



WALDORF WORLDWIDE

Topic

City and Countryside
Waldorf Schools
between Rural Idyll
and Urban Jungle



**Freunde der
Erziehungskunst
Rudolf Steiners**

Zanzibar
Healthier children
thanks to better
school meals

Thailand
Report from the first
Asia Waldorf School
Conference

Argentina
Take out our fairy
tale of the month
from the center of
this booklet

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HEALTHIER CHILDREN THANKS TO BETTER SCHOOL MEALS

Thanks to your donations, the Rudolf Steiner School Zanzibar is able to offer its students better and more regular school meals - with significant effects on the health of the children. **Page 8**

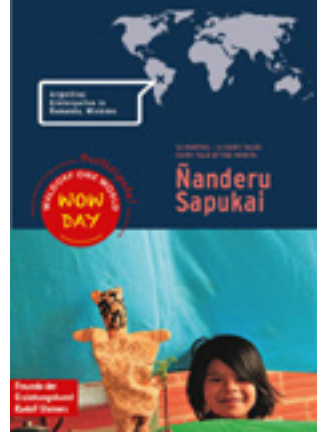
NEW LOOK FOR »WALDORF WORLDWIDE«

We have redesigned our newsletter "Waldorf Worldwide" for you - with a slightly changed structure and a completely new look we are starting this year, the first after the centenary of Waldorf Schools, with new momentum. Of course you will still get news and reports from Waldorf Schools, Waldorf Kindergartens and curative education centers worldwide. Enjoy!

Cover: Kindergarten in Ñamandu, Argentina. More on page 20.

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CITY AND COUNTRYSIDE

In our cover story we report on Waldorf Schools in big cities or in the countryside. **Page 11**

12 MONTHS - 12 FAIRY TALES

Following last year's WOW-Day cookbook, we are now publishing a fairy tale, submitted by one of the many Waldorf institutions worldwide, on our website every month. You will find one of them at the center of this booklet - for you to take out and read out loud in class or at home. **Page 23**

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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 in our offices in Berlin and Karlsruhe.



Waldorf Worldwide

The Friends of Waldorf Education were founded in 1971 with the aim of promoting Waldorf Schools, early childhood education, curative education centers 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 600 educational institutions all over the world. We support Waldorf Schools as well as anthroposophical curative 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 have been committed to emergency pedagogy for children who live in war and crisis regions or are refugees. Emergency education 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 these 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.



Kenya

Big Steps for the Humane School

In our appeal for donations "rural schools in Africa", we reported, among other things about the special situation of the Humane School in Sirende on the outskirts of the district capital of Kitale in Kenya: the property that had been used previously is no longer available. The school needs a new place to grow. Through your donations they were able to finance a new property. Well-considered steps must now be taken to ensure a secure future for the school. Nana Göbel, executive board member of the Friends of Waldorf Education, reports on her last trip to Kenya where these steps were planned.

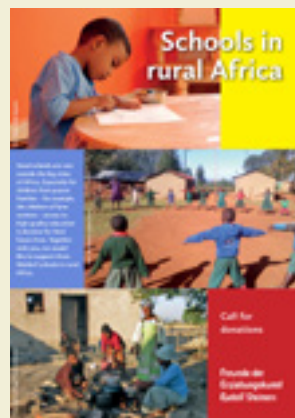
I recently sat down with the founder of the Humane School Juliet Mia and her colleague Sammy Mabile in Nairobi to discuss the further steps that are now needed to put the school on a stable footing. At the moment, the lawyers are in the process of completing the last necessary procedures before the Title Deed (the proof of ownership of the land) can be issued. The Rudolf Steiner Education Trust

in Nairobi will hold ownership of the land. During the last meeting of the board of directors of this Trust we decided to form our own Steiner Schools Land Trust, which in the future will be the owner of land for the Kenyan Waldorf Schools that are financed by us and by others. In this way we want to secure these properties in the long term..

The Humane School is supported by us, but also by several Swedes, especially Anja Varis. The Swedish colleagues have received a design for a simple school building from Architects Without Borders. These architects are familiar with the conditions in East Africa and have planned the building in an ecologically sensible and sustainable way. Then a local architect will prepare the plans ready for approval - and then comes the big challenge of financing the school construction.

Since only children of rural farm workers attend school, the contribution of parents is very limited. Together with our Swedish colleagues we want to try to finance the really modestly planned school construction, where we will have to raise the greater part. A big challenge!

Nana Goebel



Funds from our call for donations "Schools in rural Africa" in Winter 2018/19 supported Humane School in Kitale.

Asia

A Love Letter to Thailand

More than 400 students from seven Asian countries met at the first Asia Waldorf School Conference, which took place in September at the Panyotai Waldorf School in Bangkok. During the nine days of the conference they worked out a declaration in which they manifested their wish for a respectful and loving coexistence and for a peaceful future. They also edited a festival magazine in which many of the participants recorded their impressions of the conference - for example Esuh Kang, a student from the Cheonggye Waldorf School in South Korea.

As I got off the plane and set foot on the ground of what I was to call my temporary home, I was welcomed by the mild September air. The students from my school were the first to arrive, and from the very first day at the Panyotai Waldorf School we were immediately greeted with open arms and delicious food.

The students of the Panyotai School so kindly showed us some of Thailand's beautiful sites. I got to see the historical ruins of Ayutthaya and the sparkling beauty of the morning temple in Bangkok. Everyone of us was very grateful to have seen the historical culture of Thailand and the modern life of the Thai people. Then slowly, one by one, students from all over Asia arrived. From India to

the Philippines and so many other countries, we slowly but surely began to memorize every face. Every morning was a new adventure. I met new faces every day, and when I think about it now, I am convinced that this was one of the best parts of this conference. Because you can talk to almost everyone about social problems, but it is not every day that you hear the story of a person's life; and then find out that you are not that different, even though you are otherwise separated by oceans.

As a Waldorf student I have always felt like an outsider - and that is not entirely wrong. It is not every day that you meet someone who attends a Waldorf School apart from your direct classmates. But the fact that I was in Thailand for this conference gave me comfort and the hope that I might not be an outsider. Maybe I had just been looking in the wrong places. Because the moment we were all gathered under the roof of the assembly hall I felt at home. I felt safe in the sense that nobody was judging me and that they were not strangers. I felt that everyone there was my friend, without saying a word. Whether you would want to admit it or not, Waldorf is a big part of our lives, and defines us as human beings because we were not brought up or educated in the conventional way. And as a result, I immediately felt connected to my fellow conference attendees, as if they knew a large part of me, even though they had never seen me before. It was a rare and special feeling that I will remember forever.

Then came our performances, and it was simply beautiful. Dr. Panosot from Panyotai School kept repeating the call "Revive the Past" and this remained in my mind throughout the conference because I kept thinking about why we were all there. On the last day I realized that we were all gathered there because of our past and we all shared our past years to create a better here and now.

When I think back to those ten days in Thailand, I feel like I have grown enormously and at the same time I have never felt so small. By discussing and sharing, I learned so much about the lives of all



In addition to the workshops, there was also a cultural program organized by the students themselves.

people, about their hopes and wonderful dreams. But as the days passed and I met more and more people one after the other, I soon realized that there are so many people like me who are so different from people all over the world, and now that I feel comfortable in my own home, I have this gentle feeling in my heart, a melancholy feeling of deep sadness, because I didn't have the chance to talk to everyone properly.

Everything that we have achieved in this short time has not yet really sunk in. Bangkok, more precisely the Panyotai Waldorf School, will forever have a special place in my heart because it has

taught me so much, in particular everything I will need until I have finished the Waldorf School. Nevertheless, Waldorf education will never leave me. Every day it will leave a deeper imprint in my body and soul. I will continue to search for growth in myself and in this community that I get to call home. I am so thankful that I was allowed to experience this extraordinary education from day one, and it is a shame for those who did not get the chance to experience it. Surreal would be an understatement to describe my experience, for nothing can compare to the value of friendship and growth.

Esuh Kang, Cheonggye Free Waldorf School,
South Korea

Zanzibar

Healthier Children Thanks to Better School Meals

»However, these efforts are repeatedly sabotaged by families of monkeys that devastate the beds and trees.«

Seven years after its foundation, the Rudolf Steiner School Zanzibar started the new school year with its five classes (2nd, 5th, 6th, 7th and 8th grade) in January 2020. The school provides a learning environment that is stable by local standards and meets the diverse needs of the 72 children and staff members of the school in Kidichi, Zanzibar. Sönke Bohn, who regularly visits and accompanies the school, gives us his report.

Seven years of developing this school and a largely stable community of children and teachers have created a lot of trust, both internally and externally. From teacher training in Nairobi to intensive local cooperation and most recently also through internships in Europe, there has been and still is a lot of support: a modest but powerful school initiative has completed its first seven years.

But even though this initiative has already developed strong roots, there is still a harsh wind blowing

through the premises: In addition to the particular care taken in hiring teachers and staff - in terms of their willingness to take responsibility, their willingness to learn and their pedagogical skills - and the lack of good classrooms, the school's own nutrition program is also a major challenge.

The school deals with the lack of space by making compromises. The classrooms that were set up ad hoc for official permits can hardly be called charming. They are dark and seem very provisional, but they can also be dismantled quickly, when more beautiful ones become available. Far more charming - but requiring the highest pedagogical skills - is the open-air classroom under the large mango tree. It was sponsored and built by students from the United Emirates. But the school needs more rooms, because a new first grade is to be added as soon as possible. The shell construction for the extension has already been completed - a weatherproof roof, a good floor and, if possible, a veranda are still missing.





While in Europe more children at a school means a higher income for the school, the precarious background of the local children here means that if the number of children increases this merely raises the running costs, but not the school's income. Thus, welcoming a new class always remains a difficult decision, because the promise and responsibility towards the children should last for many years.

In Tanzania, and thus also in Zanzibar, the food situation is often uncertain for a large part of the population, despite fertile soils and favorable climatic conditions. Many people live on the edge of or in poverty. Most of the children who attend school come from just such circumstances. They are predominantly orphans or half-orphans who lack the necessary attention and care within their own community. For them, school is a place of security, non-violence, care and of the development of various cognitive, emotional, and life skills, health and - very fundamentally - nutritional skills.

Through the appeal for donations "school meals" of the Friends of Waldorf Education, a sum of over 4,000 euros was raised, which eliminated the school's biggest worries for several months and also helped improve the quality. The children are given a milk pudding before classes begin, a snack at break time, lunch and always some fruit or an egg for the way home, as the children often get little more than a cup of tea at home. The school initiator already noticed a positive aspect of the good nutrition: The children need to seek medical attention less often.

A long-term goal is to reduce dependence on benevolent donors. In 2019, the school was able to purchase about 250 chickens, which have been populating the extensive school grounds in the shade of the clove, mango and many other trees and perennials since the summer. Of course, the children are involved in the care of the chickens. Collecting the eggs is a firm and joyfully performed duty of a class, the relationship with the animals

is accordingly natural and cheerful. In the kitchen a lot of creativity is now required to make varied use of the eggs. Surpluses - a good 200 eggs are collected every day - were sold in the city, even providing a small source of income.

A further perspective based on sustainability is to employ a gardener to establish the diverse, but sometimes very high-maintenance possibilities (spice cultivation). Moussa Ali Mohamed, class and gardening teacher, has been familiarizing himself with the practice of biodynamic gardening for several years. Additional support comes from the neighboring farming cooperative, which has been working for years with the German project developer and consultant Rudolf Bühler. Thus the 5th, 6th, 7th and 8th grades work on several small beds of their own, for which the extensive school grounds will provide sufficient space for years to come. Various types of vegetables and fruit, but also spices, are grown here. There are for example tomatoes,

cassava (manioc), pumpkin, corn, chillies, avocado, bananas, shoki shoki, coconuts, mangoes, papaya, and jackfruit. Pepper, vanilla, lemongrass, cinnamon and cloves are also grown. In addition to all the educational benefits, these efforts also have the advantage of adding to the school's nutritional program and contributing to the school kitchen. Thus the students of the 5th grade were familiarized with all the steps of tending to, harvesting and using the cloves and were rewarded with a harvest of over eight kilos of dried buds. However, these efforts are repeatedly sabotaged by families of monkeys that devastate the beds and trees.

With this cultivation of the grounds, which lie in the Kidichi Spice Area, the teachers and children are also connecting to the eventful history of the Spice Islands of Zanzibar and are thus making a modest but valuable contribution to the growth and prosperity of the cultural impulse that is school.

Sönke Bohn



Topic

City and Countryside Waldorf Schools between rural idyll and Metropolis



Waldorf Schools in the center of a metropolis are rather rare. Two of the few examples are the Rudolf Steiner School in New York City and the Freie Waldorfschule in Berlin Mitte. Some schools have moved over time from a location within the city center to the outskirts of the city - for example in Tokyo or Manila. The reasons are obvious: a school needs a large piece of land. A Waldorf School, which in most countries has to get by without state subsidies, also needs an af-

fordable plot of land. For many of them moving to the outskirts of the city is a good solution, but they still remain under the influence of the big city, as the students have to make their way through the city to school every morning. On the following pages we report about these schools and about those that were deliberately founded in very rural areas.



above: View from the school gate of the Manila Waldorf School to the capital of the Philippines.

below: Children in the schoolyard of Lesedi School in Madietane, South Africa

Philippines

Between Megacity and Rural Idyll: the Manila Waldorf School

The Manila Waldorf School was the first Waldorf School in the Philippines. Founded in 1994, the school served as the starting point for Waldorf Education throughout the country. About 10 years ago, it moved from the city center to the periphery of Metro Manila. Lorelie G. Tan and Eloisa Belmonte of the Manila Waldorf School describe for us the advantages and disadvantages of moving from the city to the outskirts of Manila.

The Manila Waldorf School is located in Timberland Heights, San Mateo, Rizal. It is about an hour's drive from our former campus in Quezon City, the largest district of Metro Manila (the metropolitan area around the city of Manila). When you cross the city's border into San Mateo, you immediately notice the change from a densely urbanized to a less hectic rural environment. That is where our school is located, on a hill.



We are at the foothills of the Sierra Madre, the longest mountain range of the Philippines. Our school is situated at an altitude of about 300 meters, with a picturesque view of the city. Once you are up there, you feel like you are in a completely different world. It is a world far away from the noise of the streets and the hectic pace of city life. At least for a few hours a day we breathe clean, fresh air. In this natural environment the children experience a treat for the senses. Buzzing insects and chirping birds provide the background for the children's singing, flute playing, busy feet and squeaky laughter. All students from kindergarten to senior school can easily go for nature walks. Sometimes, after a short rainfall, the whole campus is shrouded in a soft mist - a rarity in the city. Young children love to run and play in the warmth of the sun on the green areas and occasionally rest under trees. Even rainy days are a pleasure, as they give the children the opportunity to stomp around in the mud with their boots. The gardens serve as a beautiful backdrop for class games and as a venue for communal events. Clear starry nights with minimal light pollution are perfect for viewing the starry sky as part of an astronomy block. During evening events or class overnight stays on the school grounds, beautiful sunsets set the mood for festive lantern processions and the peace and quiet of the night ensures good conversations around the campfire.

This idyllic environment has become one of the main reasons why parents bring their children to our Waldorf School. The technology-driven, fast-

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paced world to which the children are exposed and the stress it can cause are balanced out - the immersion in nature is undoubtedly good for body and soul. We are fortunate that the health-promoting powers of the Waldorf approach are fully supported by the life-giving forces of nature.

Being in such a wonderful environment presents its challenges. Moving the school was extremely complex and had to be well planned. We wanted to keep our community together and therefore had to erect the buildings for the students of grades 1 to 12 in one go. We ran fundraising campaigns and a loan was granted to finance the construction of the whole campus. Since we are paying off the loan, other things, such as the construction of a much-needed theatre or another building, have to be postponed. We also had to work out a bus system. We are on a hill that has no access to public transport and it is a challenge for many to travel back and forth every day, considering the extreme traffic and the fact that all of the parents work in the city. Unfortunately, this also means that participation in meetings and community activities is lower than we would like. This brings us to the third challenge: to encourage parents to come to the educational programs of our school. These usually take place on weekends, but most parents need to relax on the weekends and shy away from coming to the school because of the extreme traffic and the long distance from their home. A fourth problem concerns the subject teachers: they cannot come the long way for only one lesson per day. So we fill a day with music lessons or a day

with woodwork or art lessons. Fifth: Our San Mateo location is isolated. About 95 percent of our students live outside San Mateo.

Despite the many challenges we are slowly taking roots in our new home. We are trying to make various connections and work with the spirit of the place in many different ways: by attending the local rice festival, getting to know the local crafts, participating in sports activities with schools nearby, visiting institutions that support orphans, the elderly and communities in need, visiting a contemporary museum nearby and taking part in the province's reforestation efforts. There are also committed parents who understand more than ever the transformative impact of Waldorf Education and therefore support our efforts very much. Many have a critical but also hopeful view of the world and realize that it takes a lot to bring about social change.

Lorelie G. Tan, Eloisa Belmonte



We create an environment that is like a home for them and employ well-trained kindergarten teachers who show the children warmth and respect.

The lack of real parent-child relationships is a big difference compared to the children in the city. Children in rural China do not grow up with their parents.

China

»These Children need a Home«

Especially in the rural areas of China there are families who simply cannot afford to have parents and children living together. While the parents go to the cities as so-called migrant workers, the children stay in the provinces with grandparents or other relatives. The Buolomi Kindergarten in Guangdong province is aimed at these children. They enjoy the healthy food and the safe place in a family environment. In an interview, Harry Huang, who founded the kindergarten together with his wife and sister, tells us how the kindergarten is doing seven years after its opening.

When and how did you start the Buolomi Kindergarten?

In the summer of 2013, I visited the village where I was born, in the south of China. There I saw how necessary a Waldorf Kindergarten is for the children. My wife, my sister and I built the kindergarten together in our parents' house - with the help of donations we had received through the Friends of Waldorf Education. During the first two

years, I was able to cover the salary of two kindergarten teachers and the training of another teacher. At the same time I raised the funds for the construction of a building with enough space for two groups. The kindergarten building was completed in spring 2015 and we can now care for 55 children. We have six teachers and one nurse, who works part-time. There are three schools in the surrounding towns that have supported the teachers' salaries over the last four years.

How does the situation of children in rural China differ from the life of children in the big cities?

The lack of real parent-child relationships is a big difference compared to the children in the city. Children in rural China do not grow up with their parents, because the parents have to look for work in the cities. We call these children "left-behind children" because they are left behind in the villages by their parents. Thus, the children are not adequately cared for and usually spend long hours staring at the screens of smartphones, TVs, tablets and computers. From the relatives they live with, they are given only the bare necessities and are not well provided with food. Many children are beaten if they do not behave according to the expectations.

What do children in the rural areas of China need? What can you give them?

Above all, the children in the countryside need a home. They need more care and warmth. At the same time, their parents expect them to learn a lot, although they do not have any resources to do so. We create an environment that is like a home for them and employ well-trained kindergarten teachers who show the children warmth and respect.



What are the biggest challenges the teachers of the Buolomi Kindergarten have to deal with?

The biggest challenge is communicating with the people the children live with - often the grandparents. For them it is very difficult to understand how much their grandchildren benefit from our kindergarten. We have to keep the fees for the care as low as possible so that they can continue to send their grandchildren to us.

What do you need to keep the kindergarten running?

We need steady support for the teachers and for their training. It is impossible to find a trained educator in the countryside. They can only work with us as long as they have small children themselves, who they then look after in our kindergarten. When the children grow up, they have to go to school in one of the larger cities - and so our teachers move. This means that we have to find and train new teachers again and again. We are very grateful for the support we have received from schools in the cities. But due to the financial difficulties of some schools, we have only received financial support for two teachers. We need continuous support in the coming years to be able to continue running the kindergarten. We need 900 euros per month to pay the other two teachers' salaries. This can only be done through donations, as the families can contribute but very little or nothing at all.

Interview: Christina Reinthal



The Guangdong Kindergarten received donations from our fall 2017 appeal "Kindergartens all over the world".



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South Africa

Breathing Fresh Air

In the isolated village of Madietane, on the site of a former homeland, the Lesedi Waldorf School has been working for almost 30 years. It is the only Waldorf School in the province and it makes an important contribution to the fight against poverty in the rural areas of northern South Africa.

The Lesedi Waldorf School was founded in 1991 by Emily Moabelo, who herself came from Madietane. The poverty of her family left her no choice but to leave Madietane and look for work in Johannesburg, almost 400 kilometers to the south. As was often the case during the apartheid era, she found a job as a housekeeper with a well-to-do family. Later she worked in a family with close ties to the Waldorf Kindergarten. She was allowed to take her youngest son with her, who was the only black child attending kindergarten, even though the apartheid laws at the time prohibited mixed-race education as a punishable offence. Moabelo's diligence and talent did not escape her employer, who supported her. Moabelo decided to study at Baobab College in Johannesburg. As soon as Emily held her degree, she returned to Madietane with the aim of doing something about the desolate state of the educational institutions there and founded the Lesedi Waldorf School. "Lesedi" means "light" in the Sotho language. The school is the only Waldorf School in the Limpopo Province and attracts students from different villages in the region. When Emily Moabelo and two other members of the staff, both of the school and of the Federation of Waldorf Schools in South Africa, died in a car accident in 2006, this was a severe blow. The remaining staff continued to work but could not prevent a financial crisis at the school. The Federation of Waldorf Schools in South Africa and the Friends of Waldorf Education together secured the school's existence so that it could continue to serve the children in the surrounding area.

The advantages of the school's location in the countryside are obvious to the managing director Sylvester Msimanga. In an interview with us he explains: "Rudolf Steiner pointed out that children should experience nature directly for good development. The students of Lesedi School live in and with nature. They breathe fresh air, which is not so polluted and are therefore healthier. The children of our school have a lot of space to play. They are able to communicate well with their peers as they are hardly exposed to technology, they are less traumatized and they live in a safe environment. In urban areas many children come into close contact





with crime, some are traumatized by it, which severely impairs their development and their ability to learn. Also, children in urban areas are exposed to digital media and technology much more, and often much too early."

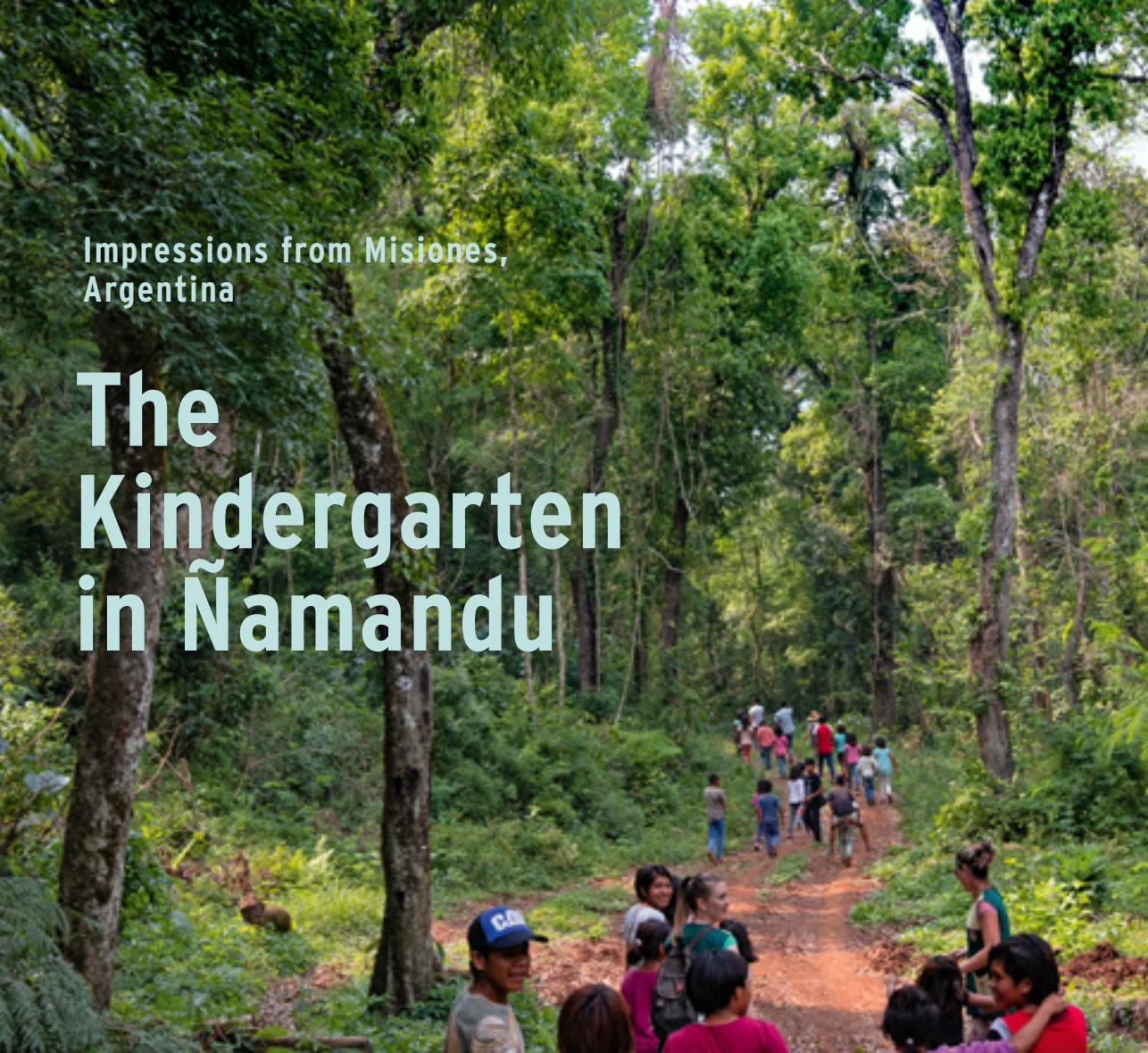
The advantages outweigh the disadvantages for him, but in some areas a school that is run in such a remote location also has its drawbacks. Msimanga explains further: "In the countryside we are far from everything that would be considered "intellectual". So we lack access to libraries - which we need on the one hand to strengthen the children's reading skills but also to be able to do research for project work. We also lack access to materials in the handicraft sector, for example for woodworking and copper driving". As is often the case in schools in rural areas, the way to school is a great

challenge, since many children come from far away. That is why most of the students of Lesedi live in boarding school, supervised by four "Aunties". The daily way to school would be too far for them and most parents cannot afford transportation. It was important to the founder that the school is accessible to all children - regardless of whether they can actually make a financial contribution to the school. This has remained, which is why the school is very dependent on donations from abroad.

Christina Reinthal

Impressions from Misiones,
Argentina

The Kindergarten in Ñamandu



Three years ago, Elisabeth Rybak and Paula Kiefer began to set up a kindergarten in the Argentinean province of Misiones - in a small village in the rainforest - as part of their voluntary service through the Friends of Waldorf Education. They extended their service and were on site for a total of two years. In the meantime, they have put the project into the hands of other volunteers. They were also able to find a teacher to run their kindergarten in the Mbya Comunidad Ñamandu. Together they have achieved a great deal: the kindergarten has become a model for other initiatives in the surrounding area that work on the basis of Waldorf Education.





The fairy tale that you will find in the middle of the newsletter (from page 23) also comes from Namandu.

»The search for knowledge begins
with a sense of wonder.«

Fighting Poverty and Lack of Education



Nana Goebel

Hysteria apparently throws people out of their normal sense of life very quickly. At the time of writing, it has been just one day since the so-called Coronavirus arrived in Berlin, and the first panic buying has begun. Once again the question arises what is really important in raising children and in education. Observing the events, one notices how enormously important are an inner balance of the soul and a healthy ability to judge.

Maybe the expression balance of the soul seems a bit old-fashioned to some people. That may be true and is certainly justified. Since the prime of Greek antiquity, achieving an attitude that is balanced and self-assuring, while also driven by a real interest in the world, has been the goal of every inner development - of adults, of course. The conditions for an adult to be able to lead herself are established in childhood and youth. Of course, it is possible to learn to lead oneself without any prerequisites, but it involves many more obstacles and is much more difficult. So what does it depend on?

"Outcomes-based education" is based on the misunderstanding that education is mainly about obtaining knowledge and skills relevant to a career. Digitization is currently high on the agenda. As a result, high school education is becoming increasingly focused on knowledge transfer and special skills. The educational value of the drama "Iphigenia", of Goethe's tragic play "Faust", of a morpho-

logical observation of animals and plants, of the artwork that are the periodic elements or of the riddles of continental drift, for example, are receding into the background. The sense of wonder is being replaced by explanations. But the search for knowledge begins with a sense of wonder.

The current global events support an attitude shared by many of those involved in education: that once again a paradigm shift is needed, a shift of focus from programs to the child. This change of focus is of course not new at all and has been advocated in Waldorf Education for a hundred years. What I mean here is that the change of focus should not occur without also considering the content and its effect on the psychological state. For the soul is formed by its reference to the world, by what it is concerned with and by what it turns to in inspiration or turns away from in abhorrence. Of course, this is also not new, nor is it a novel approach to reflect on these effects. But the curriculum is more and more oriented towards the useful and less and less towards the educational. And this is where the one-way streets begin, at the latest in the upper grades. And we should change that! In addition, fear is a driving factor and the loss of courage to take risks (see Gert Biesta: The beautiful risk of education. London 2014, or Hanna Rosin: The overprotected kid. The Atlantic, March 19, 2014).

The inspections that can be observed in England, for example, which are increasing every year, are of course also a consequence of embezzlement, neglect and abuse, consequences of social brutalization, and [continue on page 27]



Argentina:
Kindergarten in
Ñamandu, Misiones

12 MONTHS - 12 FAIRY TALES
FAIRY TALE OF THE MONTH:

Ñanderu Sapukai



Freunde der
Erziehungskunst
Rudolf Steiners



12 MONTHS - 12 FAIRY TALES

Ñanderu sapukai



In those days as the world was still being created, heaven and earth had already received their present form and also plants and animals populated the lands. Ñanderu, father of all men and gods, watched the beasts and felt pity for them. For he saw how hard they fought in their daily struggle for survival and the difficulties they had in masticating their food. He pondered for a while how he could best help the animals. Finally he created a heap of teeth. These teeth were very different. There were large and small teeth, sharp and blunt and angular and rounded. They were as different as the animals that dwell on earth. "Ñanderu Sapukai" - he called all the animals to him to give them the teeth. When the call sounded, the jaguar lay not far away in the sun, taking a nap. But he, as king of the jungle, remained ever watchful and pricked up his ears so that he immediately jumped up and ran to Ñanderu. He was the first to arrive and received a set of beautiful, large teeth from Ñanderu. Both pointed incisors to tear up its prey and blunt molars to grind up bones. The next animal to appear was the crocodile. It had lain completely still in the water, hidden behind a tuft of grass, watching Ñanderu give teeth to the jaguar. When the jaguar headed off again, it crawled out of its hiding place as fast as lightning to take a closer look at Ñanderu's newest creation. After initial skepticism and extensive discussions about the best hunting strategies, the crocodile was convinced of the suitability of several razor-sharp teeth. After the crocodile and the jaguar had been given their teeth and Ñanderu sounded his call several more times, all the other animals gradually arrived and received their teeth. Only the armadillo and the anteater did not show up. They were a good distance downstream, between the roots of some huge jungle trees so absorbed in their play that they had not heard the calls of Ñanderu. After Ñanderu had given each animal enough teeth according to its needs, there was one tooth left and Ñanderu sounded his call one last time. And lo and behold, now the armadillo also heard it and came scurrying up. But Ñanderu had only one tooth left. He took this tooth and broke it into many small pieces,



which he then put into the armadillo's mouth. Since then the armadillo has only had crumbs in its mouth for teeth.

After some more time had passed, the anteater arrived as the very last animal. Ñanderu was very sorry, but all his teeth were already distributed, so he had none left to give to the anteater. That is why the armadillo only has very small teeth and the anteater has none at all. Since then, both have had to rummage the earth in search of small animals and larvae that can be grabbed by the tiny teeth of the armadillo and licked up by the anteater's tongue.

The story is from the kindergarten Kyringue'i Aty Ñeoguanga, Ñamandu, Argentina.



Almost three years ago, Elisabeth Rybak and Paula Kiefer started a kindergarten in Misiones in the rainforest of Argentina as part of their voluntary service. The indigenous village of Ñamandu already has a school for the children of the Mbaya-Guaraní culture. The state does not finance a kindergarten for the school. But the small children still come to school. Therefore, without further ado, the two volunteers founded a kindergarten in Ñamandu. Soon, they received help from other Argentinean Waldorf Kindergartens and from Germany.

WOW-Day: Tales

12 Months - 12 Fairy Tales: a campaign by the Friends of Waldorf Education

Around the world in twelve stories in our campaign "12 Months - 12 Fairy Tales". The Friends of Waldorf Education invite their readers on a colorful journey with stories, fables, and fairy tales from all over the world.

This year, as a follow-up to the WOW-Day cookbook, we are publishing a fairy tale from a Waldorf institution worldwide every month on our website. The journey begins in Brazil and leads through Colombia, Argentina, Kenya, Namibia, and South Africa to Georgia, Russia, Moldova and ends in Eastern Europe. You are holding in your hands right now the fairy tale "Ñanderu" from Ñamandu, a village in the Argentinean province of Misiones. We have placed the story in the middle of the magazine: If you like you can take it out so you can read it easily in class, in the playgroup or in the evening at home with your children.

... FIND MORE FAIRY TALES ON OUR WEBSITE

You can find more stories from our collection "12 months - 12 fairy tales" on our website. Since January we have added a new story every month. The fairy tales are available both directly on the website in plain text and as a handy PDF for download. The Friends' campaign runs from January to December 2020 and is aimed primarily at teachers with the warm invitation to use it for teaching and to build a bridge to the world with the help of the stories. But parents and friends can also easily print it out and use it at home.



The fairy tales are illustrated with paintings, chalkboard drawings or photographs as well as with a brief description of the place from which they originate. All twelve institutions need continuous support to enable children from poor families to receive an upbringing based on Waldorf Education.

The idea of a collection of fairy tales was born as part of the Waldorf One World Day, or WOW Day for short. This worldwide student campaign takes place every year and is an event of the Friends of Waldorf Education. On this day, children and young people in Waldorf institutions work directly and actively for a better world. (More about WOW-Day on page 36)

To find the collection of fairy tales please visit:

waldorf-one-world.org/maerchen

they are thus understandable in this respect. But you don't have to throw out the baby with the bath water. Taking risks lets children grow, and children need to take risks in order to recognize dangers and overcome them. Climbing a tree is of course also a risk, but what a wonderful feeling it is when you enjoy the view from above! With the increasing longing for safety in kindergarten and school administrations, which of course prescribe fences and forbid tree climbing and high swings, another step is being taken to eliminate life from learning. And yet it would be just as important to re-integrate life into learning. Then people would not immediately fall into hysteria at the slightest hint of news, but could behave adequately and rationally.

Naturally, the fear of risk-taking also has - global - consequences for the Waldorf movement. Of course Waldorf kindergartens and schools were closed after the Coronavirus appeared, just like all other schools and kindergartens. Suddenly parents had to look after their children themselves all day long, in small apartments, for example on the 18th floor of a high-rise building. The Chinese Waldorf colleagues reacted quickly and organized online courses for parents in which they instructed them on how they could structure the day with their children in a meaningful and imaginative way. At the time of writing, the Chinese kindergartens and schools are still closed.

Another case: For years, it has only been allowed to admit children to a kindergarten in the state of Victoria, Australia, if they have proof of vaccination. Parents' freedom of choice has been undermined for years without any significant protests. In Germany, this is only just beginning, and the highest courts have yet to give their verdict. With regard to the safety hysteria that has been growing for the last ten years or so, Waldorf Schools in England have had to endure a great deal. Every single Waldorf School has been thoroughly inspected - usually unannounced and with several inspectors at once. Unfortunately, the inspectors from the ministry were no longer allowed to carry out this duty. They were replaced by a private com-

School diversity, freedom in education, curricular distinctions are in danger of being completely abolished in England.

pany to which the ministry outsourced the inspections. And this company treats everyone in the same way and by the book. There is no longer any understanding of diversity in education. In a curative education school, an inspector appeared and watched an extremely difficult and aggressive boy who, for the first time in his life, had just spent several weeks putting together the simplest machine and was beaming because it was the first time he had managed to make something himself. The inspector's comment to the teacher: "I can't see how you can verify the progress in mathematics and English." The curative education school received poor grades. Some Waldorf Schools received very bad marks in the field of safeguarding, which was monitored particularly intensively. Safeguarding in England means much more than fences, registration systems, and surveillance cameras. It includes strategy papers on bullying, abuse, parent communication, reporting systems, and much more. And in this field some Waldorf Schools have shown great gaps and made various mistakes. But mistakes are not forgiven at this time. Three Waldorf Academies (an Academy is a school that receives state subsidies), which are subject to much stricter rules than the independent schools, have been closed or handed over to another school authority; the Waldorf School in Wynstones has been closed and the Waldorf School in King Langley closed by itself. We will see where we can help in a meaningful way. School diversity, freedom in education, curricular distinctions are in danger of being completely abolished in England.

Waldorf institutions must continue to fight for diversity in education in the 21st century, because

only in this way can people in their incredible diversity have a chance of finding a school that suits them. This is one of the great challenges. Waldorf institutions will have to reflect on the essence of their pedagogy and don a contemporary dress. This is another great challenge. Internally, they are faced with the task of working together, from the smallest to the largest radius, and creating a conscious connection, with each other, with the societies they are part of, with nature and with the spiritual world.

Such challenges will accompany us in the coming years and they will determine a part of our work here at the Friends of Waldorf Education. Of course, we also have some very pleasant tasks. A few examples: the largest Waldorf School in Central and Eastern Europe is the Waldorf School in Chişinău, the only school of a different educational character in Moldova. In the powerhouse of Europe more and more parents are enrolling their children at the Waldorf School or Kindergarten every year; there aren't enough spots for all of them. If there were more room, three additional kindergarten groups could be opened in fall. 700 students attend the school. There is really no room and it is impossible to obey the law, which requires every lyceum to have parallel classes in the upper grades. There will have to be construction work,

The Waldorf School in Athens, which is still in the process of being built, was informed two months ago that the rented school building had been sold without any prior offer having been made to them. A small economic crime story.

and this is not an easy undertaking for a state school with special status, which is only allowed to use its buildings but not to own them. Nevertheless, we are doing everything we can to ensure that they manage to raise at least 550,000 euros, which is the minimal amount needed in order to finance the extension buildings; the Friends of Waldorf Education are contributing at least 150,000 Euros. The state has once again legally granted the Waldorf School Chişinău unlimited rights of use. We would be happy to hear from anyone who would also like to support the school. There are other similar concerns: The Waldorf School in Athens, which is still in the process of being built, was informed two months ago that the rented school building had been sold without any prior offer having been made to them. A small economic crime story. The result is now that the school has to find a new school building. In order not to experience such a situation again, the school will try to buy



Concert at the opening of the Waldorf School in Athens

a plot of land and construct its own building. Not an easy undertaking, because in Greece non-profit organizations usually do not receive loans. We have been asked if we can offer a promotional loan and support the next steps. This Waldorf School is also a pioneer school and the only Waldorf School in the country. Through our appeal for donations "New Waldorf Schools Worldwide" we were able to receive many donations, which we can now use for the schools described in the appeal and for further new Waldorf schools. And we are very pleased that there are new foundations and initiatives everywhere, in Lebanon and Senegal, in Indonesia and Georgia, in Brazil and Mexico.

Poverty and lack of education cannot be solved in general, but only directly and for specific people. And if this is successful, these people can also help overcome poverty and lack of education in the future. When more and more people are involved, then we contribute to the transformation that was the motto of the Waldorf 100 events: Learn to change the world.

Nana Goebel

From our Work: the Voluntary Services

» I have learned to be even more sensitive to my intuition, to my understanding of human nature and this way I got to know beautiful people and learned beautiful stories. In addition, the relevance of time and space has changed for me, as I have realized how small our world is and how multifaceted our world and its time is.« With these words, Zoe Rentmeister gives a preliminary resume of her experiences from the first months of her volunteer year in Peru. Since the summer of 2019, another 1,600 young volunteers have begun their voluntary service through the Friends of Waldorf Education, like Zoe, both in Germany and abroad.

The work of the volunteer services during the last months was significantly influenced by the fact that our dear colleague and friend Christian Grözinger stepped out of the circle of people who are actively pursuing this task on earth. For over 20 years, Christian Grözinger significantly shaped the voluntary services up until passing over the threshold of death.

Next to the mourning process among his colleagues, we have gradually begun in recent months to take up and continue the developments that Christian Grözinger had already helped to initiate. On the one hand internally, where we are further developing and shaping our cooperation as co-workers, in the spirit of full responsibility and of the co-entrepreneurship of each and every individual: we want to assume responsibility even more as a collegial entity and in doing so we want to structure tasks and responsibilities in a collegial manner.

And secondly, externally, where we are working on the different ways we address the young people whom we want to inspire for a year of voluntary service. These two strands continue to occupy us today.

In parallel to these developments, there was and is a third line of development that is directly linked to the educational mission we are working on with the volunteer services. For the Waldorf 100 centenary year, we, as the team of Voluntary Services,

had resolved to work especially on the pedagogical foundations of our field of activity, on how to accompany young people on their way to becoming young adults, in the transition from the third to the fourth seven year cycle.

We have implemented this by creating a pedagogical space for development, as a place where staff meets weekly to discuss the basics of our daily pedagogical work with young people in the context of their voluntary service. Together we consider and relate to aspects of the General Knowledge of the Human Being, just as we have dealt with questions of perception and self-development as a group and individually. We are continuing this work within the space for development this year as well.

The pedagogical retreats at the beginning of each year already have a long tradition. Here, people who work in the voluntary services in and outside the Karlsruhe office come together for several days. This year's retreat was directly linked to the work within our weekly space for development: we looked more closely at Rudolf Steiner's statements on the practical training of the mind. We were fortunate to be supported in this work by Florian Oswald, Director of the Pedagogical Section at the Goetheanum, and by our executive board members Nana Göbel and Andreas Schubert.

Now we hope that these activities will create a resonance in our support of the young volunteers.

Claudio Jaxx

From our Work: Emergency Pedagogy

A year ago, Cyclone Idai swept across southeast Africa and claimed many lives. Hundreds of thousands of people still depend on aid. It is especially difficult for children to come to terms with what they have experienced. In December 2019, another five-member international emergency pedagogy team set off for Mutare in Zimbabwe to conduct training in emergency and trauma educa-

tion in cooperation with UNICEF. In addition, workshops were held on psychoeducation, experiential education and art therapy.

An emergency education team was also deployed in Uganda in early December. In Palorinya, the second largest refugee settlement in the country, the children's charity Global-Care is supporting a secondary school, which has been in existence since 2016, to provide refugee children with a stable educational situation and a safe environment. As partners of the children's relief organization, the emergency educators have conducted theoretical training and practical workshops for teachers of this school and other surrounding schools. In addition to psychotraumatology and emergency pedagogy, further pedagogical topics were dealt with, especially in connection with disabilities. Two colleagues from the Waldorf-Kakuma project in Kenya and a theatre therapist from South Africa led the workshops.

In January of this year, further training courses were already held in Colombia. To find out more about the project please see page 34. In Germany, too, numerous dates have already been fixed for the module training.

From June 5 to 7, the Emergency Pedagogical Annual Conference will take place again, this year under the title "Trauma and Disability - Emergency Pedagogical Aspects for People with Disabilities". It is unavoidable that everyone lives through stressful or threatening experiences; and everyone processes these stressful events in very different ways. However, people with disabilities are exposed to a higher risk of having stressful experiences and being traumatized by them, due to various factors. We want to approach this topic at the next annual conference, especially from an (emergency) educational point of view. Further information and the registration form can be found here: www.freunde-waldorf.de/nfp-tagung.

Reta Lüscher-Rieger



A Year Full of New Experiences: Volunteering in Europe

The European Solidarity Corps is a new program for young people who wish to carry out a voluntary service in an EU or EU partner country neighboring the EU. The Friends have been a partner organization in this program for three years.

During their voluntary service young adults between 18 and 30 years of age spend 10 to 12 months in a Waldorf Kindergarten or a Waldorf School, in a curative education or social therapy facility in one of these countries. Voluntary service not only offers the opportunity to help others. The volunteers gain valuable experience for their further personal and professional life. It is a year of orientation, of self-discovery and of getting to know professional opportunities. In this way, the volunteers have an encounter with Waldorf Edu-

cation and the anthroposophically inspired fields of life.

The volunteers receive an extensive support program in the form of seminars to prepare them for their service and to reflect on their experiences. In addition, language courses in the respective national languages are offered and the volunteers' own language skills are significantly improved. The Friends and local partner organizations accompany the volunteers during the entire service.

Volunteers from these countries - from the EU and from neighboring partner countries - can also come to Germany to work in one of our deployment sites.

If you would like to learn more about the possibilities of volunteering - in the EU or worldwide - please visit our homepage.

We are also pleased if volunteers from abroad are interested in the European Solidary Corps program. Thanks to the program's generous budget, we can help them to finance accommodation and meals. Please contact us directly! Contact: esk@freunde-waldorf.de.

Dr. Sören Schmidt

My Year in South Africa

My name is Jonas Schwalenberg and I spent a volunteer year with seven other volunteers at Camphill Farm Community in Hermanus. To anyone who is considering a year abroad, I can only say: do it! For me this year was the step out of school and into real life with all its challenges. I am very grateful to my sponsor, the Friends of Waldorf Education: how they led me me step by step; the various seminars and the support - whenever necessary and as far as possible - this cannot be taken for granted.

When I was picked up in Cape Town in late August 2018, I hoped the car journey would not end because I was nervous about what to expect. Then, finally, we arrived. As the car drove away I stood there, with my suitcase, alone in a foreign country in an environment unknown to me. I felt small, 10,000 kilometers away from home, completely on my own. The entrance to my house, called "Cinnabar", was a long walk into the unknown. But passing through the front door, all tension fell off of me. The housefather was waiting for me and talked to me briefly. We became very close and I am grateful to have got to know him. My room was not very inviting at first: cold stone tiles, a huge empty room, a few cows in front of the window. Shortly afterwards one of the residents came. She brought me a coffee, showed me a little bit of the house and I got to know some of the other residents.



**I feel like I'm looking
at real life for the
first time now.**

From that point on, Cinnabar became my home in South Africa. Although it was often stressful, and my fellow volunteer Leonie and I had challenges to meet (I'm glad I wasn't alone), I got the feeling of really being needed, wanted and loved. This feeling arose after a short time. The intensive connections I have built up with the residents are something very special, because these people are special. The feeling is comparable to the familiarity of a good friend or family member and yet different.

In the workshops I felt very comfortable, apart from occasional difficulties. I was in the "herb garden" and the "egg garden". In the "egg garden" I felt a sense of belonging. I was part of the network that keeps it running, the residents here are among my closest confidants. In the "egg garden" there is also a sofa, with a view of two of the mountains near Hermanus. Whenever I felt bad, in the evening after the workshop, I sat down on the sofa and watched the sun set. The mountains glowed orange, the clouds in the sky became red and pink and bluish. The day was over and it was time to rest. These mountains, in the evening mood with the setting sun and the calmness that comes with it, became so important to me that I had them tattooed as a line on my left ring finger in Hermanus. I also planted an almond tree in the garden. It is facing towards my mountains. First it turned brown and looked dried up, and so was my mood. But towards the end of the year it grew leaves and a blossom, it has overcome the hardship and is the winner.

My year was full of special moments. There was "Dancing with Volunteers": Every Sunday we danced and played for an hour with the residents. Or Hendrik, with whom I stood leaning against a brick wall behind the house each day after lunch, listening to his stories. The many community events, picnics on the meadow, but also Christmas on the beach with



my volunteers, or countless evenings at Barney's, our regular bar. I will miss the sea, it was with me all year round, and we often went to the cliffs or to the so-called "Camphill Beach".

That's what made this year special for me: Little moments in everyday life that I had not expected, but which gave me joy and a smile. The feeling of being accepted and liked as I am, of not having to prove anything and of not having to pretend. All of this gives me strength to this day.

I feel like I'm looking at real life for the first time now. I have gained experience and learned to go through good and bad challenges. Master the bad ones and enjoy the good ones. I feel ready to start into a new phase of my life and I am looking forward to shaping it with my hands and my strength.

Jonas SchwaLenberg



Colombia: peace work through emergency pedagogy

For 50 years Colombia was dominated by armed conflict between the government, left-wing guerrilla and right-wing paramilitary groups. In 2016, a peace treaty was signed with the guerrilla group FARC, but violence in Colombia continues. Emergency education supports the peace process with specific measures.

Jaime is 14 years old. Together with his little brother Raúl (12) and his mother Júlia (31) he lives in a small corrugated iron hut in Ciudad Bolívar. Ciudad Bolívar is a poor district in Bogotá, which is characterized by violence, crime, drugs and lack of opportunities. The hut of the small family is located in the outskirts of this neighborhood, which is situated in a valley and on the unpaved slopes of a green garbage dump. On a very dirty path we reach the small house of the family. There we talk to Jaime and Júlia, who cries as she tells us the story of her family.

Four years ago, they moved to Ciudad Bolívar, fled from the violence of her husband. He had abused and beaten them for years. Jaime tells us that he often woke up at night because his father had screamed and his mother had cried. When the father in his violent outbursts attacked him and his brother more and more often, his mother decided to leave the father. Secretly they disappeared with some belongings. First the family stayed with an acquaintance. Fearing that the father might follow them, they finally had to leave the city. After further failed relationships with men that were marked by violence and abuse, Jaime's mother was forced to make a living for her family through prostitution.

In Ciudad Bolívar, Jaime and Raúl visit a school and go to afternoon care, where they receive emergency pedagogical support from our local partners.



Jaime tells us that he often woke up at night because his father had screamed and his mother had cried.

In this protected environment they can cope with their painful experiences. The psychological wounds are allowed to heal slowly. But how long they can stay in Ciudad Bolívar is uncertain. The city council wants to clear the entire area, allegedly to protect the population living there, as the numerous huts and houses are threatened by landslides that could cause them to fall into the valley.

The story of Jaime, Raúl and their mother Júlia is just one of many that we have heard in Colombia. But it is the individual fates that underline the dimension of the problems in Colombia and make the work of emergency pedagogy so important around the world.

Since 2012, we have been working with various partner organizations in Colombia, preparing the ground for the establishment of an emergency- and trauma-pedagogical competence center to provide long-term psychosocial support to children, young people and adults affected by violence, poverty and war. In cooperation with the German Federal Ministry for Economic Cooperation and Development (BMZ), the systematic development of cross-regional disaster prevention through emergency education is to be made possible. Our partner organizations have already been given comprehensive knowledge of emergency and trauma education concepts in international training courses to promote work with affected children and young people in educational,

therapeutic and medical facilities. The previous trainings were combined with project visits.

One implementation partner of the planned project is the Hospital del Valle in Cali, which Bernd Ruf visited in January together with other emergency educators. Here, young people with bullet or knife injuries are supported both medically and psycho-socially with the methods of emergency education. Not only in Cali, but also in Medellín and Bogota, traumatized young people are to receive emergency educational support in educational, therapeutic and medical facilities. A further aim of the project is to provide psychosocial support to former combatants and people traumatized by war, thus enabling them to be rehabilitated and reintegrated into Colombian society. This also contributes to improving the social situation in Colombia.

Larissa Küllmar

Looking back on WOW-Year 2019

WOW-Day for an Entire Year

2019 was WOW-Year. All over the world, we celebrated the 100th anniversary of Waldorf Education together. On this occasion it was possible to organize a WOW-Day in 2019 throughout the year. There was no regular campaign period from 29 September to 29 November. So far we have registered 91 institutions in 19 countries that participated with colorful activities. And we are still getting informed of further events, so we will present the final tally in our autumn issue. In this issue we report on selected campaigns from WOW-Year. We were particularly pleased about the cooperation with the W100 relay race, where an additional 25,084.12 euros were raised.



ESTLAND

PÄRNU WALDORFKOOL AND PAULIINE WALDORF KINDERGARTEN

The Pärnu Waldorf School is one of ten Waldorf Schools in Estonia. In 2019 the school community took part in WOW-Day for the first time. The school community organized an Advent market together with the kindergarten.

"In November, we had several preparatory workshops at school for parents and children, where we made many handicraft products: furniture for puppies, paper lanterns, woolly angels," recounts Waldorf100 coordinator Monika Lelle-Haav. The cafeteria also sold cakes, soups, tea, coffee, sweet and savory food - all made by parents and grandparents. The raffle, in which the main prize was a wooden dwarf house, was particularly well received.

"Our school is still very small," explains Lelle-Haav, "we started teaching in 2013. At the moment we only have seven classes, but we are growing by one more every year. In the Waldorf Kindergarten Pauliine there are 30 children." There are not enough musical instruments, sewing machines and wooden tools for all of the classes. At the Advent market, the community raised money for its own needs. At the same time it was an important concern to think of others. With their activities they supported the work of Waldorf educational institutions worldwide.

SLOVAKIA

SÚKROMÁ ZÁKLADNÁ ŠKOLA WALDORFSKÁ

For three years now the Waldorf School in the north of Bratislava has been taking part in WOW-Day. In previous years the school community donated the proceeds from the buffet for the sixth grade to Waldorf institutions around the world. In 2019 the school community organized a workshop on the market where children could try out various artistic and craft activities.



"For years I had wanted to take part in the Waldorf One World Day campaign of the Friends of Waldorf Education," recounts Slavomír Lichvár, class teacher at the Bratislava Waldorf School. "Since Nana Göbel repeatedly stressed that no contribution is too small, we began our involvement in 2017."

In 2019, the school participated in the local market's campaign and looked after several waste-recycling points. Inspired by the W100 motto "Act locally, affect globally", the seventh grade took responsibility for six waste-sorting points. In addition, the seventh grade students also performed a puppet show. A creative workshop with wood rounded off the colorful program. Here, visitors could test their strength and, with the help of a small handsaw, cut a piece of wood from a large block, which was then smoothed and painted as a honeycomb.

"In addition, there were many nice discussions around the market", says Slavomír Lichvár, "we are happy to be part of the worldwide event and hope that this impulse will grow even bigger in the coming years"

GERMANY

COOPERATION

WALDORF100 RELAY RACE

Over 160 schools took part in the nationwide relay race of the Independent Waldorf Schools. The aim was to enable German schools to network and to collect donations for school meals in impoverished regions of the world. The relay race was one of many projects to celebrate the 100th anniversary of Waldorf Schools in cooperation with the WOW-Year.

„Der Staffellauf war ein voller Erfolg. Mehr als "The relay race was a complete success. More than 4,000 students from kindergarten to high school seniors took part," said Rafaela Elsler, project coordinator of the race. The run followed four routes through the Federal Republic of Germany for 15 months. In the process, over 8,000 kilometers were covered. Adding up all the participants, this gives a distance of 75,000 kilometers. The relay batons were brought to the individual stage finishes on foot, by bicycle or over water.

In the course of the relay race, 25,084.12 Euros in donations were collected, which help numerous schools to provide their students with a healthy school meal. "We would like to thank all the schools that took part in the campaign," emphasizes Jana-Nita Raker, WOW-Day coordinator at the Friends of Waldorf Education of Rudolf Steiner. "Thanks to the donations, we enable a large number of schools to buy fresh food. A warm meal benefits above all the children who are not sufficiently provided for at home".

The Association of Independent Waldorf Schools and the Friends of Waldorf Education invite you to continue your sporting commitment in 2020 and to organize sponsored runs for school meals throughout Germany.

You can find more information about the sponsored run at:
www.waldorf-one-world.org



WOW-DAY 2020

„Your day, your activity!“ is the motto of the 2020 campaign. The next WOW-Day will take place between 29 September and 29 November 2020. We warmly invite all students, teachers, and parents to organize a WOW-Day and be a part of this global campaign.

For more information please go to:

www.waldorf-one-world.org

Follow us on Instagram and become part of our international Community: @waldorfoneworld

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- 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.

name, first name

street, house number

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

place, date, signature

→ Bank Account for Donations

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

→ 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.

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They are not concerned that the "students" of the institution (all ages from child to adult) have to do or produce something (which can be sold later). They should feel loved and be happy.



Something very special:

From educational sponsorship to voluntary service

For more than ten years, the Spelge family has been an educational sponsor through the Friends of Waldorf Education. Time and again, we are pleasantly surprised to learn how lively and real friendships develop through the idea of educational sponsorships. For "Waldorf Worldwide" Andreas Spelge reports on his family's experience with the educational sponsorship, which led to his daughter's voluntary service and finally to a personal visit to the institution.

My wife and I have been supporting educational institutions in Medellín, Colombia, for a long time through the Friends of Waldorf Education. First we took on an educational sponsorship for a girl the age of our daughter at the Colegio Isolda Echavarría Waldorf School, but that ended when our sponsored child left school. Then, at the suggestion of the Friends, we transferred our sponsorship to the ARCA Mundial institution for people with disabilities and since then we have been supporting it.

In the meantime, our daughter had also left school and decided to go abroad and do a voluntary social year there. She was given the opportunity to do this in Medellín at the Colegio Isolda Echavarría School and to live and work with the mother of the child we used to sponsor. At the beginning of her time there, she was also able to get to know our sponsored child - her guest sister - as had been her wish for years. Towards the end of her year abroad, we visited our daughter in Colombia and it was a wonderful opportunity to get to know the family and the institutions we have been supporting for a long time. Our daughter learned an incredible amount of new things during this year and gained valuable ex-





periences; and we had the opportunity to see where our donations went. I must say that the personal bond with our sponsoring family is something very special, which certainly cannot be transferred to all recipients and donors. But I found it nice to see how much of an effect our donations have and how donations can lead to the development of personal relationships.

We also had the opportunity to visit the ARCA and to get to know its founders and idealistic sponsors, Sandra Dominguez Rendon and her husband Juan Restrepo Florez. They gave us a very warm welcome and gave us a detailed tour of the whole institution, with exciting stories about all parts of the workshops and rooms. Unfortunately, there were no students present at that time, as they had the day of off when we visited. But Juan also told us about the history of the institution with such passion and warmth that we could feel how much it means to him. I could not really understand him, however, but was dependent on the translation of our daughter. They are not concerned that the "students" of the institution (all ages from child to adult) have to do or produce something (which can be sold later). They should feel loved and be happy. Of course, most of

them come from disadvantaged families, so that they can hardly make any financial contributions to the institution, which is why ARCA Mundial depends on donations to enable people with disabilities to lead a dignified existence.

Andreas Spelge

We would be thrilled if this personal report from the Spelge family inspires other people to become educational sponsors for an institution supporting people with disabilities. We are trying to support not just ARCA Mundial, but also other curative-educational initiatives in South Africa, Russia, and Lebanon through educational sponsorships. Read more about educational sponsorships on the following pages.



The children developed their own games, learned new words such as "please", "sorry" and "thank you".

Educational Sponsorships

The Escuela Caracol Kindergarten in Guatemala

The Escuela Caracol is a school that has set an example. At first it was the only school in the region that taught the Mayan language Kaqchikel in addition to Spanish. State schools gradually followed this example. Since Spanish has been the sole language of instruction in Guatemalan schools, children from indigenous population groups are severely disadvantaged in the school system. The Waldorf School in San Marcos La Laguna changed this from the very beginning. The school also has a kindergarten - we are now looking for educational sponsors for the youngest kindergarten group.

At the beginning of the school year, the new children of the kindergarten still seemed very shy and it showed in their faces how nervous they were in their new environment. Some children came with their fathers in the first days, others with their mothers and some even with their entire family. Little by little, their teacher created a stable rhythm, which is now reflected in the children's security and confidence. The children developed their own games, learned new words such as "please", "sorry" and "thank you". Soon they noticed the changes these words brought about and they grew together to form a friendly and harmonious group.

"Every day we prepare the food together and I watch the children enjoy and appreciate the food. We have fun washing the dishes by singing traditional songs together," says the early childhood teacher who looks after the children every day, and continues: "Shyness and nervousness have turned into smiles and happiness. Personally, they have grown close to me with their joy and affection. Working with their parents and getting involved is very fruitful for all of us."

Educational Sponsorships

Dear Educational Sponsor,

With an educational sponsorship for a school class or a child you enable a Waldorf School to take in more children from financially challenged families. This is a great help for the children and their families and it enriches the school community as a whole. In most countries Waldorf Schools do not receive any state support and parents often cannot afford the school fees. Schools that strive to accept all children regardless of their parents' economic situation need our support.

You are free to choose the amount of your donation, because every contribution helps. The full school fee per child is usually between 35 and 200 euros per month. As an educational sponsor you

will receive a photo and a letter or short report from your sponsored child or class twice a year.

We would be pleased if you would like to take over an educational sponsorship! Simply fill out the form "Donate and Help" (p. 50) and indicate the name of the child or the sponsored class as well as the school. Every educational sponsorship is a special one. If you have any questions or requests, we look forward to a brief personal discussion in advance.

Fabian Michel & Aimo Hindriks
Tel. + 49 (0) 30 617026 30
sponsorships@freunde-waldorf.de



HUNGARY

Gödöllő Waldorf School

Magdalena (8) is a warmhearted and thoughtful girl. She loves to sing, play the flute, make jokes and jump on the trampoline. She often invents her own fairy tales, which she plays for her friends as a puppet show. Her caring nature greatly enriches the class community. The whole family is closely connected with Waldorf Education. Her mother has been teaching needlework, Bothmer gymnastics and music since 2002 and is an after-school care teacher in Magdalena's school.



HUNGARY

Újpest Regional Waldorf High School in Budapest

Emma (14) lives with her two older sisters and her parents in a small village near Budapest. Her eldest sister was also a student at the Regional Waldorf High School in Budapest and is now studying psychology. With great enthusiasm Emma is learning German, Spanish and also English at school. Emma has voice lessons twice a week, which she always looks forward to. In her free time she likes to go bouldering with her friends.



KENYA

Mbagathi Waldorf School

Maxwell (11) is a happy and healthy boy who enjoys going to school. He lives together with his mother and his older sister in Olekasasi on the riverbank, about one kilometer from school. They live in a corrugated iron house, without running water and without electricity. Maxwell's father died shortly after his birth and his mother was ill for a long time, so she could not work. She cannot afford the school fees.



RUSSIA

St. George School in Moscow
Vanya (16) is very optimistic. With his strong will and positive energy he masters difficulties and challenges. He likes to play theater, dances very expressively, and likes to paint. His great wish

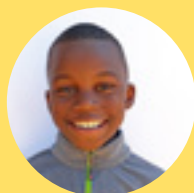
is to become a sailor, like his late father. Vanya lives together with his mother and grandmother.



PHILIPPINES

Gamot Cogon School
Gie-Ann (7) and her younger sister live with her parents in a bamboo house near school. Their parents have no permanent employment and work as agricultural workers during the harvest

season. They cannot afford school fees. Order and cleanliness are very important to Gie-Ann, both in the classroom and when designing her exercise books. She enjoys painting, needlework, and music. It costs Gie-Ann a lot of effort to speak freely in front of the class.



SOUTH AFRICA

Imhoff Waldorf School
Elijah (9) has been attending the Imhoff Waldorf School since kindergarten and originally comes from Zimbabwe. Nothing is as special as Elijah's radiant smile, with which he greets everyone

every day. No task is too big for him and he loves to be the center of attention in every activity. His exercise books are always full of his unique imagination and of his understanding of the subject. He lives with his mother, father and two brothers in Masiphumelele, a poor township near Fishhoek.



SOUTH AFRICA

Zenzeleni Waldorf School
Chulumanco (10) lives in Khayelitsha. Every day she and her brother, who attends the kindergarten, come to school by bus. She is always looking forward to the mathematics classes, because she is very good with

numbers. She is a rather reserved girl. In her free time she likes to play the recorder, which she greatly enjoys in class as well. When she is back home, she does her homework and then meets up with friends to play.



POLAND

Janusz Korczak Waldorf School
Tomasz (8) is from a family with many children. He has three brothers, all of which also attend the Waldorf School. Tomasz likes going to school. As he is always

funny and likes to laugh, he is a popular playmate with his friends. His favorite subject is mathematics and loves riddles and puzzles. He likes animals. When something happens in the schoolyard with a bird, an ant or a spider, everyone calls for Tomasz and he takes care of it right away. His parents cannot pay the full school fees for all four children.



LEBANON

Step Together Association
Ghaya (18) lives with her parents, her brother and her sister. The parents do not have an easy life as freelance journalists in Lebanon. Ghaya feels comfortable at school and is popular in

her class because she is very kind and helpful. She has a neurological developmental disorder, resulting in, among other things, difficulties in writing. She remembers information and words quickly and learns English with enthusiasm.



UKRAINE

Waldorf School in Dnipro
Makariy (8) is a cheerful, empathetic boy. In class he is active and diligent, and during the break he likes to play tag. Makariy dreams of becoming an inventor; at home he likes to tinker. His favorite subjects are handicrafts

and sculpting. In 2014, he had to flee with his parents and his two siblings from their embattled hometown in Eastern Ukraine. The five of them moved in with Makariy's grandmother, who lives in a two-room apartment and has been a class teacher at the Waldorf School in Dnipro since its foundation. As fugitives, they are just about able to survive, but cannot pay a contribution to the school.

IN A NUT SHELL

WALDORF IN ANGOLA

In February, the National Institute for Education Research (INIDE) hosted a lecture on literacy and learning to read and write in Angola's primary schools. The talk was held in the capital of Luanda. António and Tetiana Bazola also participated, who jointly founded and developed Angola's only Waldorf School in Cabinda. Also present were representatives of the Education Panel of the Angolan Parliament such as the Minister of Education Ana Paula Tuavanje Elias. António Bazola took the opportunity to talk to the Minister and presented her with the book "100 Years of Education towards Freedom" (photo) published by the Friends of Waldorf Education. In the book, 67 Waldorf teachers describe the development of Waldorf Education in their country. António and Tetiana Bazola also contributed a piece about the Waldorf School in Cabinda. In dialogue with the National Institute for Education Research, they aim to see Waldorf Education in Angola strengthened and recognized by law. The current government in Angola is working to improve the school system. At present the minister, Ana Paula Tuavanje Elias, is campaigning for regular and guaranteed school lunches - this is especially important in view of the high poverty rate and rising cost of living in Angola where, according to official figures, over 36 percent of the population live below the poverty line.



FIRST WALDORF SCHOOL IN VIETNAM REGISTERED BY THE AUTHORITIES

24 Waldorf Kindergartens work together in the Steiner Waldorf Association Vietnam (SWAVN), founded in 2017. While Waldorf Kindergartens have been established in Vietnam for more than 20 years, only in the last five years have a few small Waldorf Schools opened. Because of the restrictive regulations in Vietnam, Waldorf Kindergartens and above all Waldorf Schools face great difficulties time and again. For example, toys made of wood or cloth are banned because they are considered unsanitary. It is difficult for schools to connect the Waldorf curriculum with the compulsory state curricula. Nevertheless, the first Waldorf School in Vietnam, which up to now has been teaching Grades 1 to 4, has succeeded in being registered by the education authorities. This is a great step towards the further development of Waldorf Education in Vietnam.



LEBANON: CURATIVE EDUCATION INSTITUTION IN NEED

Last autumn and winter, people in Beirut rallied against the work of the Lebanese government and the country's catastrophic situation. In recent years, the economic situation in Lebanon has deteriorated continuously. The government is not able to solve the substantial problems of infrastructure and supply; the national currency, the Lebanese pound, is experiencing a sharp depreciation with respect to the US dollar. These problems also affect the Step Together project in Beirut, which runs a curative education school and a social therapy center. For more than a year there have been no state subsidies for

the institution, so that it is now completely dependent on donations. Further support is urgently needed in order to be able to continue to care for the people in need.

WALDORF WORLD LIST 2020

The latest version of this list of all the Waldorf Schools in the world will be published in May 2020. In the Waldorf World List you will find the addresses of all Waldorf Schools, Waldorf Kindergartens, Waldorf Associations and Waldorf teacher training centers worldwide. At least once a year we update the list and publish it as a PDF on our website. For more information please go to waldorfweltweit.org.

DONATING EDUCATION FOR THE FRIENDS OF WALDORF EDUCATION

The so-called Bildungsspende is one of the most successful charity buying platforms in Germany. You can help at no extra cost while shopping online. The user shops as usual and selects an institution or project, which will then be financially supported with the money from the shops - for example the Friends of Waldorf Education. With just a short stopover on the website bildungsspende.de/freunde-waldorf, you too can donate to the work of the Friends when shopping online at no extra cost.



HEBET E-NILE: CONSTRUCTION IN PROGRESS

After the kindergarten rooms of this rural school near Luxor were completed some time ago, construction on the school classrooms began in summer. "As with the construction of the kindergarten, the excavation pit was immediately filled with water," says Nathalie Kux, the school's initiator. But the problem was solved so that in all probability the first four classes of the primary school will be able to move into the new building for the coming school year.

Dear readers,

Most of the articles you can read in this issue of "Waldorf Worldwide" were written before the Coronavirus made its way around the world. Shortly before this issue went to press, countless schools and kindergartens on all continents of the world had to be closed for several weeks. In March, according to UNESCO, more than 1.5 billion young people had no access to educational institutions. A drastic change for everyone involved: many parents now not only have to look after their children - often while they work themselves - but also have to help them study. For many, this is certainly a great challenge, but also an opportunity to establish a new connection with their own children and to gain additional insight into the work of teachers. Also the Dublin Steiner School, which we were able to help a little during the difficult founding phase through our last appeal for donations "New Waldorf Schools Worldwide", had to suspend schooling. The Waldorf School in Zanzibar, on which we report in this issue on pages 8-10, also closed down voluntarily and provided the children with learning packages for home use. It is already apparent that the school closures and the other

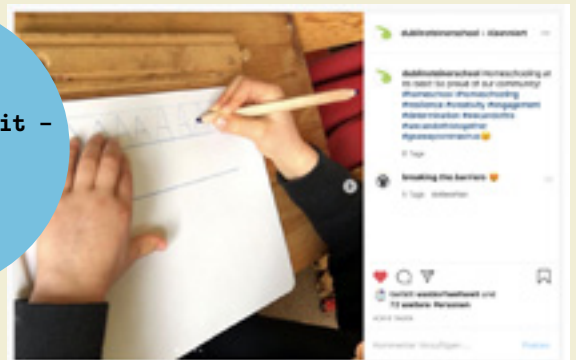
measures that had to be taken to halt the spread of the virus are affecting the Waldorf Schools that we support. Many will have to reckon with a decrease in parental contributions and other financial losses. We would like to help them with our next appeal for donations "Mitigate the consequences of the Corona crisis". You can find further information on our website waldorfweltweit.org and in our e-mail newsletter "Keep up with the Friends".

The next issue of "Waldorf Worldwide" will be published this autumn. Until then I wish you all the best. Stay healthy!

Christina Reinthal
*Head of Public Relations
of the Friends of
Waldorf Education*
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**#waldorfweltweit -
the Social
Networks:**



Forwarding 100 % and financing our work

Since 1971, we have succeeded in forwarding abroad 100 percent 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!**

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