the overbearing influence of technology, overuse of synthetic materials and unhealthy practices in child

Left: parents and children of the Yaka playgroup. Right: playing outside

care environments, we wanted to create a play environment where our children could be in contact with the wonders of life, and where families could connect with each other through community, while keeping a strong connection to Turkish culture.

We were fortunate enough to begin the playgroup in the lower level of Pinar's house close to the old village of 'Yaka' (meaning edge), on the edge of a forest on a hill, which had direct access to a private garden. Pinar had set up the space with such care and attention. And it already had a warm and cosy feeling from being in the atmosphere of her home. While our children played freely, we began working on craft together, doing projects in the garden, woodworking, baking and planning seasonal festivals. Our favourite one being the festival of Nardoğan – which means the Birth of Light (the word nar meaning pomegranate, but containing the more figurative meaning of Fire or Light). Nardoğan is a Turkic winter solstice tradition.

Through festivals and meetings open to the public, our community became stronger and grew. Since our start in 2014, the Yaka Playgroup community has grown to include 10 families, and is continuing to grow in numbers. Our families and friends, with their wide range of backgrounds who have been actively building up and taking part in the playgroup; the Friends of the Art of Education Association in İstanbul (ESDD) through their continuous support, teacher training and mentoring programs; and all other Waldorf inspired initiatives in Turkey and the Waldorf Education Associations abroad like IASWECE and the *Friends* – all of which became the backbone of our community, and gave us the courage to move forward with bringing the kindergarten to life.



After many months of meetings, searching for a new location, doing rigorous budget calculations and financial studies, considering new construction scenarios, consulting other initiatives in Turkey, an interesting opportunity arose for the Yaka group right in the same neighbourhood of our playgroup house. A privately run primary school by the name of İzmir Science and Art College, which had previously provided their wooden dining hall for one of our Turkey wide initiatives meeting, opened its doors to us. The kindergarten program of the school was in need of enriching so the head of the school entrusted Pinar to incorporate the new Waldorf pedagogical perspective. This is how the school's existing kindergarten space became our starting place for this year.

We are now hurrying to get the space and garden ready, while potential teachers are being interviewed and new families are registering at the school. Opening day is on September 19th! We hope with all our hearts that the spirit of Waldorf will get a good grounding in İzmir and that our children will get the chance to grow in a healthy and creative environment surrounded by a warm community.

*On behalf of the mothers of the Yaka Playgroup,
Aisha Melodie Hassan*



GREECE

A School Wants To Be Born...2017 in Athens

When someone drops the word 'Waldorf' into a conversation in Greece, then more and more you'll here the answer: "yes, I've heard about that!" People in Greece have been inspired by anthroposophy for over 25 years. They started out studying Rudolf Steiner's books on various aspects of life in small reading groups. Some individuals recognised such a strong impulse inside them that they went abroad to study, for example to learn speech formation or eurythmy. The curative education institution 'Estia Agios Nikolaos' in Galaxidi, near Delphi, took root in the 1990s, and people started organising anthroposophical summer conferences with lecturers from abroad. A retired Greek Waldorf teacher living in Sweden initiated the founding of the "*Friends of Waldorf Education Association*" in Athens in 2000, making this art of education accessible to many parents, kindergarten teachers and youth workers through lectures, regular courses, and conferences.

Now there are four kindergartens in Athens, and more are being prepared. As a result of the wishes of the parents, weekly afternoon groups have also grown up for kindergarten 'graduates', with activities fitting into the rhythms of the year. In November, for example, dances are held around an olive tree, and olives are gathered and pressed.

For a year now, things have been getting serious. In a big communal meeting with parents, teachers and supportive friends in September 2015, the

shared decision was reached to turn into reality an idea that for a long time had been floating inside the community: Athens first Waldorf school should be born.

What could our Waldorf school look like, in a Greece ravaged by financial crises, in which thousands of refugees are stranded, and daily life is dominated by extreme financial want, and high unemployment? A land, in which the future appears to be hidden behind a thick veil. It certainly is an exciting and moving epoch, that humanity is moving through. Which processes can our school set in motion in this age of crisis, and which innovative paths can it demonstrate, for the society in which it is set?

We want to be an independent, cooperative school, listening attentively into the future. Our school should be a friendly, smiling place, in which the art of education draws forth colourful growth out of the plurality of human children who will participate in the school. A place, in which community can live out of the forces of the heart, and in which free will can be nurtured. A place that schools people in the ability to recognise their own selves. With the aid of play full of fantasy, with art and craft, with the triptych of 'head, heart and hand': this is the way in which learning should take place here, so that fraternity and independence can develop. The young people that emerge from this community should be independent, fully conscious, inventive and commit-



The first founding meeting for a Waldorf school in Athens

ted, supported by determined parents full of initiative, and by creative teachers.

This school to come aims to demonstrate, in Athens today, a creative way of acting relevant to society. And at the centre of this school are the children, and what they need today.

There are still so many unanswered questions: what kind of relationship can the school really enter into with the deeper meaning of Rudolf Steiner's art of education, in a state, which does not allow any independent, educational spaces? How can a Waldorf curriculum be compatible with the curriculum strictly stipulated by the Ministry for Education for all age groups, which, for example, does not permit the main lesson, which is so important for a Waldorf school? How can the founding of a school and the monthly running costs be financed, when the state does not subsidize private schools in any way? When controls on capital suffocate the economy, and banks here no longer give loans? How can Waldorf education be realised in the culture of orthodox Christianity, whose 'state church' explicitly warns against alternative paths in the education system? How can the administrative structure of the school, inspired by Steiner's idea of the three-fold division of society, be harmonised with Greece's current laws?

All these existential questions are always with us, but they don't slow us down. We want to answer them all, step by step. At present we're working on an appropriate legal form for the school's governing body. Negotiations about renting the school building, which is in need of renovation, should begin soon, as deadlines draw near. The initial core of

teachers have to prepare to start work, while the curriculum is also being worked on. On top of that, we want to found a teacher training program, and bring a parent-teachers-association into being. We want to communicate, that we don't want simply to found another private school, but that we want to work to build up a school community. In order for such a social organism to arise, we have to communicate actively to the people who will participate in this community of the future. And we wish to make connections with many more families and supporters of the school.

The school that wishes to be born in Athens, will need all the help in this phase that the worldwide community of Waldorf schools can give it – and will accept this help with gratitude. With this is not meant exclusively material support, but, above all, inner, heartfelt backing, granting us warmth, sympathy and spiritual empathy for this odyssey. The spirit of the Waldorf School Athens, looking over at us out of the near future and demanding its own birth, needs this help from all of us. The financial help that we've already received from the *Friends* and from some German Waldorf schools, who thought of us when conducting their last autumn and winter markets, has made it possible for us to carry out further steps to found the school. Would you perhaps like to include us in your plans for your next school market?

On behalf of the Athens School Founding Steering Group: Sandra Mavroidi, Primary School Teacher and Archontis Karanasios, Architect, Artist and Art Educationalist

Waldorf China's Pioneering Spirit



Twelve eventful years have passed since the seed of Waldorf education sprouted into life in Chengdu in September 2004. There are now more than four hundred kindergartens and at least sixty schools working with Waldorf education, along with a plethora of courses in every kind of discipline connected with this education. Though forms and structures have become more established in many of the kindergartens and lower primary classes, everything is still at a stage of being pioneered, of being discovered and newly created.

Is this, I wonder, an expression of those mysterious words which resound from the Foundation Stone Meditation, given by Rudolf Steiner during the re-founding of the World Anthroposophical Society at Christmas 1923, concerning the polarity of East and West—for they are indeed in so many, many ways precise opposites? Of course these words do not only have a geographical sense, but surely geography is part of it? Here they are:

*Let from the East be fired
what in the West takes on form!*

China is a land of paradoxes. On the one hand there is still in many souls a hankering for the past, a wish to return to a purer state of being, closer to heaven's wisdom, while on the other, everything is being newly constructed and pioneered at a rate that leaves the rest of the world gasping. Within Waldorf schools too, there is a further polarity — between the quick way of simply copying what has already been pioneered in the West, right into the details of how to construct a lesson, and at the same time the longing to recreate it all within the matrix of Chinese culture. Nowhere else have I experienced such pioneering enthusiasm for this great task of renewal.

The official title of the China Waldorf Forum—the network which tries to keep up with this flood-tide of innovation, protect the quality of teaching and bring the many initiatives together within a uniting spirit—is the Zhuhai Harmony Education Research Centre. Despite the conflicts that have sprung up with extraordinary fertility in and between some of the fast multiplying schools, the name is quite appropriate, for a large part of our work is indeed to bring harmony and to stimulate an ongoing process of educational research. Everything within the curriculum has to be looked at anew, through the perspective of Chinese children growing up in the Chinese language and culture, in a land that is being transformed in front of one's eyes, day by day.

It is like a new cultural revolution, not only within Waldorf education, but within mainstream society as well. And people from all walks of life are finding their way to connect with what is taking place — parents, teachers, professors, business people, politicians — and, mercifully, people working in NGOs in the poorer strata of society.



Left: kite festival and pupils learning at Chengdu Waldorf school. Right: old Chinese letters (shu xue) for the teachings of numbers i.e. mathematic.

At a time when in many parts of the world there is a feeling of increasing scepticism about the ability to bring change, where does this energy come from that sprouts up in China? Is it rising up from the land, along with the nature beings and animal life forms which are being uprooted in so many places, or does it have its origin in soul decisions made before birth? Who are these souls, I ask myself, who seem to recognize Anthroposophical Spiritual Science so quickly and are willing to change their lives so radically to put it into practice?

How far removed they are from the older Eastern traditions of hiding away from outer life so as to save your own soul! How far too from the Theosophists of the early 20th century through whom Rudolf Steiner first found an audience seeking spirit knowledge! What many Chinese people recognize in this new mystery wisdom goes way beyond this — the possibility of doing something practical in the world, of bringing healing to what is so eminently sick in life, in education and in society as a whole.

In China today three paradigms are meeting each other: Materialism, born in the West — Ancient Chinese wisdom, nurtured in the East — and in between, the new Spiritual Science of the Human Being, brought down to earth first of all in Central Europe, before that part of the world was so brutally crushed into pieces through the Second

World War. What will come of it, I cannot predict. Some say the flames will die down in time, just as they did in the Soviet Union after the initial upsurge of initiatives following the fall of the Berlin Wall.

But that is not how it has to be! Everything depends on the strength, courage and creative light of those who carry this pioneering spirit. Many teachers are tired, it is true, from having taken on so much so quickly, but their will is still strong, for there are always new possibilities ahead. Strange as it may sound for a culture that has such a strong link with the past, they live with pictures of how things could become in the future—and that is the nature of the will! They are people of will, pioneers, drawn into action by future vision.

Ben Cherry

Ben Cherry is closely connected to Waldorf education since 37 years and has been involved at the development of the Waldorf movement since their beginnings in China ten years ago, funded by the *Friends of Waldorf Education*. Before that he co-worked with Waldorf schools and training centres in Thailand, Japan, South Korea and Taiwan.

South Africa

From Madietane at the Lesedi Waldorf School

Dear Friends, the Lesedi Waldorf School has gratefully received your donation. Your support will, again, be of much use to us: the bunk-beds that we bought a few years back have more than served their time, and have only been held together in the last few months with the help of wire. Some children have even moved their mattresses to sleep on the floor. Which they find pretty creepy, believing, as they do, that they will be visited there by a dwarf-like spirit called Tokoloshe. Or, even worse, that a snake could bite them in their sleep! We now have the plans and materials for good bunk-beds made from wood, and our joiner is ready to start building. The recorders, financed by your last donation, have turned out to be a wonderful investment. Our children are taught recorder by volunteers from Germany, and enjoy the sound of the instruments.

A big thank you to you all again!

*Gaboste! Until we meet again,
Your team in Lesedi*



Georgia

TEMI in Gremi – Social Work Project

Dear Students, we're writing to you as the children and grown-ups in the TEMI Community in Gremi, to thank you most heartily for the donation that we've received from you. We've bought long ropes and a chain for a swing, which we've hung up in the yard. There are hardly any play-parks in Georgia, but of course children here also love swinging and running around. We're looking forward to a holiday trip into the mountains and to the sea, where we will camp outside and cook on a fire. These trips were made possible by the help of your donation, as most of us are orphans, and don't receive any other form of financial support.

We are a big community of about 70 people: children, youths and adults. We learn, live and work together on big grounds, which include several houses and gardens. We are much helped by the donations that you've collected for us through your actions!

We hope that people will continue to work through WOW-Day in the years to come with much energy and fantasy, and that you always find a growing number of supporters and friends, who help on this most important project, with which you send rays of light into all corners of the world, and cheer many hearts!

If you would ever like to journey to Georgia, or if you perhaps even want to make an agricultural contribution direct in our vineyards, then you are certainly most welcome to visit us!

*Warmest greetings from Susanna Reinhardt
on behalf of the TEMI-Community*

Youth Leadership – The Force for Change Among Young Adults

Report from the upper-school conference in Heidelberg

As part of the Friends Advocacy Project, ex-volunteers ensured that the upper-school conference at the Heidelberg Waldorf School was a lively event. For two full days, participants worked together on the theme of the potential of Youth Leadership – what can teenagers achieve, when they discover their possibilities, learn to make themselves heard, and become familiar with methods with which to change the world?

The world and all its global interdependencies contains countless tasks within in. Many students want to get their sleeves rolled up at last, to make our exciting world fairer and more beautiful. Our Youth Leadership Seminars are intended to transport skills in tackling difficulties, and in utilizing these as chances. Knowledge gained at school shouldn't just be of use in taking on abstract tasks, but also in daily life, and that's why we've resolved to bring that life into schools. Under the stewardship of ex-volunteers, an interactive laboratory sprang up, in which participants could experiment with how they could help shape the world in an individual and positive sense.

A Journey Into Our Own Possibilities

Our own identities are the foundation of all that we do. But how can we emancipate ourselves from all strictures that are imposed upon us? How do we understand ourselves, and what direction do we want to take in life? After taking a good look at ourselves, we turned this viewing process around, to look at the world. We first searched for an overview of many worldwide problems, before moving on to positive models and success stories: in the same way that young people throughout the world build up organizations, found schools, or, for example, go to court against the US government, to stop fracking. Through analysing these projects we learned what we need to become active ourselves.



Pupils from Heidelberg Waldorf school at a workshop

From the Idea into a Project Team

On the second day, we formed three project teams, which devoted themselves to principle methods of project development, based on particular ideas of the formation and structure of projects. The first team plans to create an 'International Summer' in Heidelberg with refugees and people from all over the globe – at pleasant locations and with open hearts. The second team wants to work in schools under the project name of 'PLANA', conducting political education, discussion groups and workshops, in order to debunk empty election promises, and to inform as to some alternatives. The third team, titled 'Rights Are Right', is forming an activists group for human rights. They want to write an interactive theatre play, and perform this with the help of volunteers worldwide.

Off To A Good Start

At the next conference of the Federal Council of School Students in Berlin, which 250 Waldorf students from the whole of Germany will participate in, a new seminar will take place. In the future a workshop such as this can mean the start of Youth-Leader-Teams at further Waldorf schools, with the aim of co-organising both their own schools, and projects throughout the world.

Helmut Wolman

Youth-Leadership

'Youth Leadership' is the title giving to a form of 'learning through doing', enabling young people to carry out projects independently and using their own initiative. The aim is to strengthen democratic co-organisation of processes amongst young people, and to develop their consciousness of responsibility and ability to lead.

Regional Groups In South America



An important focus in the work of *Friends of Waldorf Education* is the initial and further training of local professionals in the field of emergency education. This is intended to reinforce the worldwide network of emergency education task forces, so they have the ability to help quickly in case of disaster. This could go into action either on their own, or in collaboration with other emergency education-related crisis interventions on site. Meanwhile, in different cities of South America initiatives have emerged as so-called 'regional groups', with emergency education teams of their own.

Six years ago already, our teams travelled to South America to give a series of emergency education-related training units. Those units took place in collaboration with different local and international partners – mostly mediated by their membership of the German organisation *Aktion Deutschland Hilft*. Since then many more partnerships have grown up, and training courses conducted:

In 2012, in collaboration with the aid organization *Habitat for Humanity*, a series of educational units with public training sessions were given. Subsequently the participants supported the house building of a Chilean family of six.

→ Joined by *LandsAid*, training for disaster precautions in Brazil and Argentina took place. About 280 people were schooled in first aid, hygiene, plus the treatment of contagious diseases (*LandsAid*) as well as emergency and trauma education-related measures (*Friends*).

→ In collaboration with *Corrente de Luz*, an emergency education seminar was held in Santana de Pernaíba (Brazil), with about 40 participants. The concept of *Corrente de Luz* is based on Waldorf education. It covers different elements, ranging from school education to recreational activities, and to professional education. That's how the idea came to life to make the teachers by *Corrente de Luz* familiar with the basics of emergency education.

→ Building on the successful collaboration from the year 2012, the *Friends* and *LandsAid* were back on the road in Brazil and Colombia in 2013. Altogether around 280 people participated in the training for disaster prevention, which attracted brisk interest. Again, those measures were funded by the disaster prevention program of *Aktion Deutschland Hilft*.

→ 'Well-trained emergency teams in the region are necessary to shorten the reaction time in case of crisis. It's the only way to ensure quick, professional and comprehensive aid' – that's the conclusion from the people responsible for the project.

How successful the model of regional groups and how important and helpful an on-site running network really are, was demonstrated last year after the disastrous earthquake in Ecuador. An emergency education operation took place – for the first time the team consisted mostly of local staff: from the twelve members, eight lived and worked in Brazil, Argentina, Colombia and Chile. The operation proceeded successfully and smoothly, not least because of the South American colleagues' reliability and professionalism. Moreover, the operation by the local staff was funded most to a large extent by South American donations.

A further step was taken in Brazil this year, with the founding of their own emergency education association. Reinaldo Nascimento, who is the coordinator of our voluntary services in Brazil, as well as the founder of the Brazilian association, formally passed over the official certificate to Bernd Ruf, as part of this year's jubilee convention on emergency education.

The foundation stone was laid in 2011 with training that received very positive feedback. Other workshops followed. Alongside this, Reinaldo Nascimento participated in numerous international operations which increased both the expertise of the Brazilian emergency education team, and also raised their prominence. In 2014, they decided to work on the founding of an association of their own. By doing, people hope and aim to make regional action more distinctive, and also increasingly self-administrated and financed. Most of all, the association would make it easier for South American supporters to donate. The personal proximity and affinity to regional institutions is of course closer than links to overseas partners.

At the moment, the team consists of seven members who work on a voluntary basis. In the

near future, the goal is to have one or two of these members employed on a proper salaried basis. Organizations like the Mahle Foundation and the Waldorf Institute support the group, a collaboration with General Motors even took place. More talks with potential partners are taking place, and a co-operation with Software AG Foundation as well as a seminar for over 200 teachers and educators is planned.

In the near future, the work of the regional groups will probably extend to cover work with traumatized adults. Some positive experiences have already been achieved in this field, with regard to working together with doctors and other with institutions.

Rena Lüscher-Rieger



Left: the task force team in Ecuador. Right: beginning of the seminar and circle with policemen, firemen and other helpers in Quito, Ecuador

My Voluntary Service With Refugees

In September last year, I began volunteering as part of the official Federal Volunteer Service Including Work With Refugees, at the *Friends* base in Karlsruhe. Before my volunteer service I'd completed my entry level qualifications for higher education (in German 'Fachhochschulreife'), at a commercial college specializing in foreign languages.

My tasks consist of the most varied office and administrative tasks in the area of public relations, including, for example, putting presentations together, or sending out information material. On the other hand, I'm also directly involved in the work with refugees, through our visits to refugee accommodation, and through administrative tasks.

I really enjoy the work in refugee accommodation. We regularly travel to the First Reception Accommodation for our federal state in Karlsruhe, to offer a program for the morning or afternoon for the children living there. Many children have experienced extremely bad things. They need help to manage everyday life, so that anxiety and worries don't eat them up inside.

The aim of these visits is to cheer up these kids with help of Waldorf Education methods, and to offer them a little feeling of safety and security. Movement and rhythm games are particularly well received, and appear to free up the participants. Painting, too, is a form of therapy for many children, with which they can express what they have experienced using colour and form. It is not unusual for a child to draw or paint a picture with appalling contents. In such cases it is important to react sensitively, to keep a good watch on the child, and above all to allow them to finish their picture, so that the act of drawing or painting can contribute to them coming to terms with their prior experiences.

And despite, or maybe precisely because of such experiences, it's always a good feeling when I can make the children smile again. Sometimes only by giving them my attention for a small moment in time. That really does make me happy.

Donja Aslan

The *Friends* have been offering the **Federal Volunteer Service** Including Work With Refugees Program since February of this year, as we reported in our last newsletter. Our first group, which now consists of around 25 volunteers, both Germans and refugees, has gotten off to a good start. The close cooperation between our departments of Emergency Education and Volunteer Services makes it possible for us to offer all our volunteers especially good support, which is experienced as very helpful by all our participants. To name but one example: people who come from refugee families are given the chance of being guests at a conference about people who come from refugee families.



Painting lesson at the Initial Reception Centre for refugees in Karlsruhe, Germany; the volunteer Donja Aslan at work in the office

Zivimo Zajedno — A BMZ project in Serbia takes effect



Two years ago the *Friends of Waldorf Education* could realise with the help of the BMZ (acronym for the German Federal Ministry for Economic Cooperation and Development) a socio-therapeutic project in Serbia. The local association Zivimo Zajedno – in English, ‘We live together’ – bought two old residential buildings in Golubinci, North of Belgrade, and renovated them with the participation of their future inhabitants. The beginnings being kind of hard, a flexible principle of use was set, from which not only people with disabilities could profit. Some people receive a short-term or long-term opportunity to live or work in the community. They work at educational guidance, the garden or they are responsible for the turkeys, pigs and goats. The property includes a big agricultural area, where the people grow pepper, tomatoes and asparagus of best quality – the latter a plant rarely found in this region. Since then, not only do the inhabitants with disabilities profit from the project, but so also do also neighbours, people looking for accommodation, and isolated or unemployed people. But in spite of this hopeful development, the economic situation is very difficult and the running expenses are not yet secured. This is quite in contrast to the mental state of the participants, who are happy with the project .

Argentina: a new multi-purpose hall for the Colegio Arcángel Micael

The Waldorf School Colegio Arcángel Micael was founded in 1968 in a suburb of Argentina’s capital Buenos Aires. A group of fifteen parents wished deeply to have a Waldorf education for their children, and decided to form their own initiative. Less than two decades later, the school was in possession of their own building site, another dozen years later the school extended up to the seventh class. When the school community grew continually it needed more space. The Colegio now, counting more than 500 pupils, acquired a site for a new kindergarten facility, and the *Friends* helped with a loan. A factory also stood on the site too. It was leased, and its revenue was used for repaying the loan. Now it is completed and the school has expanded the hall for their own purposes. It serves as a gym and a ballroom, which was inaugurated only recently.

WOW-Day 2016

On WOW-Day pupils support the chance for children and young people from poorer countries to experience a happy school time.

Whether at work at the book store, or while selling self-made delicacies, or during the charity marathon, when legs and mind fight for each and every mile – together we can move something! The campaign projects that pupils, teachers and parents realise each year on WOW-Day are as various as a colourful bouquet of flowers: for instance making music, baking and handicraft together, plus many more activities. Because the proceeds from these activities will help in another part of the world at a later point of time, meaning internationalism arises at those very schools conducting the WOW-Days, and questions will emerge like: are there Waldorf Schools on tropical islands? How is everyday school life in the high Andes? Or at the schools of our European neighbours?



The WOW-Days 2016 will take place with the motto 'Together for each other' until the November 2019. During this period each establishment chooses their own individual suitable day for their activities. Registration and all further information here: www.freunde-waldorf.de/wow-day

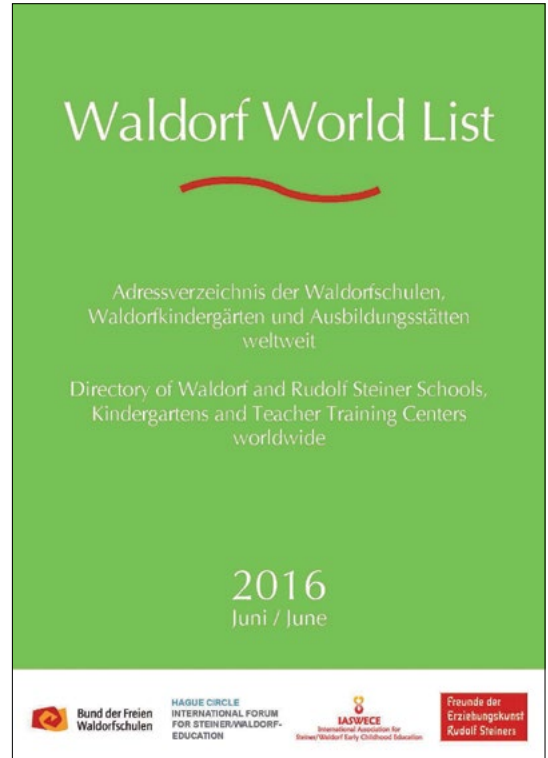
2017: first world congress for people with disabilities in Russia



Congresses, where people with disabilities are not the topic but the participants instead have been known about for some years. Also in Russia two congresses took place, 2010 in Moscow and 2012 in Ekaterinburg. Because of the good collaboration with the authorities a few years ago the idea came to life to organize the first world congress there at the middle of the Ural at the frontier between Europe and Asia. 1000 people from around the world, who live with a disability, have been invited to Ekaterinburg in September. For four days they will commit themselves to the topic 'Making values visible', to encounter, exchange experiences with each other, and to clarify what potential lies in each human being. The congress wants to make room for meeting and to improve the living conditions in each country – also in Russia – for this group of persons. To publicise the congress, an exclusive sailing trip 'Sails of Spirit' was recently completed between St. Petersburg and Paris. For almost two months, the crew of the catamaran has been on board, in-

cluding visually impaired and people with a movement disability. Further information: www.socialartist.events

New Waldorf World List is Online



We are very happy to announce for the first time the release of a complete list of Waldorf Schools (1080 in 64 countries) and Waldorf kindergartens (1843 in 70 countries), as well as details of teacher training programs for Waldorf teachers and educators. This world list will be updated at least once per year, and is available for free download here: www.freunde-waldorf.de/waldorf-weltweit/waldorf-paedagogik/waldorf-weltliste

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*

KENYA



Mbagathi Steiner School in Nairobi
Joshua (11) is a talkative and active boy. He lives with his mother and his younger sister in modest accommodation. His favourite game at school is playing ball, and his best subject is Swahili. At home he helps his mum energetically with the housework and looks after his sister.

GUATEMALA



The 'Escuela Caracol' in San Marcos La Laguna
It's a great joy for **Ricardo (7)** to go to the Escuela Caracol. At the weekends he helps his parents working in the garden, or by going fishing. He loves to show his father all the new things he's learned in his gardening lessons.

HUNGARY

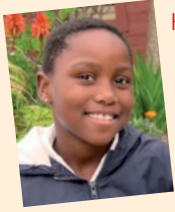


Gödöllő Waldorf School
Hanna (9) lives with her big sister, her father and her step-mother, in a village near Gödöllő. She has a very big heart and is a sensitive girl. She has a rich imagination, with which she builds musical instruments out of things she finds lying around.



Ujpest Regional Upper-School in Budapest
Jazmin (16) lives with her mother and with her younger brother in Gödöllő. She already attended a Waldorf Kindergarten and feels very much at home in the regional upper-school. In her free time she enjoys reading, painting and listening to music. After completing her leaving qualification, she wants to become a Waldorf kindergarten teacher.

SOUTH AFRICA



Hermanus Waldorf School

Likuye (8) lives with her mother, her grandparents, and with an uncle in Zwelihle, near the school. Her mother works as a secretary. Likuye is a very conscientious child. Alongside reading, maths is also a great pleasure. After she has returned from her workplace in the evening, her mother helps her with her homework.



Zenzeleni Waldorf School in Cape Town

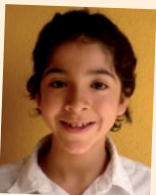
Sibabalwe (7) goes to school by bus every morning with her brother. She is a very active and strong-willed girl. She really enjoys writing and doing things with numbers. But most of all she enjoys the painting lessons. When she grows up, she wants to become a doctor in a hospital, so that she can help other people.



Imhoff Waldorf School

Amla (5) is a friendly and gentle child. He lives with his parents in a township. Amla loves singing and dancing. His teacher reading the class stories is one of his greatest pleasures. Amla enjoys working with his hands, and is made happy by garden work, and doing pottery with clay.

MEXICO



The 'Escuela de la Ciudad de México'

Naomi (9) lives with her parents and her younger sisters in Mexico City. Her father works as a director's assistant, while her mother is an actor. Naomi is attentive and gets on very well with her classmates and her teachers. Most of all, she enjoys the craft and music lessons.

ARMENIA



Aregnazan Waldorf School

Gor (9) is a boy who is hungry for knowledge, and artistically talented. He lives with his parents and his brother in a simple environment. His father is unemployed, while his mother works at an agricultural polytechnic. He often finds it hard to concentrate in lessons, but illustrates his main lesson book nonetheless, with beautiful looking pictures.

RUSSIA



St. George School in Moscow

Pavel (15) is a strong-willed, brave and independent boy. Each day he has to manage the long journey to school from the Moscow suburbs. He likes doing practical things at school: tidying up, setting the table, preparing food, working with wood, and craft lessons. Because Pavel is often ill, he needs particular attention, so he doesn't fall behind in his learning.

UKRAINE



Dnipropetrovsk Waldorf School

Slavik (16) is the oldest from four siblings. He is incredibly hungry for knowledge, which sometimes pushes his teachers to their limits. Slavik is particularly interested in geography and history. On outings with the school, he likes to help gather wood, to fetch water and to make fires.





The Cheerful Class 9 from Gamot Cognon School on the Philippines

The class 9 students call themselves the 'Gamotians', teenagers with strong willpower, eager to discuss and to enjoy life. They can be very hard to manage, but the students always relate to each other with respect, consideration and warm-heartedness – even though they come from very different backgrounds.

Artistic activities are very popular amongst the students. Not a day goes by without music filling the classroom. When the students are in a calmer mood, you'll often see the boys sitting on the floor making colourful sketches or creating illustrations, while the girls sit at their desks and write poems, or sometimes just chat to each other.

Most of the parents live in the surrounding rural communities, where it's very hard to find a job. Ever since the school was founded, the community aimed socially at making school attendance just as possible for the son of a rickshaw driver as for the daughter of a lawyer. That's why this special Waldorf School goes to such efforts to source the school fees it's missing. And it needs our support to do this.

'Ein Bustan': a unique kindergarten in Israel

Ein Bustan is the first kindergarten at which Jewish and Arab children play together. The kindergarten was founded eleven years ago by Arab and Jewish parents and is located in the small Arab village of Hilf near Kiryat Tivon.

The seasonal festivals and customs of both cultures are celebrated together here, with much attention paid to activities like gardening, making music, singing and listening to stories. For the children it's primarily their language, either Arabic or Hebrew, which differentiates them from each other. For their parents on the other hand many more issues separate them, a gulf which is difficult to bridge. But through the shared involvement in the kindergarten, new links start to gradually grow between the two groups of parents.

The communal meals, prepared with great enthusiasm by the children themselves, is an important part of the daily routine. The children plant, tend and harvest their own vegetables with love. And yet the kindergarten needs our support, as a limited state subsidy is only available for the older children, and it is hard for families on a low income to make a sufficient financial contribution.

Donate and Help

Yes! I would like to donate _____ €

once monthly

Mi donación es para:

six-monthly on an annual basis.

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

First Name, Name

Address

Postal code (Country)

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

The 10% campaign

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

Date, Signature



> 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 inform us regularly about their work.

> How do I contribute as a supporter?

As a supporter, you can contribute to ensure that donations are forwarded at 100% to Waldorf initiatives around the globe, that our partner 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!

IMPRINT

Editors: Jaspar Röh, Nana Göbel
Translation: Henry Holland
Design: Pätzold/Martini, Berlin
Printing/Shipping: Kooperative Dürnau
Print run: 32,000

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