

# WALDORF WORLDWIDE

Topic

## School Building

The creation of  
places for growth  
and learning

**Freunde der  
Erziehungskunst  
Rudolf Steiners**

### Ukraine

Help for people who  
have fled and those  
in Ukraine

### Sri Lanka

News from the  
integrated kinder-  
garten in  
Baddegama

### Worldview

The booklet within the  
booklet with news about  
the emergency educa-  
tional work of the Friends

# Contents

## SCHOOL BUILDING

One of the biggest challenges in founding but also in growing a school or kindergarten is to find suitable rooms in which the children feel comfortable and can learn and play well. We are always happy to help at this particularly difficult point. You can read more about current building projects in our cover story starting on **Page 11**.

Cover photo:  
Parents help at the  
construction site of  
Escuela Aguaribay in Maipú,  
Argentina.



## UKRAINE: WHAT WE CAN DO

**S**ince the end of February we have been collecting donations to help the Waldorf schools and curative education institutions in Ukraine and for emergency educational missions - the willingness to help that we are experiencing is overwhelming. You can read about our help in Ukraine and the situation of the people on the ground and on the run starting on **Page 5**.

## WALDORF WORLDWIDE

- 4 About us
- 5 Ukraine  
What can we do?
- 6 Ukraine  
We have lost our lost our lives
- 8 Sri Lanka  
News from Baddegama
- 10 Teacher education in East Africa:  
Start of new course in Kenya



## TEACHER TRAINING IN EAST AFRICA

**I**n mid-December the East African Teacher Training Course (EATT) resumed its work at the Rudolf Steiner School Mbagathi after a Corona-related break of two years. **Page 10**

## TOPIC

- 11 Topic  
**School building**
- 12 Reports from Brazil, Argentina, Tanzania,  
Moldova, Greece and Armenia
- 20 Impressions of School Construction  
(continued on p. 29)



## EMERGENCY PEDAGOGY: WELT- BLICK IN THE MAGAZINE

**T**he *Friends of Waldorf Education's* Emergency Pedagogy team regularly publishes "Weltblick" (World View), which provides information on current projects and emergency pedagogical training courses around the world. From now on you will find this magazine inside "Waldorf Worldwide". From **Page 21**

## FROM OUR WORK

- 21 World View  
News from Emergency pedagogy - the  
booklet in the booklet
- 30 From our work  
Humanity and inner strength
- 35 From the Work of Volunteer Services
- 36 Our travels and how we report on them
- 38 WOW-Day 2022:  
Education for Future!
- 38 Waldis on Tour:  
Cycling for a Good Cause
- 40 Donating and helping
- 41 Imprint
- 42 Educational sponsorships
- 46 Class sponsorship  
Tivon, Israel:  
A Bustan kindergarten



## About us

The *Friends of Waldorf Education* have been promoting Waldorf Education worldwide for over 40 years. Our association has developed continuously, and we now work on several focus areas from our offices in Berlin and Karlsruhe.



### Waldorf Worldwide

The *Friends of Waldorf Education* was founded in 1971 with the aim of promoting Waldorf Schools, early childhood education, therapeutic education centres and social projects worldwide. It is very important to us to open up good educational opportunities for children and young people around the globe. So far, we have supported and accompanied well over 830 educational institutions all over the world. We support Waldorf Schools as well as anthroposophical therapeutic education homes worldwide in financial and legal matters and forward 100% of our donations to the recipients abroad. Our educational sponsorships enable children from disadvantaged families to attend a Waldorf School. We support the training of school and early childhood teachers around the world with scholarships. On WOW-Day (Waldorf One World) we coordinate the worldwide fundraising activities for Waldorf initiatives by students.



### Voluntary Services

In 1993, the *Friends of Waldorf Education* also became a recognized organization for international voluntary service. With the suspension of compulsory military service, the area of domestic voluntary services was added in 2011. Since then, the association has supported over 1,800 people annually during their voluntary service. Since 2006, the voluntary services have been extended to include volunteers from abroad, called Incoming. This enables young adults who have their permanent residence outside Germany to do voluntary service in Germany.



### Emergency Pedagogy

Since 2006, the *Friends of Waldorf Education* has been committed to emergency pedagogy for children who live in war and crisis regions, or are refugees. Emergency pedagogy uses Waldorf-educational methods and related forms of therapy to help children cope with traumatic experiences. With art therapy and experiential education exercises, we can strengthen the children's self-confidence as well as their trust in their fellow human beings and resolve their paralysis. This type of trauma work has already proven itself in numerous missions worldwide. A further focus is on international networking and the ongoing training of local professionals.

## UKRAINE What can we do?

Russia's attack on Ukraine, which began on 24th February, is a huge disaster. The people of Ukraine are fighting back as efficiently as they can. Many women and children are travelling abroad in large numbers. And all over the world, many people are responding with great willingness to help. So what can we do?



Shortly after we communicated the first concrete measures to support the people in Ukraine in our email newsletter as well as on our social media channels on 25th February, we received numerous donations, donations from Germany, but also from many countries within and outside Europe. We are - once again - impressed by the immense willingness of the international Waldorf movement to help and thank them from the bottom of our hearts for this amazing commitment.

The majority of the donations received are urgently needed for the Waldorf teachers and therapeutic teachers in Ukraine. The state Waldorf schools in Ukraine are financed by the state to the tune of 30% - 60% and are, therefore, largely dependent on parents' contributions and donations. Parents exclusively finance the independent Waldorf schools. After the outbreak of the war, parents left the country, lost their income or focused other priorities; in any case, contributions to schools stopped. This creates a great need for funding because we do not want to let the teachers fall into penury. Teachers are still giving online lessons because they cannot expect the children to go to school. The aim is for the pupils to be able to participate in lessons as much as possible in their usual class. Even those of them who have already fled abroad can take part in online lessons. We have

already been able to transfer grants to six Waldorf schools to cover the living expenses of the teachers who have remained in Ukraine.

Emergency educational outreaches and trainings have already taken place in the border areas of Poland and Hungary as well as in western Ukraine. For the colleagues in Poland and Hungary, who work intensively with and for refugees, just like those in Romania and Moldova, the emergency pedagogical training was inspiring. We will certainly continue the emergency pedagogical work as well as the financial support of the Waldorf and therapeutic education institutions. And we assume that it will be necessary in the longer term.

Since the beginning of the attacks, mothers and their children, but also unaccompanied young people from the Ukrainian Waldorf schools made their way abroad. Many of them initially stayed in Poland, the Czech Republic, Hungary or Moldova. For those who came to Germany, we were able to arrange suitable accommodation and a place at a Waldorf school or Waldorf kindergarten thanks to the open-hearted receptiveness of many families and many Waldorf schools. And now, new questions are arising for the receiving Waldorf schools.

Nana Goebel, Christina Reinthal

## UKRAINE

# We have lost our lives

Olena Mezentseva is an English teacher at the Waldorf School in Kyiv. About two weeks after the armed attacks on Ukraine began, she decided to leave her country and went to Berlin with her adult daughter. She had to leave behind her son, who is also an adult, her husband, her mother, family and friends. For us, she describes her impressions of the outbreak of war and her flight to Berlin.

I will never forget that day! At 5.50 a.m. I received a call from the manager of our school with the words: "WAR.... The children are not going to school today!"

We lost our lives! We had our families, our friends, our jobs, our plans for the next day, for the weekend, for the summer holidays.... We lost our lives!

Our school community had many plans. We prepared our Spring Festival, children and parents rehearsed their class plays, we planned Olympics, Medieval Festival, art projects ... Where is our school now? Do we still have our school now? We have lost our lives!

I never imagined this would happen! We couldn't believe it until the last moment and we still can't believe it now! I wish no one would have to go through this: the sound of the sirens outside warning us to run to the basement or air-raid shelter, the sound of the bombs and the shaking of the window panes, the bags of necessary documents, food, warm clothes, the bathtubs filled with water, buckets, washbasins in case the running water fails. We sleep fully dressed in case the alarm goes off and we have to leave immediately, we take turns sleeping to keep watch, we sometimes can't sleep at all.

Temporary stop at the Ukrainian-Polish border in Medyka



We will return home and rebuild our theatres, our schools, our kindergartens.

I could never imagine calling myself a "refugee". Why? I have a family, a city, a country that I love. I never thought of looking for a better place to live. I have to do a lot for the school where I work. I can't even think about my life in the past tense!

And this guilt of being a "survivor" .... My mother, my husband, my son, my colleagues are there. They live with the constant threat of being bombed, of being occupied, of being taken to the battlefield as soon as there are no more professional fighters. My life, my family has been torn to pieces.

My morning in Berlin begins with the question to my family and friends: Are you there? Was the night quiet or dangerous? Is there still running water in the house? Electricity?

I saw the same fear - my fear - in the eyes of the mothers who were holding their children at the borders, on the trains and in the refugee centres. They didn't know where to go, how to make a living, when they would see their husbands, their loved ones, their brothers, their sons again. We are losing our country, our children, our future.

What impresses us most are the people we meet. We feel the great support of the volunteers at the borders, at the train stations, at the families who take us into their homes. Yet these houses will never be our home.

On the way from Kyiv to Berlin, I saw many children and heard their voices: "Did you live in the cellars?", "Yes, we did! There were many children there! We played!", "Mum, the station's on fire!", "No, my darling, there's only light over there.", "Please, don't leave me alone, Mum!", "Don't worry. I'll be right back! I'll never leave you alone.", "The sirens!", "No, my darling. That's a police car."

The sounds of the passing trams frighten the children because they are reminiscent of the sounds of rockets. When playing in the yard, they do not run away so as not to lose sight of their mother, they only see their fathers on the phone screens when they can ...

We have to save these children for the future of Ukraine! We hope that our country will be free! We will return home and rebuild our theatres, our schools, our kindergartens. We hope to see our husbands, our sons, our brothers, our friends, our neighbours alive again. And continue to live in a free and prosperous country!

But now the war is still in our hearts, in our families, in our homes, in our lives ...



## SRI LANKA

# News from Baddegama

Ten years ago, thanks to the commitment of teacher Martin Henrich, a social-cultural centre was established in Baddegama in the south of Sri Lanka. Offering various counselling and support services for children and young people, as well as for people with disabilities, and an inclusive kindergarten, the Rainbow Foundation is a contact point for families in the area facing financial hardship. Dr Claudia Menzel, an anthropological doctor in Goslar, visits the facility regularly. For "Waldorf Weltweit" she reports on her last visit at the turn of the year 2021/2022.

Finally, after three years, my husband and I were able to visit our friend, the teacher for those with special needs, Martin Henrich and his Rainbow Foundation in Sri Lanka. Here, Martin had met disabled children and young people at an early age, whose fate never left his thoughts. In this Buddhist country, disability is often seen as the result of karmic misconduct, which is why those affected are often hidden away. At first, Martin looked after individual disabled people in his private home. This led to contact and friendship with the Buddhist Abbot Samitha Thero. The Abbot had studied abroad and had two disabled siblings himself. He held the view that instead of talking about karmic guilt, the encounter with a disabled person should be considered as one's own karma. His death in May 2021 was a great loss.

Samitha Thero had also pointed out to Martin that there was an urgent need for a kindergarten for the children of day labourers in Baddegama. Thus, the Hemmaliya kindergarten was born.

From 2020, Corona and a strict lockdown made the work much more difficult. Especially since the

volunteers – highly motivated young people doing their voluntary social year, arranged through the *Friends of Waldorf Education* – were absent. From August 2022, the Rainbow Foundation hopes to receive volunteers from Germany again. This would mean that language courses, so important for professional advancement in Sri Lanka, can also start up again.

The Rainbow Foundation has become a permanent fixture around Baddegama. While to begin with, it was mainly Europeans who were active, it is now locals who shape the work. A tea producer, a hotelier, a Catholic sister and - what is important in Sri Lanka for recognition - the Abbot of the Buddhist monastery. Samitha Thero's successor is only 28 years old and very open-minded.

The integrated kindergarten can reopen in January 2022, completely renovated. And the demand for kindergarten places is growing. While there have been 30 children so far, 40 would now like to come. A building extension is needed, the land is available, but the money is still lacking. Poor families live in the catchment area and pay 500 rupees per child per month, which is about two euros. Out of donations received, apart from covering the running costs of the kindergarten, each child receives a savings book in which the contributions are saved until the age of 18.

The kindergarten tries to counteract the early intellectualisation that is also common in Sri Lanka. The teachers are motivated to learn elements of Waldorf education. Another "unique selling point" of the kindergarten's ethos is the renunciation of physical violence, which is still common in the country.

During the lockdown, food parcels were distributed to the poorest day labourers and individual help was offered. Daham, who is now 14 years old, experienced his father leaving the family when he was still a child. He lived with his mother in the jungle under a corrugated iron roof, with plastic sheets as "walls". At the age of 12 the boy took his fate into



his own hands. He approached day labourers to ask if they could bring him stones. Then he began to build walls stone by stone. Word of his project spread, more and more people and also the "Rainbow Foundation" supported him. Today, Daham lives in the house he built himself, and his mother now has a sewing machine to work as a seamstress.

Another touching example is 21-year-old Sandun, who had to have an operation on a brain tumour three years ago. Afterwards he was paralysed, he could not even lift his head. Day in, day out, he lay alone in the family hut, staring at the ceiling, while his family went off to work. Martin organised transport for Sandun to the kindergarten. To begin with, he just lay in bed there too, but the lively activity around him motivated him to lift his head to be able to see something. Little by little, he strengthened his muscles, and thanks to additional therapies, he can now take a few steps with a walking frame.

Martin and the Rainbow Foundation have a dream. In a country where disability is socially stigmatised, they want to show that these people can live a life worth living and be accepted and experienced as fellow human beings.

In the future, there are plans for a therapy centre where disabled children and also adults will be treated and supported. Financial support is needed for the construction of the therapy centre. But at least as important is the search for energetic people experienced in therapeutic education. And for therapists who would be willing to support the therapy centre and the kindergarten.

Information:

[www.rainbow-foundation-sri-lanka.com](http://www.rainbow-foundation-sri-lanka.com)



## Teacher Training in East Africa: Start of the new course in Kenya



In the middle of December, the East African Teacher Training Course (EATT), resumed its work at the Rudolf Steiner School Mbagathi on the outskirts of Nairobi (translated 'place of cool waters'), after a Corona-induced pause of 2 years.

In the run-up to Christmas, 45 colleagues joined together to learn, to sing and to share and discuss principles and questions of Waldorf education and its practice. Participants came from 5 countries in East Africa: Ethiopia, Tanzania, Uganda, Zimbabwe and Kenya. Attending the workshops and lectures, the kindergarten cohort consisted of 23 students, with 22 in the primary school cohort.

And so, to work . . . under pale blue skies, in warm sunshine, interspersed with dashing showers of rain, the hubbub of human conversation and dialogue vied and mingled with the rasping call of the Hadada ibis, the song of black-headed oriole and the insistent twittering of the sparrow-weavers. Just beyond the busy classrooms, the school's gardening team worked with skill and quiet diligence to grow the food that filled the dinner tables each day. Rows of carrots, spinach, onions and amaranths graced the raised beds, alongside bushes and trees full of papayas, mangoes, oranges, lemons, limes and guavas.

The course modules were led by a team of seven local tutors. Principal themes of learning and study included:

- the layers and levels of being in the human being

- the early years educator and early childhood care and learning – essential qualities and dispositions
- the practice of creating a 'circle time' in the nursery and kindergarten
- a study of human temperaments as an educational tool to foster knowledge, understanding and insight
- the power and richness of stories in classes 1 and 2
- eurythmy, handwork, form drawing, painting

The course ended with a closing event that included an exhibition of the participants' work (handwork, painting and shape drawing) and presentations by the two year groups. And as the days drew closer and closer to Christmas time, we sang some Christmas carols together.

And if that wasn't enough, there were moments in the evening stillness when the low, deep growl of a murmuring lion could be heard padding along the edge of the nearby national park!

We said our goodbyes, heading for buses, trains and planes, with tidings of good will ringing in our ears, and looking ahead to the next module, scheduled for April 2022.

Trevor Mepham

TOPIC

# SCHOOL BUILDING

A school classroom is much more than just a room with desks, chairs and a blackboard. It is - just like a kindergarten room - a place of wonder, as well as a place of big and small steps in development. Above all, a school classroom should also be a place of safety. Only those who feel comfortable and safe are ready to meet and take in the world. It has always been a great concern of the *Friends of Waldorf Education* to support young schools and kindergartens in the construction of their buildings.

On the following pages, some schools report on their current building projects.





## Brazil, Nova Fribourgo Waldorf School Cecília Meireles: From demolition to reopening in just half a year



More than 30 years ago, the first impulse for today's Cecília Meireles Waldorf School was born in the town of Nova Friburgo, located in a mountainous region in the state of Rio de Janeiro, Brazil. The initiative began as a study group for anthroposophy and became a school in 1998 thanks to the initiative of some parents who lived in the town. At present, about 300 pupils attend our school. Due to the pandemic, as well as the economic crisis in Brazil, we went through particularly challenging times. At the same time, we found that two of our classrooms were in danger of collapsing.

» Due to termites, wood rot and historic construction mistakes, we had to demolish two classrooms and take down a roof. Another necessity was to increase the size of the classrooms, because instead of the 15 pupils we had at the beginning, we now have about 26 children in each class. As we had no additional space on the property, we decided to build a two-storey building. This gave us valuable space, for example, for a lounge area for the upper school.

Another big project is our retaining wall at the entrance. For years, mudslides came down the slope during the rainy season and blocked the entrance

to the school. Two years ago, the school was closed for more than 10 days because of this. With the new wall, for which we used locally available stones, this will no longer happen.

The veranda roof of the kindergarten was also rotten and leaking. We had to remove the entire roof and put on new roof panels. We had also planned to repair and replace some of the gutters, but during the work we realised that all the gutters either needed to be repaired or replaced.

More than 80 parents participated in various aspects of the construction work including architecture, design, engineering, excavation and material handling. We have negotiated special prices with local companies as the work is beneficial to the community. A local company donated the concrete. We would like to thank everyone involved for their cooperation and generous support.

From the newsletter of Associação Pedagógica  
Cecília Meireles

More than 80 parents  
participated in various  
aspects of the construction  
work ...

## Argentina, Maipú Escuela Aguaribay: Our school is growing

The idea of the Aguaribay School was born in 2016 when a group of parents from the Waldorf kindergarten, Risas de Mi Tierra, decided to build a Waldorf school for their children. In 2018, the school started with the first three classes. Every year, new pupils join the school - which means that new rooms are always needed.

» The rented school building was originally 335 square metres. At the end of 2019, we had a total of 67 pupils. The school kept growing and we needed more classroom space. Therefore, at the end of 2019, we started looking for funds, financing and donations to build new classrooms.

We were delighted to receive several donations which enabled us to build two classrooms for about 20 children in each room. The cost was about US\$30,000, with the main donation coming from the *Friends of Waldorf Education*, which accounted for 30% of the total amount. Another 20% of the costs were offset thanks to the donation of insulat-







ing panels for the construction of roofs and walls from the Friolatina company in Maipú. There were also contributions from other companies for electrical appliances and solar-powered air conditioning for the rooms. Construction work began in November 2019 and was completed in March 2021, despite restrictions due to the Corona pandemic. With the start of the new school year in March 2022, there was thus enough space for 104 pupils. The

new classrooms delighted the children, who quickly enlivened the new spaces with light, colour, movement and many wonderful learning experiences.

In 2022, we will have to add another two rooms to the school, as we now have seven complete primary school classes and after the first graduates left at the end of 2021, the new classes coming through are larger. Therefore, we have decided to build two new rooms, which are crucial to ensure the school's future viability.

To finance the building of these new classrooms we have again applied for grants and donations from various institutions and have again received staunch support from the *Friends of Waldorf Education* and several local businesses. We have already completed the planning documents and are in the first phase of building the classrooms and also the new toilet facilities.

**Leonardo Scollo**

## Tanzania, Dar es-Salaam Hekima Waldorf School: More space and warmth

In 1997, the Waldorf Education Trust founded the Hekima Waldorf School (HWS). Currently, we have 213 pupils in the primary school phase. This year we are expecting to add 60 more pupils and 15 children in the kindergarten. As we are already short of space, we need new rooms.

» The building we use for our 213 primary school pupils was originally designed for the kindergarten. The extremely limited space makes teaching and learning difficult. That is why we want to create a new primary school building.

The kindergarten, with 50 children, currently uses the building that was originally intended for the kitchen. It is very cramped here and we need space for more children.

We are currently trying to create a primary school building that will provide more warmth for both

the children and the parents. The design idea was a joint contribution from students, teachers and parents. We expect the building process to take a year. After all preparations have been completed, we will start construction in June 2022.

The new building will provide more space for the students. The learning environment will be much more pleasant than before. We will also be able to accommodate more children. Everyone is excited and happy about the support from the *Friends of Waldorf Education*.

**Emmanuel Mzengi**







## Moldova, Chişinău Liceul Teoretic Waldorf: Six new classrooms and a multi-purpose hall

Our school wants to express its gratitude for the realisation of our school development project through the construction of a new building with six classrooms for upper school students, and a hall that can be used for both sports and artistic activities.

» Only a few years ago, our school with more than 600 students, was taught in two shifts and all sports and art classes were held in a hall with an area of just 100 square metres. The capacity of the school did not allow us to meet the needs of those who wanted to study at our school, because Waldorf education is of great interest to the younger generation of parents in our country. Moreover, according to the Education Act, in order to have the status of a Gymnasium, in other words, to teach the 10th, 11th and 12th grades as well, the Waldorf School needed to have at least two parallel classes for each grade. To meet this requirement, the number of pupils has been steadily increasing in line with our strategic development. We believe that

the student population will continue to increase until 2023 when we will reach the target of two parallel classes for all 12 grades with an estimated number of more than 700 students, in addition to kindergarten children.

In order to continue offering Waldorf education to our student body, we therefore had to build additional classrooms. Today, 657 pupils and 75 children in the kindergarten benefit from Waldorf education. This is thanks to the construction of the new building, which was made possible by the support and trust of our friends and the parents, the students and all the colleagues. But especially important was the financial help we received from the *Friends of Waldorf Education*.

Together, we managed to build a two-storey building with six classrooms and a staff room, as well as a full gym with changing rooms and showers. Construction began in February 2020 and was completed in August 2021. The beginning was risky because the money we had received was not enough. We took on an enormous responsibility. But the angels were with us, and the dream came true. Sometimes we felt that the construction would stall if we did not raise enough money. Moreover, we faced another problem that no one was prepared for. Under the conditions of the pandemic and a curfew, the situation became even more complicated. In order

for the construction work to continue, workers were on site around the clock, day and night. Only unfavourable weather conditions could disrupt or temporarily delay the work process.

Our gratitude to all who have contributed to the development and growth of our school is boundless. We are especially grateful to the *Friends of Waldorf Education*, from whom we received the grand sum of €360,000 Euros. The construction of the new building itself cost €560,000.

Admiration, gratitude and satisfaction are the feelings our pupils experience and express. They are most excited about the gymnasium. They look forward to playing sports and enjoying the large hall.

The implementation of this project is an undeniable necessity and will certainly influence the quality and effectiveness of the educational process in Waldorf education in our country.

## Greece, Athens Trianemi: A piece of wilderness in the city

Since September 2017, Trianemi has been offering Waldorf primary education which, in the Greek education system, includes kindergarten and grades 1-6 (ages 4-12). The school started with 80 children in its first year and now has 165. Trianemi is growing and needs more space; a bit like a child who needs bigger clothes. Moreover, the building we have been using to date is no longer available.

» For the new building we were able to secure a suitable plot of land in the Maroussi district - a rarity - a small urban farm of 7,255 square metres including various old buildings. This setting has great educational value in our urban environment. We plan to renovate the old buildings and build new structures. The new school will provide many opportunities for outdoor learning and ecological education. The schoolyard will be more than 5,000 square metres and will border Syggrou Park, one of the largest forest areas in Athens, where adult agricultural education also takes place. Trianemi has every intention of





developing the curriculum to include practical, experiential learning in a number of fields.

As the school community of pupils, teachers and parents grows, we expect to have many more opportunities to realise our full educational potential and to have the strength to provide more educational content and a broader social and cultural offer.

Our educational imperative is to support our students throughout their second 7-year development cycle. According to Greek law, this means extending the school to the upper school (grades 7-9), in order to complete the cycle by the age of 15. The pupils themselves have been eager about this prospect since they first came to school.

In the first phase, Trianemi plans to build a kindergarten and primary school, and in a later phase, a new high school. The school has committed to lay the foundations of the high school in the first phase of construction. The construction work for the first phase is expected to take about two years.

The budget for the construction project is €4.4 million. Such an investment would not be conceivable for a young organisation like Trianemi without the extraordinary support

of the *Friends of Waldorf Education* in particular, as well as GLS Treuhand and GLS Bank.

Parents, teachers and members of the school association continue to make financial commitments and devote great energy to the growth of the school.

In particular, donations from the worldwide Waldorf community give us a wonderful feeling of confidence. Being part of this worldwide community has been an immense source of strength and a decisive factor in laying the foundations of a school in Greece, as the country is just emerging from several years of recession and a major crisis.

We continue to work for the school organism and for the children. We want children to be safe and light, to learn to work and progress with joy, and to cultivate a love of the world. We see schools and school communities as seeds, each containing a tree, but also the forests of the future.

**Alexandros KandaLepas**

## Armenia Yerevan

### We need more than one Waldorf School

The Yerevan Waldorf School opened in 1994 and was initially a single-class Waldorf school. Since 2015, however, two classes have opened each year. At the moment 607 children attend the 19 classes of our school, with about 32 children in each class. We use the building of a former state school with about 1,700 square metres. This is no longer sufficient for our ever-growing school.

» As the space provided by our old buildings was no longer sufficient, we rented an additional building, with about 240 square metres, near the school; but this helps us only a little bit. To be able to open two classes again next year, we need more space, because we already have more than 80 registrations for next school year.

About a year ago, the school received a gift of land from parents in a village near Yerevan, and we would like to use this land to build an additional school building here. In the first stage, a two-storey building will be constructed, housing ten classes, offices and a school kitchen. So, we will be able to accommodate the whole lower school and the whole middle school here. In this way, the mother school in Yerevan can be somewhat relieved, and on the other hand, the daughter school can function for a few years until we are ready for the second stage, in which we will build a multi-purpose hall for performances and for movement and games. In addition, a eurythmy room and a choir room will be built. In a few years' time, the third stage will be to build the upper school with specialist rooms. We would like to start the first stage this spring and hope that we will be able to welcome the first pupils in autumn next year.

Parents are especially happy that their children will go to school in the countryside, away from the hustle and bustle of the big city, and that the cramped situation in the old school building will be eased.

The new building is primarily a solution to the growth of the school and the Waldorf movement in Armenia. Judging by the demand we observe, Yerevan certainly needs at least two double-class Waldorf schools (or better, a few single-class schools). Today, we could already open four large classes with 30 pupils each, if we had enough space and class teachers - even though we do not actively advertise our school.

**Ruben Djanibekian**







# IMPRESSIONS SCHOOL BUILDING

Escuela Aguaribay,  
Maipú, Argentina

Hekima Waldorf School,  
Dar es-Salaam,  
Tanzania



# [welt]blick

## NEWS FROM THE WORK OF EMERGENCY PEDAGOGY

Spring 2022



Freunde der  
Erziehungskunst  
Rudolf Steiners



# FROM THE WORK OF EMERGENCY PEDAGOGY

2

Dear Readers,

The last two years have been heavily impacted by the effects of the Corona Pandemic and in terms of emergency pedagogy, the *Friends of Waldorf Education* received numerous requests for support from old and new projects in spring of 2022.

Last year, emergency pedagogy activities in a prison for young people in Buenos Aires were continued online. Whether this work would have succeeded if relationships had not been built prior to the lockdowns is open to question. Our Spanish partners told fairy tales with healing pictures online at the time of the strict lockdown in Madrid. Soon, these fairy tale sessions resulted in a request from mothers with babies to create an offer for them - the mothers. In response, the colleagues developed a special programme on issues of attachment and trauma, but also on mental hygiene for the mothers themselves - because it is clear that, in these uncertain times, children, and especially infants, need stable adults more than ever.

In Colombia, in March 2021, a new project began, with several partners from the education and university sectors, funded by the Federal Ministry for Economic Cooperation and Development (BMZ) and Aktion Deutschland Hilft (ADH). We will report more on this in the autumn.

In January 2022, our last project in Lebanon was completed after the devastating explosions in the summer of 2020. For our work in Lebanon, this means only a short break. In the second quarter of this year, another two-year project will begin, also funded by BMZ as well as ADH. Here, we will be able to work with children in two regions that were hit particularly hard by the dramatic socio-economic situation in Leba-

non, as well as start numerous further training courses for local professionals. We are happy that we can make a small, yet stable contribution to the well-being of the children here, despite the deteriorating situation - even if it often seems like a fight against windmills.

The war in Ukraine began at the end of February. The consequences are not yet foreseeable in detail, but it is already clear that it will be a crisis with far-reaching consequences for the people in Ukraine and in the rest of Europe. We are providing initial emergency educational support in Krakow, Poland, by training people (especially educators who work with Ukrainian refugees), in the methods of emergency pedagogy. They learn to recognise signs of traumatising in children at an early stage and work to strengthen self-healing powers with the help of emergency pedagogy, in order to be able to avert long-term, recurring effects of trauma.

Emergency pedagogy not only supports educators and children and young people and their parents in the first few days of a crisis or emergency. It opens up spaces for the initial experiences of pain and anxiety to be expressed and it offers support for self-help so that adults can be stable anchors for their children in these difficult-to-understand times. Please support us in this so that we can continue to actively support the people in Ukraine as well as in the neighbouring countries, beyond the short term.

Thank you very much for your interest and support of our work.

**Lukas Mall**



3

# FIRE, LAVA, ASH, SMOKE

**The Spanish Emergency Pedagogy Team is still young, but it has already been active. During the period when Spain was hit by the severe effects of Corona pandemic, training courses were held with many participants from Spanish-speaking countries. The Spanish team completed its first mission after a natural disaster last autumn when the Cumbre Vieja volcano erupted on the Canary Island of La Palma.**

Scalding hot lava flows made their way across the island of La Palma and covered countless houses. Earthquakes shook the region again and again, and a flow of lava and a carpet of ash spread across the streets. The Cumbre Vieja volcano on the Canary Island of La Palma finally came to an end on 25th December 2021 after roughly three months of activity. Prior to this, on 9th October, an emergency pedagogy team of the *Friends* travelled to La Palma to provide emergency pedagogy to the local people and trauma education to establish longer-term psycho-social structures.

It was the first emergency pedagogy mission of the *Friends* to take place during an active volcanic eruption. This placed completely

new demands on the organisation distinct from an operation after the end of a natural disaster. In this case, we had to monitor the seismic activity, the changes in air quality (soot, ash and gases can have negative effects on breathing and the skin), and to monitor road conditions (depending on the course of the lava flows and the ash fall, roads may be closed at short notice), to ensure the safety of the people taking part in the activities and of the team members leading the activities.

In the first few days, we held training sessions in the morning at a cultural centre in Los Llanos. In the afternoons we worked with children in the locality and taught the participants of the training course about the emergency pedagogy work in practice. In particular, the deep thundering from the earth's interior which, on some days, caused the windows of the cultural centre to vibrate and penetrated into the depths of the body was new for the emergency educators and shook the fundamental sense of trust between people and the earth. For example, body-geography tapping exercises and oil rubs for small children were helpful. The question of when volcano would quieten down again was another source of







# HELPING PEOPLE TO HELP THEMSELVES AFTER THE FLOOD DISASTER

uncertainty. Every little vibration, whether caused by a passing lorry, or by one of the numerous earthquakes, startled the people and their attention wavered and the question, "What's next?" could be read on their faces. One participant in the training said that after the practical elements (on this day, there were many rhythmical exercises with hands and feet), she was able to sleep through the night for the first time since the eruption of the volcano, because she felt that the earth was stable and reliable again.

to their homes, but who, on the other the other hand, embraced the idea of emergency pedagogy with enthusiasm, took part in all the workshops and immediately joined the work with the children, in order to learn as much as possible. Since October, these people have continued to work with different groups at the weekends and help the children to experience short moments of joy and lightness again and again.

*Lukas Mall*

Against the backdrop of these uncertainties, it was all the more impressive to meet people who, on the one hand, were themselves directly affected, and could no longer return

**Rafael Díez Labín from La Palma took part in several workshops on La Palma. He wrote about the continuation of the work after our mission in early November 2021:**

*"The impulse of emergency pedagogy in La Palma is still very present. The second workshop of the local group (on 30th September) went very well. As soon as we arrived, we began straight away with the activities - the gathering circle, the chanting, the rhythms, the crosses and the songs. For the older group (11/12 years), we prepared a course of activities in the square, which resulted in some very interesting situations. A horse race was played out, with commentators, during which a bottle became a camera that 'filmed' the event, which was accompanied by a jury and concluded with a photo session. For one hour the children*

*were allowed to play freely and we accompanied them. Then we began a series of guided practical activities: the 'Eye of God' (handwork), painting together with the little ones, drama, sequences of more challenging crossing exercises, cooperative games, trust games, theatre games. A mural made out of cardboard was created where the older children were allowed to place their signatures. And we continued the following week with two workshops: one for families and babies and another focused on art and games for the older ones."*

**Shortly after the flood disaster in the summer of 2021, a team of emergency educators from the Friends of Waldorf Education began to provide educational and advisory support to the families and educators of the Waldorf Kindergarten "Pusteblume" in the Aahr Valley. Stefanie Zacher, one of the educators, looks back on the catastrophe and on the first steps of help provided through emergency pedagogy.**

14th July 2021 - the incessant rainfall and worrying news from friends, alongside my own experiences, is an unpleasant memory many months later. The fact that the waters of the Ahr caused overnight devastation of unimaginable proportions, the impacts of which are still visible in the villages and towns today, intensifies this impression many times over.

The Friends' offer of help in emergency pedagogy had already been made before I realised that we needed help in the basics of our kindergarten life. With friendly calmness and empathetic presence, the colleagues from Karlsruhe first succeeded in dissolving the initial resistance to their presence. Only gradually did we in the cir-

cle of those responsible at the Waldorf Kindergarten Pusteblume realise that we needed help. The first seminar for us kindergarten teachers laid the foundations for good cooperation and decision-making in the immediate period of everyday life in the kindergarten. With energetic support, the Waldorf Kindergarten became a safe place for us and many others.

I noticed that with the shock I had limited access to my knowledge of everyday habits and rituals, despite my many years of experience. As our rooms became emergency accommodation for a family, kindergarten took place outside in the garden. Through donations we were able to purchase a weather protection pavilion that gave us a safe roof over our heads. The physical exertion of setting it up, with the help of many hands, and the cooking we did together for the helpers and those in need, were wholesome activities worthy of imitation by the children.

Through the empathetic contact of all emergency educators and the repeatedly asked question, "What do you need? What do you need?" we succeeded in developing a good pattern of work. So, each meeting with the most different sorts of people, who took turns to help over a prolonged period of time, proved very harmonious.





In the stories and songs, in gardening, baking, cooking and painting, as well as in accompanying the children in free play, the ordering and healing energy was palpable. The integration of former (older) kindergarten children into the existing kindergarten group also succeeded without any problems.

For us kindergarten teachers and the parents, the daily talks and seminars were very helpful in understanding our own experiences and behaviour and that of the children. All of us at "Pustebblume" are very grateful for all the help we have received and continue to receive. The

Beyond the emergency educational work in the Waldorf Kindergarten Pustebblume, various other projects were active following the devastating floods. Thanks are also due to the financial help of our donors.

We are happy that we were able to donate a playground container to the community of Rech (Verbandsgemeinde Altenahr), together with Kukuk Kultur e.V. as early as August 2021. This laid the foundation for further childcare on site. In the spring of 2022, the Kinderschutzbund Ahrweiler will open a forest kindergarten next to the playground, with a fireplace for young people. The *Friends of Waldorf Education* financed the preparatory work for the installa-

tion of a construction trailer. We were able to support two other kindergartens with mobile playgrounds, one in Eschweiler, and one in Heimersheim. In addition, we will rebuild the community playground in Keuzberg (also in the Altenahr municipality), in the summer of 2022.

*Stefanie Zacher*

The Waldorf Kindergarten in Lessenich lost the children's dormitory to the flood waters. Renovation is costly and we are pleased that we were able to create an alternative option for the children with a yurt, and hope that they will be able to sleep well again.

cooperation with the emergency pedagogy of the *Friends* gave and continues to give us meaningful support to process what we have experienced and be able to look with confidence to the future.

### Graduation Training Spain

In December 2021, the first 44 emergency educators received their certificates in Spain. Participants presented and defended their final theses and completed the last units of supervision, which are part of the training. After having to resort to online work in recent years, it was all the more gratifying that this meeting between the representatives of the Ibero-American and Caribbean network for emergency pedagogy and the participants of the advanced training in emergency pedagogy could take place in person at the end. We warmly congratulate all graduates and look forward to their future support.

### Philippines: Support after typhoon

Shortly before Christmas 2021, a severe typhoon passed over the Philippines, bringing great destruction, especially to the central and western islands. Partner organisations of the local emergency pedagogy network immediately began initial support measures. On the island of Palawan, in the first few days, these included the distribution of fruit and vegetables, as well as the provision

of tools and simple shelter materials, such as nails and plastic tarpaulins. Our partner writes: "For One (an artist our partner works with), we were the first people he met after spending the night in embryo position in his bathroom - the safest place in his little art hut in the middle of the forest. Huge trees had fallen just to the left and right of his house." The need for longer-term need emergency educational support is apparent, and we are currently preparing a project.

On the island of Cebu, another partner "KidsLIFE team (Waldorf kindergarten)" worked repeatedly over three days with 100 to 120 children offering supportive counselling for their parents.

### Ecuador: First mission for the local team

On 1st February 2022, we received news from the local emergency pedagogy team that some regions in Ecuador had been affected by heavy rainfall. Among them was the district of Gascar in Quito, where there were heavy landslides and mudslides, and people lost their lives. The fledgling local emergency pedagogy team conducted its first outreach to support children and young people at the end of February.

### Afghanistan: Support for Sadaf Kindergarten

A small kindergarten outside Kabul supports children in this demanding situation with a play area, a colourful exercise programme and food. Often the children lack the most basic necessities, and it is difficult for them to get regular meals. In order for the children's families to become more independent beyond childcare, we would like to support the parents' educational situation in addition to providing emergency educational support and help with daily meals. We would like to provide them with small courses in both practical activities (tailoring, and farming) and basic skills such as reading, writing and arithmetic. Please support us in this new project.

### Save the Date

For the 11th time *Friends of Waldorf Education* is organising the Emergency Pedagogy Annual Conference. This year the conference will take place from 17.06 to 19.06.2022 under the title "Life, War, Flight - Traumatic experiences of people with special needs"..





**Contact**

Freunde der Erziehungskunst  
Rudolf Steiners e.V.  
(Friends of Waldorf Education)  
Emergency Pedagogy Department

Parzivalstr. 2b  
76139 Karlsruhe  
Germany

**Donation Service  
Emergency Pedagogy**

Phone +49 (0)721 20111-132  
Fax +49 (0)721 20111-180  
nfp.spenden@freunde-waldorf.de

**Donations Account**

GLS Gemeinschaftsbank eG  
IBAN: DE06 4306 0967 0800 8007 00  
BIC: GENODEM1GL  
Keyword: Emergency Pedagogy

**Onlin donations**

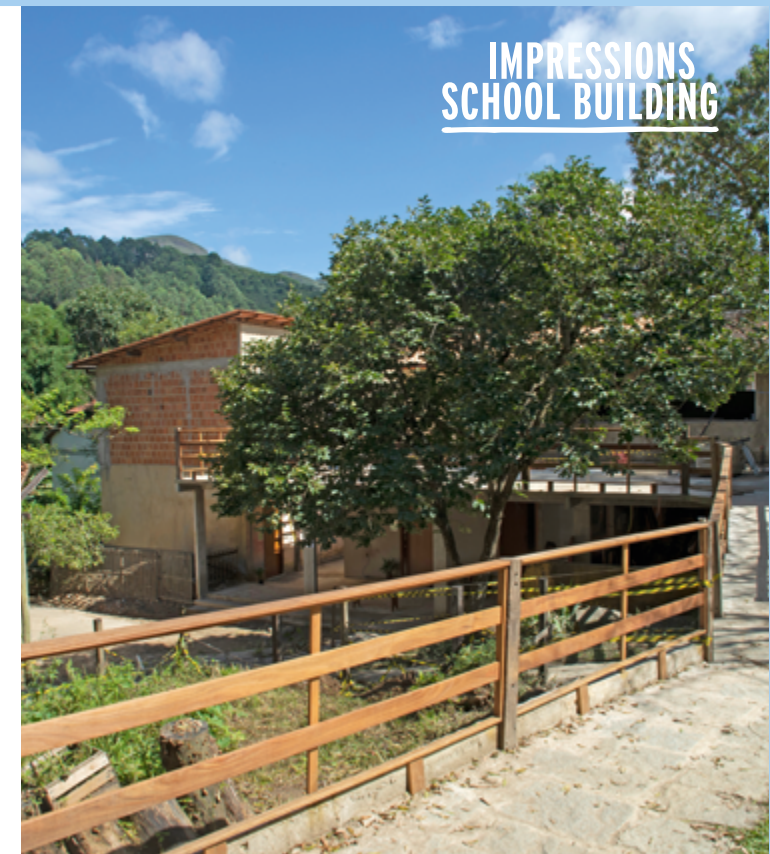
freunde-waldorf.de/nfp-spenden

[www.freunde-waldorf.de/nfp](http://www.freunde-waldorf.de/nfp)



Above: Liceul Teoretic Waldorf,  
Chişinău, Moldova  
Below: Yerevan Waldorf School,  
Armenia

Cecilia Meireles Waldorf School,  
Nova Fribourgo, Brazil



Cecilia Meireles Waldorf School, Nova Fribourgo, Brazil

Trianemi Waldorf School,  
Athens, Greece





# Humanity and inner Strength

Until now, I understood the phrase the 'turning point of time' to refer to the turning point in the historical journey of humanity that took place with the birth, life, death and resurrection of Jesus Christ. Now the word is used differently. A friend used it to describe aspects of society's handling of Covid disease, Chancellor Olaf Scholz used it in describing the Russian war of aggression. Do these events have anything to do with each other? I don't know. What I do know for sure is that once again, our compassion is being put to the test. As it has been many times before. As it has been throughout the 20th century, as during the Bosnian War, the Iraq War, the Afghanistan War, the Libyan War, the Syria War, the Armenian War and all the other wars that have marked the last

three decades since the fall of the Berlin Wall. 33 years after the so-called Wende (the 'turn-around') - the implosion of the socialist system - we stand in utter contrast to the events of that time. Instead of freedom and self-determination, human dignity and responsible social relations, we now see how hate, lies, inhumanity and destruction are systematically used in some of the very areas that have been 'turned around'. They meet - and this is very special for me - with steadfast responses from the Ukrainian government, with the courage of the civilian population and with the inner strength of many people in Ukraine, and in its many neighbouring countries.

Photo: Children from the Sonyachne Podvirya curative education school in Kiev seek shelter in a cellar.



## From our work in International Cooperation



Nana Göbel

**A huge wave of help and aid is rolling out in all the countries neighbouring Ukraine.**

*The Friends of Waldorf Education* have been involved since the beginning of this war, naturally with the conviction that the fighting must stop. We support the colleagues who have remained at the schools and therapeutic education institutions in Kharkiv, Kiev, Dnipro, Odessa, and Horodenka and we have sent money to cover their salaries. In Western Ukraine we are supporting Waldorf Centres to feed and care for the arriving refugees from Kharkiv, Dnipro and Odessa. We have organised emergency educational outreaches, both in Ukraine and on the borders with Poland and Hungary - together with colleagues from Waldorf schools in those countries. A huge wave of help and aid is rolling out in all the countries neighbouring Ukraine. Colleagues in all neighbouring countries - Moldova, Romania, the Slovakian and Czech Republics, Hungary and Poland - are supporting people who arrive at the borders and are in urgent need of help. They take care of transport, food, shelter, help for when passports have been forgotten or not available in the panic of departure, and coordinate both themselves and us in a way never seen before. Mostly the support is provided for groups of mothers, children and teachers, sometimes also students travelling alone from upper classes of Waldorf schools in Ukraine who want to continue their education in a German Waldorf school. We are deeply impressed by the extent of the cooperation and by the efficiency with which the cooperation across borders functioned after just a few days. And we are deeply impressed by the great willingness of parents and teachers at a whole range of German Waldorf schools to help out. Numerous pupils from the Waldorf schools in Dnipro, Kiev or Odessa are now in Greifswald, Kassel, Balingen, Engstingen, Wendelstein, Berlin

or Hamburg and must now see how they can adjust to the conditions here - 1,400 kilometres away from their homeland physically, yet inwardly very closely connected at every second with their relatives and friends back home. This is an experience that, for everyone involved, will be a source of reflection for quite some time.

### Commitment of the Friends of Waldorf Education 2021/22

Up to 23rd February 2022, our main concerns were focused on the consequences of the Covid pandemic, especially for the Waldorf kindergarten and school movement in Latin America. As reported several times, the school closures affected the schools in Argentina and Peru most acutely as well as the poorer schools in Brazil. In Argentina, the school closures coincided with a severe economic crisis and an inflation rate of around 50 percent, which drove most people into the barter economy anyway because money was scarce and of little value. As a result, parents could no longer pay their school fees, on which Argentinian Waldorf schools depend 100 percent. Because of this situation, Argentina became the main recipient of Corona Aid from our Joint Action: Corona Aid in 2021. In particular, the younger Waldorf schools in the valleys of the provinces of Córdoba, San Luis, La Rioja and Mendoza managed to survive the bitter times thanks to our support and as a result a rejuvenated determination and will to overcome obstacles themselves. In Peru, the situation is different. All schools were closed in April 2020; if things go well, they are supposed to reopen in July 2022 without having to follow impossible restrictions (school attendance was 'actually' possible from the summer of 2021). In Peru, too, the financing of Waldorf schools is entirely dependent on parental contributions. And how can parents pay for school when their own income is reduced, and why should they for the children to sit in front of computers? In Colegio Micael in Lima, a Waldorf school for the poorer middle class, the school survived because the teachers barely paid themselves and tried to keep their beloved school alive by making sacrifices of their own. We only learned about this situa-





tion late in the day because pride and shame prevented us from finding out about it earlier. In the meantime, we were able to make a generous pledge and will support the salaries throughout 2022. The situation of the Escuela Caracol in San Marcos La Laguna in Guatemala is different again. In normal times, the village on Lake Atitlán attracts many tourists and thus, there is work and income on its shores. Now, however, tourists have been absent for two years and unemployment among the local population is rising. With the beginning of the pandemic, the few well-paying parents also moved away and left the school to the locals - with all the accompanying advantages and disadvantages. We supported the school through both the pedagogical guidance of an experienced teacher from Colombia and through economic support. The situation is different again for the small Waldorf school on the Finca Horizontes Organicos in Azua de Com-

postela in the south of the Dominican Republic. The Finca Horizontes Organicos sells its bananas to the bio company - Weiling - which donates one cent for each banana sold to the Fundación Nuestro Porvenir. The school can run thanks to this commitment. However, Latin America will remain a focus of Corona aid in 2022.

On the African continent, we were able to initiate some new developments and promote others. Together with the management of the Rudolf Steiner School in Nairobi-Mbagathi, we founded an East African Steiner Education Land Trust in order to be able, in the future, to transfer the land of the Waldorf schools in Kenya to a sponsor who will secure the land in the long term. As soon as the transfer is successful, the new East African Land Trust will lease the land to the school associations free of charge and with the condition that they maintain



In Colegio Micael in Lima, a Waldorf school for the poorer middle class, the school survived because the teachers barely paid themselves ...

it and use it for Waldorf education. During the Corona-related school closure, the staff of the Rudolf Steiner School in Nairobi-Mbagathi repaired the school buildings and further developed the school gardens, so that after 30 years of use the school shines more beautifully than ever before. All the children were delighted when they were allowed back to their school and were amazed at the new washbasins. And the children who live in the school's own hostel - because the school is so far from their homes - were excited to see the new showers.

The Humane School near Kitale in north-eastern Kenya built its first temporary house on site in the village of Sirende. The building was financed with the help of the "Rural Schools for Africa" appeal. Small children are now cared for every day in three kindergarten groups. And when the land ownership is registered, the construction of the school building can also begin and the school garden can be cultivated with greater intensity. At the moment we are still

blocked by the local official in the land office who has delayed registering the land for months with various excuses. But eventually this obstacle will be overcome.

For about two years, Hlekisani and Gilbert Guvakva have been building a centre for early childhood education in Zimbabwe, which has been shaken by various tragedies. With our help, they bought a plot of land on the outskirts of Harare, and in the last two months built a simple house that will be used as a training centre in the future. It is also planned that a Waldorf kindergarten will be opened there so that interested kindergarten teachers can get to know Waldorf education. And the group of interested kindergarten teachers has grown a lot in the last two years; 18 kindergarten teachers are coming to Harare for training and 85 have registered as members of the Association for Waldorf Infant Education. This initiative is full of potential for growth to provide an education for toddlers that will be quite different

Both photos top left: Escuela Caracol\_San Marcos\_Guatemala

bottom left: Rudolf Steiner School Mbagathi, Nairobi, Kenya

right and p. 34: Humane School, Kitale, Kenya







from the that offered in central Europe.

For many years, pupils have been supporting the Goderich Waldorf School in Freetown, Sierra Leone with donations from their WOW-Day campaigns. This school was founded shortly after the civil war and initially served as a refuge for children whose parents had been killed during the war and who now had to fend for themselves. Today, children from the surrounding area go to school there. Despite many difficulties - there is no adequate school building, the teachers receive no training, and the property is regularly raided by 'landgrabbers' - the group of teachers has persevered and teaches more than two hundred children. However, the violence of the 'landgrabbers' has become unbearable, so we decided without further ado to finance a solid wall around the property we bought a few years ago for the school. Once this wall is built, the plot will be able to be planted without having the crops constantly stolen by neighbours or passing strays. Over time, it has become so frustrating to find ourselves repeatedly deprived of the fruits of our labour. Next to nothing was harvested from the abundant land available. And if we then find an adventurer to support the teachers pedagogically, it could become a Waldorf school.

In 2021, we finally managed to get applications to

the Federal Ministry for Economic Cooperation and Development (BMZ) approved. This had not happened for a while, partly because the BMZ changed its priorities for funding civil society projects. While, until a few years ago, it was possible to construct individual school buildings with BMZ funds, under the last government only training and education projects were approved. We have succeeded, through our application to BMZ, in getting funding for a large, four-year training programme for Waldorf teachers in East Africa, as well as another education programme for the upper school of the Gamot-Cogon Waldorf School in Iloilo, Philippines. And as a third project, the application for the continuation of emergency educational work in Beirut and in the Bekaa Plain, Lebanon, was approved. This will enable both the emergency pedagogy work to continue and Waldorf education in Lebanon to be strengthened.

These are just a few of the important projects that we have been able to move forward in the past months before the 23rd of February this year, when we turned our attention to preparing for peace and giving the pupils and students a place to prepare for the tasks that await them in Ukraine in the future.

Nana Goebel

## From the work of the voluntary services

We find it very gratifying that a constant intake of 700 young people volunteer for domestic voluntary service. In the foreign service in 2021, the conditions were very difficult, yet we still had 500 placements. Regarding incoming services, we welcomed 90 volunteers in the autumn and 60 international volunteers in Germany in spring.

Everyone involved is pleased that the period of online seminars is coming to an end for the time being. Nevertheless, we have to acknowledge that the digital formats generate real added value in many places and there are potential benefits as regards the preparation of volunteers; for example, in the form of additional opportunities concerning questions of career pathways, or language courses for our international volunteers.

Furthermore, we our regional offices in Berlin, Hamburg, East Westphalia and Lake Constance offer great enrichment. They enable us to intensify our cooperation with the volunteer organisations and volunteers in Germany. In Hamburg, the Waldorf campus has also proved to be a real plus in terms of networking and cooperation with training and study locations.

### Political events in the voluntary services

Despite a pledge in the coalition agreement that voluntary services will be further expanded, we are currently experiencing a funding cut of 10 per cent in the Federal Volunteer Service, with an announcement that funding for the voluntary services is to be cut by 20 per cent in the headline budgets for the year 2024. This step is justified by a general need for savings.

On the other hand, there is a very well networked, professionally organised and politically astute vol-

untary service landscape with a current intake of 100,000 volunteers per year. However, it seems that all possibilities for political influence to maintain or even expand the voluntary services have been exhausted, given the €330 million set aside in the federal budget.

We experience almost daily how these members of the young generation - a generation which has, in recent times, been swamped by the media - deeply breathes in the developments, experiences and insights offered by a practical year with an educational character, and how real maturation processes take place.

Inclusive volunteer services were a big topic in our volunteer service in 2021. At very short notice, a long-standing funding pot enabled a pilot project to begin. With a lot of commitment and personal dedication to the task, we succeeded in making voluntary service possible for two people with assistance needs. For the first time, we formed a truly inclusive seminar group. Participation in the seminars has benefitted all involved and poses some wonderful new questions to the work.

### Challenges and tasks ahead

The application peak has passed in the foreign services, it is just around the corner in the domestic services and it is constantly high in the incoming services. We continue to work intensively on the question of where and how we can reach and address young adults, how we can promote our cause in the best sense. We are constantly asked to reflect on our educational work and to develop it according to current needs and requirements. We are developing new online portals, a new card tool, while digitalising processes and taking care of data protection. Not to forget, we continue to develop and refine financial management in twelve funding programmes.

Stefan Wurster



## How we travel and tell of it. Or: About the crux of our travelogues

As a supporting organisation for voluntary services all over the world, reporting on experiences abroad has become an indispensable part of our everyday life. Be it through our volunteers, or contacts with international volunteer organisations, or through our own articles and postings in one form or another, we are involved in this reporting activity on a day-to-day basis. That is why the team decided to actively address the issue in autumn 2021, the most recent departure period of our volunteers.

Who hasn't experienced it? You are travelling and discover a market with exotic fruits, animals running wild, people in brightly coloured clothes, or a particularly run-down neighbourhood with pot-holed and littered streets, or crowds of unaccompanied children with shining eyes. Collecting ingenious motifs for the next photo series! All you have to do now is upload them to Instagram and add a caption ... Where were we again? Oh, yes, let's say we were in a country somewhere in the south. Hardly anyone back home can tell the difference anyway. Or can they? Well, how about a photo from Kenya? In the foreground, a giraffe on the steppe, in the background the setting sun, which turns everything a magical red. Or a video of a bustling crossroads in India with freely roaming cows, at the side of the road, an array of beautiful glittering bangles and a pan full of colourful spices. Another great picture would be the man wearing a beret in front of the Eiffel Tower with a baguette in his arms. Although, that would be a very hackneyed motif for France ... Aha! Why do we notice this immediately with this example? Maybe we know (perhaps even from our own experience) that our neighbouring country contains much more than the tourist highlights of Paris and the supposed French flair for fashion and the culinary prowess. We know there is more to show than the usual clichés that everyone knows about already.

Does this mean that we should no longer take photos or film when we travel? No, quite the opposite: we should tell different stories and more of them. Instead of always telling the same stories, we can learn to show what else there is. And that is a lot. Why, for example, does hardly anyone know that there are regions in India where it snows a lot? Or that Arabic is the most spoken language in Africa? Or that China is a leader in wind energy?

It is precisely this deliberate form of reporting that we will be tackling in a pilot project with a group of volunteers currently on placement in Namibia and Cameroon. We will tackle the question: and asking the question:

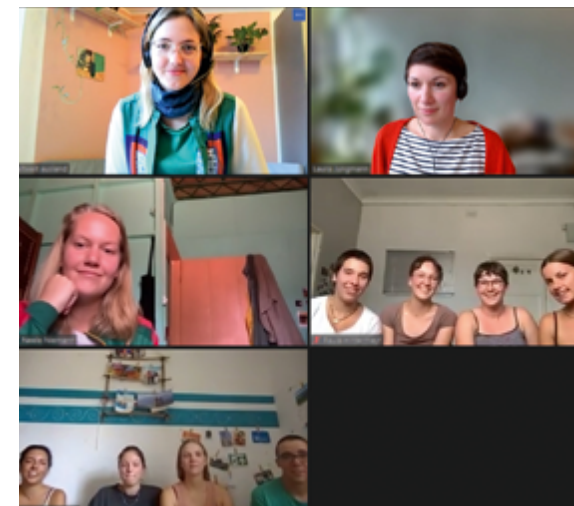


How can I tell others about my voluntary service without merely hardening existing stereotypes? In several workshops we will approach the topic step by step, and together we will try to recognise ingrained patterns and find more suitable alternatives. We will talk about how we can go one level deeper in our narratives and reports and ask ourselves what we can do and ask ourselves what we really want to say in our publications.

We will look again and review what we show in our pictures and videos, and also what we don't show: Do I focus only on capturing the corrugated iron hut in my neighbourhood? Or do I also include the enormous car that is standing right next to it? Do I photograph only the rubbish dump and write about how horrified I am by this state of affairs, or do I also talk about where the rubbish actually comes from and our parts in it? Do I make generalised statements about this or that country, or do I tell individual stories from my own personal perspective?

Social media platforms in particular tempt us to post content into the world quickly and thoughtlessly. With much consideration and without

Our workshops took place in person and online.



judging each other, we ventured in our group to critically question our perspectives and rethink our behaviour on the internet. Within the framework of this project our Instagram account has been developed over the last few weeks:

channel @freunde\_waldorf has been used on a regular basis by our volunteers participating in the pilot project in a so-called "Take Over". They were able to provide exciting insights into their work and life and share reflections from the last few months.

Our western cultural glasses constitute a highly complex phenomenon. We may never be able to take them off, but maybe that's not the point. If we are able to recognise the glasses on our own noses and develop a curiosity to look through them consciously, that is perhaps the best we can do.

Eva Weingart







In the school year 2022/23, we would like to show how important education is for the future of all people throughout the world with Waldorf One World Day. The campaign period begins later this year, on 29th September.

# WOW-DAY 2022: Education for Future!

Already in January, UNESCO drew attention to the impact of the Corona Crisis on education worldwide in a press release. It states that the massive strain on national budgets is putting education budgets at great risk - especially in poorer countries, where this is widening the funding gap in the education sector. In future, this could lead to even greater economic inequality.

"Education for Future" is, therefore, the motto of our 2022/2023 pupils' campaign. Since 1994, we have been campaigning through WOW-Day to ensure that children and young people all over the world, regardless of their social background, have access to Waldorf education, and thus to a holistic concept of education. In this context, the pupils of the participating schools organise a wide variety of fundraising activities to support disadvantaged children. We are all aware that education is indispensable on both an individual and global level. But why does this awareness translate into well-resourced education?

We are especially happy that you can now help the people in Ukraine with WOW-Day, in addition to the WOW-Day projects. Together with the Software AG Foundation (SAGST), we have set up a matching fund where for every euro you collect for a WOW-Day project, another euro is added by SAGST and goes to the *Friends of Waldorf Education* in Ukraine. For example, if you organise

a WOW-Day campaign that raises a total of 1,300 euros for a WOW-Day project, 1,300 euros will go to your chosen project and an additional 1,300 euros will automatically go to Ukraine-Hilfe (see page 55). This way you can combine both without any further action: a simultaneous commitment to Waldorf projects worldwide and for the people of Ukraine.

Johanna Ruber

## Waldis on Tour: Cycling for a good cause

Pupils from Waldorf schools all over Germany organise a bicycle tour - and turn it into a WOW-Day action. Under the motto "Waldis on Tour", they will collect money for projects in South Africa and Colombia on their ride in May.

The Waldis on Tour initiative is the perfect example of what happens when committed students get together and want to make a difference. When we



met in October 2021 at the Federal Pupils' Conference in Frankfurt am Main, we immediately came up with the idea of getting active once more and cycling together. The idea of a small bicycle tour quickly turned into a plan to organise a larger, three-day tour with many fellow cyclists, which would not only give us personal pleasure, but also draw public attention to two projects abroad that are worthy of support.

Through our initiative we want to raise funds for the Centre for Creative Education (CCE) in South Africa and the social project CES Waldorf in Colombia, in order to support the local children. The CCE coordinates and looks after a total of 40 kindergartens and crèches in the townships of South Africa and takes the children living there away from the streets where they are surrounded by crime, prostitution and drug use. The social project CES Waldorf in Bogotá also offers the children and young people an alternative to their everyday lives, which are marked by poverty, drugs and violence, and supports them with a varied cultural programme as well as therapeutic and legal help.

We are a group of 11 pupils who organise an inter-school bicycle tour for about 80 participants in cooperation with WOW-Day and the Association of Independent Waldorf Schools. The Waldis-on-Tour bicycle tour will start on 25th May in Minden, and together we will cycle via Gütersloh and



Hamm to Herne, where we will arrive on 28th May and attend the conference: "Committed, Courageous, Consistent: promoting school development".

Do you want to join us? No problem! All you need is a bike that you can ride for 60 to 70 kilometres a day and a big appetite for the tour! Apart from that, each and every one of us is called upon to find sponsors who will personally pledge you a certain donation per kilometre. You don't have to carry your usual luggage (sleeping bag and sleeping mat) - we'll do it for you!

If you would like to support us or if you have further questions we would be pleased to receive an e-mail to:  
[WaldisOnTour@outlook.de](mailto:WaldisOnTour@outlook.de)



# Donate and Help

## Yes! I would like to donate €

once  monthly  semiannually  annually

### My donation goes to:

- International Waldorf Fund
- The following project / sponsorship:
- Yes, I want to participate in the 10% campaign, i.e., in addition to my donation given above I would like to donate 10% for the work of the *Friends*.
- My one-time donation is for the work of the *Friends*.
- I will become a sustaining member and will thus support the work of the *Friends* with my regular donation.

Yes, I would like to receive the e-newsletter "Keep up with the *Friends*"

### > Bank Account for Donations

GLS Bank Bochum, Germany  
IBAN: DE47 4306 0967 0013 0420 10  
BIC: GENODEM1GLS

### > Donate online

With our online donation tool you can use PayPal or your credit card for your donation.  
[Klick here to get to the donation form.](#)

**Freunde der  
Erziehungskunst  
Rudolf Steiners**

**Friends of Waldorf Education  
(Freunde der Erziehungskunst Rudolf Steiners e. V.)**  
Weinmeisterstr. 16, 10178 Berlin, Germany  
berlin@freunde-waldorf.de

## How can I help?

With unrestricted donations to our International Cooperation Fund, the *Friends of Waldorf Education* can respond to urgent requests and support initiatives worldwide. With earmarked donations, you can provide targeted support for specific Waldorf institutions. As a sponsor you can give children the opportunity to attend a Waldorf School and thus support the school. With your involvement in WOW-Day, students support disadvantaged children in a Waldorf initiative abroad.

## Will my donation go where it should?

We forward 100% of sponsorship donations, donations for the International Relief Fund and earmarked donations as well as the proceeds of WOW-Day to the institutions without deducting administrative expenses.

## How do I make a difference as a supporting member?

As a supporting member you support our budget. This means that 100 percent of the donations we receive can be forwarded on to Waldorf educational initiatives. We can support institutions in difficult situations and report on Waldorf initiatives worldwide in our publications. As a supporting member you will receive our journal *Waldorf Worldwide* and our monthly e-newsletter several times a year, which will provide you with information on new impulses from our work. We are thrilled about every support that benefits our important work!

### Privacy policy for sponsors

The protection of your data is important to us and we treat your data with strict confidentiality. In order to send you a donation receipt, we record your address data. We will not share your address with unauthorized third parties. In addition, we inform you about our work four times a year with our journal "Waldorf Worldwide" and the appeals for donations. If you do not wish to receive information from us, you can notify us at any time. We provide the institutions with data on sponsors so that the institutions can thank their sponsors directly. Data is thus transferred to third countries, if the sponsored institutions are located in these countries. The donation projects are not authorized to pass on the data to third parties. You can object to the transfer of data at any time.

### Bank Account for Donations

GLS Bank Bochum, Germany  
IBAN: DE47 4306 0967 0013 0420 10  
BIC: GENODEM1GLS  
Please Indicate:  
Intended use + your address  
(for your donation receipt)



### Details of publication

EDITORS:  
Christina Reinthal, Nana Goebel  
DESIGN:  
Wolfram Schildt, Berlin  
TRANSLATION:  
Trevor Mepham  
Many thanks to all those who have contributed to the success of this issue.  
ASSOCIATION HEADQUARTERS:  
Freunde der Erziehungskunst  
Rudolf Steiner e. V.  
Wagenburgstr. 6  
70184 Stuttgart, Deutschland  
Registernummer VR 2806





## EDUCATION MENTORS INTRODUCE THEMSELVES

# A lively exchange between Hungary and Austria

Through the monthly financial contribution of educational sponsors, Waldorf schools that receive little or no state support can give children access to healthy holistic education regardless of their parents' financial situation. For example, Manuel S. supports the school community of the Gödöllő Waldorf School in approaching this long-term aim by his sponsorship of the first class.

With the start of the new year, a new adventure began for the 1st Grade pupils of the Waldorf School in Gödöllo, Hungary, and Manuel S. from Upper Austria – a class sponsorship! Since then, many emails and photos have been exchanged and even a parcel full of paintings was sent. Among other things, Manuel received impressions of the school garden in Gödöllo, the chicken coop project and a Class 1 sledding party, about which the class teacher reported:

"Last week we also had a bit of snow. For children in Hungary today this is a spectacle! We immediately ran out and played delightedly in the five-millimetre layer of snow. We only found one sliding bowl. That's why the whole class queued up, the children waited nicely for each other and slid down the hill one by one. The less patient

ones just slid on their bellies in their anoraks."

On the other hand, Manuel, who is a train driver by the way, caused great excitement in the class when he sent photos of his locomotive and himself. He also expressed his great interest in learning the Hungarian language and practising with the children in exchange. The sponsorship coordinator Judit follows the correspondence, and the German teacher translates when necessary. Manuel already tried speaking a little of the new language and thanked us directly in Hungarian in his next message: "Nagyon köszönöm a szeretettel megtervezett csomagot." (Many thanks for the lovingly designed package.)

As the travel time from Upper Austria to Gödöllő is only 6.5 hours, Manuel plans to visit the school and the children of Grade 1 this summer. Everyone is looking forward to this first in-person meeting.

**Paulina Jantos**

## Dear Education Sponsor,

For this edition of our newsletter "Waldorf Worldwide" we have chosen a slightly different format than usual. In the following we would like to introduce you to some selected schools for which we are currently looking for education sponsors.

In most countries, Waldorf schools do not receive any state support and parents are often unable to pay the full school fees. It is very important to us that Waldorf schools are able to take in children from socially and financially disadvantaged families through educational sponsorships.

The minimum contribution for an educational sponsorship is 20 Euros per month. The amount of the real school fees is usually between 35 and 200 Euros. As an education sponsor, you will receive a

letter or short report twice a year with a photo of your sponsored child or class.

We would be delighted if you would like to become an education sponsor! Simply fill out the form "Donate and Help" (p. 40) and write down the name of the child or the sponsored class as well as the school. Every educational sponsorship is special. If you have any questions or requests, we would be happy to talk with you.

• **Aimo Hindriks, Paulina Jantos**  
 • **and Fabian Michel**  
 • Phone + 49 (0) 30 617026 30  
 • [sponsorships@freunde-waldorf.de](mailto:sponsorships@freunde-waldorf.de)



Rudolf Steiner School Mbagathi, Nairobi, Kenya

St. George School, Moscow, Russia







**NAIROBI, KENYA**

**Rudolf Steiner School Mbagathi**

The kindergarten and grades 1 to 9 of the school, which was founded in 1989 on the outskirts of Nairobi, are currently attended by more than 375 pupils, of whom about 120 children live in the school's own accommodation. A large biodynamic school garden provides the school community with nutritious meals every day and the school invites community members to all kinds of educational activities. Since most of the parents cannot pay school fees, or only a very small share, the school community is dependent on financial support. Especially since the beginning of the Corona pandemic, families find themselves in a state of complete uncertainty. Many parents lost their jobs, some even their homes, or they are faced with high rent debts.

**ILOILO, PHILIPPINES**

**Gamot Cogon Waldorf School**

Founded in 2005, the Gamot Cogon Waldorf School is located in a rural setting in the province of Iloilo. It is surrounded by rice fields, a stream runs nearby, with cattle grazing land, ponds and bamboo bushes.

The school is now officially recognised by the Department of Education, so that students can obtain qualifications for university entrance at the school. The Philippine education system is increasingly dominated by private institutions, which makes it very difficult for families without financial resources to provide a good education for their children. The Gamot Cogon School, on the other hand, accepts students regardless of their social and financial background. Since the parents of more than a third of the children can only pay a fraction of the school fees, the school relies on financial support.

**SAN MARCOS LA LAGUNA, GUATEMALA**

**Escuela Caracol**

The Escuela Caracol (translated: 'snail shell school') is located in a small village in the western highlands of Guatemala on the shores of Lake Atitlán. For thousands of years, indigenous Mayans mainly inhabited this region. Today, it is one of the poorest areas in the country. Within the last twenty years, more and more international families and non-indigenous Guatemalans have settled around the lake. The desire for quality education unites them in a new intercultural solidarity. In 2007, the founders of the school set themselves the goal of also enabling the indigenous population to attend a Waldorf school and to implement and practise integration with the "newcomers". The children are taught in three languages: Kaqchikel, Spanish and English. Since the beginning of the pandemic, the school has been in an exceptionally challenging situation; some children left the school unexpectedly, as some families who had contributed significantly to the school's income left the country. The school is therefore dependent on financial support to continue to live up to its ideal.

**MOSCOW, RUSSIA**

**St. Georg School**

St. George School is a non-governmental therapeutic school and social therapy institution in the south-east of Moscow. Since 1991, initially as a kindergarten, and since 1995 as a therapeutic education school, children and young people have received holistic and social-emotional support on a daily basis. The school set up workshops for woodworking, sewing, weaving, pottery and candle making. In addition, a wide range of complementary activities are offered in individual care and therapeutic sessions, such as eurythmy therapy, speech therapy, rhythmic massage, gymnastics, and art and music therapy. For many years, the school has been a base for the professional training of speech therapists as well as a renowned place of practice for students from Moscow State Pedagogical University. Despite the unique and enormously important work done at the school, state subsidies and school fees are barely enough for the bare necessities. Therefore, the school is dependent on financial support.



**Abigael**  
4 years old  
Kindergarten



**Wayed**  
7 years old  
1st grade



**Ivvah**  
11 years old  
5th grade



**Juliana Kate**  
10 years old,  
4th grade



**Jino Carlo**  
8 years old,  
2nd grade



**Elna Giuliana**  
7 years old,  
1st grade



**Amaya Teresa**  
3 years old  
Kindergarten



**Carmen Maria**  
6 years old  
Kindergarten



**Braylan Bradly**  
5 years old,  
Kindergarten



**Anja**  
15 years old,  
Grade 8



**Ilja**  
18 years,  
8th grade



**Timofej**  
14 years old,  
7th grade





#### CLASS SPONSORSHIP

## Tivon, Israel: Ein Bustan Kin- dergarten

In Israel, Jewish and Arab children mostly live in separate towns or villages, attend separate schools and speak and learn different languages. There is little social interaction between the groups. The Ein Bustan initiative, founded in 2005 by Jewish and Arab parents from neighbouring communities, offers children from both groups opportunities to get to know and respect each other from an early age, and to grow up together. The shared activities follow a daily, weekly and seasonal rhythm. Each day includes creative play, singing and dancing and storytelling. All these activities are conducted bilingually, in both Arabic and Hebrew. Every noon, the children eat a warm meal together, which is freshly prepared by a teacher. The children celebrate Muslim and Jewish holidays and the associated traditional festivals with their teachers. This centre also offers wonderful opportunities for parents to overcome imaginary and real-world differences and actively stand up for a united future.



### Dear Readers,

Working on a publication like "Waldorf Weltweit", which appears twice a year – in other words, at fairly long intervals - shows me again and again how fragile the world is. "We woke up in a different world today," said Foreign Minister Annalena Baerbock on 24th February, the day after the first attacks on Ukraine by Russian troops. What this changed world means for the people in Ukraine is described by Olena Mezentseva, an English teacher from Kyiv, on page 6 of this issue. For a few weeks now, she has become our colleague here in the Berlin office of the *Friends*, where she actively supports us in the coordination and care of Waldorf families who have fled from Ukraine.

Weeks before the outbreak of the war in Ukraine, I had asked some Waldorf schools in different countries to send me their reports on current building projects for our cover theme: "School Building" (you can read some of the reports starting on page 11). In the midst of my preoccupation with texts that dealt with planning for the future and the construction of solid structures, the destructive forces of war forced their way into my thoughts via the media and via the email reports from Waldorf schools and therapeutic education institutions in Ukraine. This was a contrast that seemed so great that I considered for a moment whether we could keep our original cover story against such a backdrop. In fact, however, I found it to be the right thing

to do as a calm and constructive counterpoint in uncertain times.

For the fragility of the world is always contrasted by the strength and energy of people. After our first appeal for donations, published on 25th February, mainly via our e-mail newsletter, we experienced (as already described several times in this issue: page 5 and page 30), a great wave of willingness to help, both in terms of financial aid and offers of energetic and practical help. We cannot thank you often enough for this. We will continue to inform you in the coming weeks and months about where and how this immense help was able to have an effect.



Christina Reinthal  
Public Relations  
Friends of Waldorf Education  
c.reinthal@freunde-waldorf.de  
Phone 030-617026-35



[waldorf-worldwide.org/ukraine](https://waldorf-worldwide.org/ukraine)

You can find up-to-date information on our relief activities on our website. Here you can also find our online donation form.



## Forwarding 100 % and financing our work

Since 1971, we have succeeded in forwarding abroad 100 per cent of all earmarked donations! In order to ensure that this can also be achieved in the future, we would like to ask for your support.

There are many possibilities:

- Participate in the campaign 10% and donate an extra 10% to the work of the *Friends* in addition to your earmarked donation.
- Become a supporting member and support us regularly with a freely chosen amount. In this way you create a secure basis for our work.
- Help us with a single donation for our work.
- An effective way to secure our work for future generations of children is a legacy in your will

We can only help thanks to contributions from people who have confidence in our work.

**Hence our heartfelt request:  
Stay committed!**

## Account for donations

GLS Bank Bochum, Germany

IBAN: DE47 4306 0967 0013 0420 10

BIC: GENODEM1GLS

Please indicate: reference + your address  
(for your donation receipt)

## Waldorf Worldwide, WOW-Day, Educational sponsorships

Weinmeisterstr. 16

10178 Berlin, Deutschland

Tel +49 (0)30 617026 30

Fax +49 (0)30 617026 33

[berlin@freunde-waldorf.de](mailto:berlin@freunde-waldorf.de)

## Voluntary Services, Emergency Pedagogy

Parzivalstraße 2b

76139 Karlsruhe, Deutschland

Tel +49 (0)721 20111 0

Fax +49 (0)721 20111 180

[freiwilligendienste@freunde-waldorf.de](mailto:freiwilligendienste@freunde-waldorf.de)

[notfallpaedagogik@freunde-waldorf.de](mailto:notfallpaedagogik@freunde-waldorf.de)

[www.freunde-waldorf.de](http://www.freunde-waldorf.de)

**Freunde der  
Erziehungskunst  
Rudolf Steiners**