One impulse, many perspectives

**WOW-DAY**  Projects in South Africa and Peru
**ISRAEL**  El Zeitoun Arab Waldorf School
**RUSSIA**  A portrait of three institutions
Since 1976, the Friends of Waldorf Education promote Waldorf schools, kindergartens, social therapy initiatives, curative education facilities and social initiatives in general. Our goal is to open up new educational opportunities to people around the world. We have been pursuing this task quite successfully. So far we have supported more than 600 facilities around the world by forwarding donations and through our volunteering program.

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

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

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

Before I joined the Friends of Waldorf Education this spring, I was employed at the Montreal Waldorf School in Canada working for the school development team. There I witnessed with great interest, how the Waldorf impulse was implemented in a quite different way than what I knew from my Waldorf school experience in Germany. The “Art of Education” or the pedagogical approach was the same. Teachers and parents, however, picked up the local social and political circumstances. While the students also recited the morning verse at the beginning of each day, the classes had to be adapted to the realities of a bilingual society in North America.

When I started working with the Friends, my interest grew stronger to find out how other Waldorf institutions worldwide manage to implement the basic impulse of Waldorf education and adjust it to fit their own culture-specific environment. In this newsletter we would like to present some examples: How does a small Arab school prevail in a society that is extremely critical towards alternative pedagogical approaches? And how do they manage to peacefully include children of Muslim, Jewish and Christian faith? How do you start a Waldorf school in Northeastern Thailand? We briefly introduce the Montreal Waldorf School to you as well.

Furthermore, in our “portrait” section we would like to present three Russian Waldorf institutions: a small school with kindergarten in Moscow, a teacher training seminar and a curative education facility. These versatile organisations can be seen as examples for the Friends of Waldorf Education’s work areas. We also provide you with sponsorship details, our main topic of the previous newsletter. In addition, we present a German school, partnering a South African school and we give feedback on WOW-Day 2012.

I hope you enjoy reading this newsletter issue!

Yours,
Jennifer Hille

Managing Director Nana Göbel

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From our work

In the “New Scientist Magazine” from 31 July 2013 there is the following story in a report on a programming course for kindergarten children: Lorna is 4, going on 5. I’ve never met her before, but her eyes light up when she sees me. She rushes over, blonde curls bouncing. “I’m going to sit on you!” she declares. I demur, so she climbs into the chair next to me. “I weigh forty pounds!” she exclaims. I hand her the iPad I’m carrying and the silliness melts away in an instant.

So, a four-year-old girl is thrilled about the interest of an adult and wants to climb on his lap, which is rejected. Instead she gets an iPad and the adult is pleased to note that the child shows an entirely different behaviour. Later the text mentions how successful this programming course is and how it helps children with more than just computing. The article concludes by stating that in the UK, the Department for Education is now looking to address the lack of programming taught in schools with a mandatory program starting in 2014, through which children will learn the basics of programming at the age of 5.

Are we really still talking about education or only about drilling? No one will doubt that one can also drill children and yet any serious person would consider this a violation to the integrity of human dignity. It seems to become increasingly clear that we can no longer rely on the ideals of education based on human dignity, but we must fight for them with all our strength.

How relevant this situation is, can also be seen for example in Dubai, where children begin their education at age 4. The schools, when regarded as particularly good, are equipped with plastic furniture, plastic grass floors and plastic trees. Furthermore, teachers write on electronic signboards, so-called digital whiteboards and schools are ranked higher, the better its students score on the annual examination. To pass the exam children have to memorize the content beforehand.

Initially, there were people interested in setting up a Waldorf school in Dubai. Their interest ceased, however, when they realized that a Waldorf school is a non-profit concept and not a private school, earning the founders money. Unfortunately, as in the above example, this situation is about the expectations of adults and not about children’s needs.

Children usually have high expectations towards their adult teachers, who could prepare themselves by repeatedly gathering new strength and input to reach out with renewed interest to the children and match their expectations. The summer conference of the IAO in Riga was such an opportunity. About 200 teachers from Central and Eastern European countries attended the event. Through artistic practice they got themselves moving again and at the same time celebrated the 21st anniversary of the Latvian Waldorf school movement. The highlight of the conference was undoubtedly an excellent Eurythmy performance by the Budapest Eurythmy School.
Call for donations for Hungary and Spain

Already in the spring newsletter I have reported on the situation in Spain and Hungary. Given the difficult circumstances, we had also released a call for donations for these two countries. Unfortunately there was not much of a reaction; why, we did not quite understand. Independently, the El Tiller Waldorf School in Barcelona has tried to save money, in order to pursue the planned construction and relocation and to establish grades 7-10. Additionally the school has decided to buy only part of the property.

The initiators of the regional High School in Budapest-Ujpest (Hungary) are busy renovating their building in order to open in time for the new school year. We visited the new School and were delighted with the cooperation of the four Waldorf schools in Vac, Gödöllő, Rákosmenti and Pilisszentlászló. All four schools have decided not to build up their own upper school grades and now to send their students to the Regional High School, which can therefore offer a more varied program. The future ninth graders already got to try out the new school and loved it. They especially appreciated the sports ground - something, which they did not have in their previous schools.

After visiting these Waldorf schools in Hungary we met the representatives of the Hungarian Association of Waldorf Schools (Magyar Waldorf Szövetség). We talked about the latest developments regarding curriculum regulations and subsidy policies. Seemingly, school like life will not become easier for Hungarian Waldorf schools any time soon because the new rules concerning the funding of independent schools, which the government promised to release in June, have still not been published. As a result, the current school year is funded according to the old regulation (government subsidy at about 40% of an independent school’s budget).
The International Relief Fund is our pool for non-dedicated donations, out of which we can provide quick and important funding. One of the projects that we supported with these donations is the Waldorf teacher training organised by Aban Bana in Khandala, India. It is the only training opportunity for all teachers of Indian Waldorf schools and initiatives. We have also given a small grant to an orphanage school in Likoni (Kenya), which has been started by Kenyan artists. Furthermore, we were able to fund an introductory course to Waldorf kindergarten education in Pokhala, a place high in the mountains of Nepal, where some very interested young women organise meetings on a regular basis. Other initiatives that we supported with donations from the international relief fund were the Waldorf schools in Playa del Carmen (Mexico), Neuquén (Argentina), Irkutsk (Russia), Vác (Hungary), Hancheng (China), Blockhouse (Canada), Riga (Latvia) and Secunderabad (India), the curative education facility in Yekaterinburg (Russia), the Waldorf kindergartens in Budapest-Harskut (Hungary) and in Myanmar, the teachers seminar in Bishkek (Kyrgyzstan) and the teacher training in Miskolc (Hungary) – to name a selection.

We are very pleased with the continued cooperation with the BMZ (Federal Ministry for Economic Cooperation and Development). Just recently the construction of a new workshop for the curative education facility “Little Bamboo Family” in Hue (Vietnam) has been completed. This project was co-funded by the BMZ just like the construction of a school building in San Marcos La Laguna (Guatemala), which is approaching completion. Substantial grants from the BMZ have also been invested in the new building of the curative education institution “Arca Mundial” in Medellín, which is the only anthroposophic curative education facility in Colombia. The “Manas” social-therapeutic facility located in the vicinity of Bishkek in Kyrgyzstan has just added a second building to their premises, thanks to the co-funding by the BMZ. This institution also cares for the former students of the Nadezhda initiative, which just celebrated its 20th anniversary.

The 10% campaign
With respect to our own budget (Berlin office), we have tried to explain to our donors once again that we (by the way since the beginning of our work) forward incoming donations at 100% and thus differ from many other organisations. Of course we also have to fund our own activities. At the current level of interest rates this has become very difficult (about one quarter of our budget came from interest in earlier years). Therefore we are happy to see that many donors have embraced the 10% campaign, our request to give money on top of a donation towards our budget. For that we are very grateful, as we are very grateful to all our donors. They are the ones who care for the children and want to ensure that high quality education, which respects the crucial importance of individuality, will continue to be possible in the future as well.

Volunteering
The new season 2013/2014 started with nearly 700 volunteers who travelled abroad and about just as many who began their voluntary service as incomers or domestic volunteers in Germany. We now offer even more opportunities for a Voluntary Social Year (FSJ) or a Federal Voluntary Service (BFD). We believe that in 2013 growth is still possible as more and more Waldorf schools and kindergartens that are becoming full-day facilities join our program. Furthermore, the seminar accompanying the domestic voluntary service now offers courses for volunteers interested in becoming a Waldorf teacher. There is also a course about nature education that has been added to the program.

Emergency Pedagogy
The worst damage of the devastating 2008 earthquake in China’s Sichuan Province had just been repaired, when the earth trembled again in April 2013. Shortly thereafter a pedagogical emergency response team was on its way to train local volunteers in trauma education. The aim is that in the future staff from the local foundation will perform trauma educational work with children and young people in the region on their own - and we will continue to provide support. In May a team visited the Kakuma refugee camp (Kenya) and focused on training local professionals in circus and art education. Another purpose of the visit was meeting with representatives of the United Nations Refugee Agency (UNHCR) to discuss the future funding of the project. Since UNHCR can only provide parts of the funds, the future of the emergency educational projects at the camp will continue to depend on donations.

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Nana Göbel
### Financial Report 2012

Everywhere we read the claim: money should serve mankind. But can money really serve in a literal sense? Is it not rather the individual person who decides how his or her money may serve? With each donation to our accounts we ask for the intention of the donor: Who is he or she? Who will benefit from the donation? Or put another way: Who serves whom? We receive donations from individual donors who want to support a specific school, as well as donations from entire school communities, as students raise funds on WOW-Day and thereby enable children from poorer families to attend a Waldorf school. The question of who gives money is answered under the income section (right side of the income statement). Help behind each donation are people willing to help other people.

### Who do we serve?

We support kindergartens, schools, curative education and social therapy facilities, training institutions and educational initiatives that operate according to the pedagogical principles of Waldorf Education. Under “spending” (left side of the income statement) you may see how we used the available funds to support these institutions.

### International relief fund

In 2012, we helped foreign institutions with a total of 4.5 million from the international relief fund. Through our call for donations we were able to once again help the Tbilisi Waldorf School with 127 thousand (second installment for the purchase of the school property) and forward 175 thousand to the Centre for Creative Education in Cape Town to ensure the continuation of teacher training in South Africa. Helping the following organisations generated a little less publicity, but was equally important: East African Teacher Training, Nairobi € 29 thousand; Hekima Waldorf School, Dar Es Salaam € 74 thousand; Michael School Tbilisi € 63 thousand; Hungarian Association of Waldorf Schools € 15 thousand; Budapest Eurythmy School € 10 thousand; kindergarten mentoring in China € 25 thousand; China Waldorf Forum € 15 thousand.

In 2012, most of the funds were forwarded to Brazil (€ 923 thousand), South Africa (€ 875 thousand) and Namibia (€ 634 thousand). The Associação Comunitária Monte Azul in São Paulo (€ 369 thousand) and the Windhoek Waldorf School (€ 621 thousand) are on top of the list of supported institutions. We are closely connected to these two initiatives and have carried out BMZ-projects with them in the past (co-financing by the German Ministry for Economic Development and Cooperation). The funds that we forwarded to these two institutions in 2012 entirely came from project specific donations. This means that these two initiatives have managed to build up a large circle of friends.

### There are two tasks that are very important to us:

1. **The construction of school buildings as physical foundation of the schools**
2. **Strengthening the Waldorf impulse through teacher training**

In each board meeting we discuss the requests from around the world regarding these topics. Sometimes we can help with relatively small amounts, e.g. covering travel expenses for a volunteering mentor at a foreign school or a teacher, who has conducted an introductory course to Waldorf kindergarten education in Myanmar. In order to invest in such projects, we rely on the cooperation with foundations and on non-designated donations. Only
if we use our own funds for a certain school are we able to convince our partners to support us as well.

**New structure of our spending and income**
Due to the continued growth within the individual work areas of the Friends of Waldorf Education, it has become necessary to adjust our financial reporting to this growth process. We have decided to abandon the category “work of the association” in favour of a direct assignment of personnel and material costs to the individual areas of work.

In the fields of the **International Relief Fund** and emergency pedagogy, we work with financial donations. Therefore we are able to forward money to our partners only to the extent that we succeed in finding ways to raise funds.

**Emergency pedagogy** as an area of work has grown significantly in 2012. Thanks to the support from the “Deutschland hilft” (Germany helps) campaign we were able to work with children at the Kakuma Refugee Camp in Kenya and train and hire local teachers. Additionally, the German Ministry of Foreign Affairs supported our work in Gaza. Our new focus is on the implementation of international training seminars, so that we can help expand the worldwide network of educators that are trained to respond in emergency situations.

**Volunteering**
Establishing the domestic voluntary service in Germany happens much faster than originally planned. In 2011, our personnel and operating costs were primarily financed by a large donation. In the meantime, this field of work has become self-sustainable through public grants and contributions by the domestic placement facilities. Although we also receive government grants in the area of volunteering abroad, we continue to rely heavily on the donation circles that volunteers build up in order to carry out their service. Last year these donations accounted for 27% of the income of foreign voluntary services.

**Donations for the International Relief Fund**
In 2012, we received € 4.35 million for our International Relief Fund, about € 500 thousand more than last year. The government grants we requested from the BMZ for construction projects of schools and curative education facilities in economically disadvantaged countries, amounted to 11%. Individual donations have increased from € 1.9 million to € 2.2 million. On the one hand we have indeed received project specific donations for schools in Windhoek and Durban, which have increased the volume, on the other hand, our calls for donations totalling € 153 thousand were less successful than in previous years.

Our **sponsorships** represent an opportunity to experience the effect of a donation in a more personal way. We only make sponsorship agreements with schools that are willing to keep children at their school even when the sponsor cannot afford to cover the full tuition or wishes to terminate the sponsorship. We currently accompany about 700 sponsorships, more than half of them (381) in Africa. The contribution of sponsors is added to the school budget and the sponsors receive reports of “their” godchildren in return.

**WOW-Day (Waldorf One World-Day)**
With our WOW-Day campaign we coordinate the commitment of students for Waldorf initiatives worldwide. In 2012, students from 245 schools in 32 countries participated during WOW-Day. For students, teachers and parents this campaign represents a unique opportunity to become aware of the international Waldorf movement.

**Work of the association**
Naturally we are also facing the internal challenges that come along with growth. As a result we have started to build up separate bookkeeping records according to the field of work. We have already allocated the personnel and material costs for emergency pedagogy and voluntary services to the respective areas, as the financing of these activities happens independently. A special case is the financial situation of our work at the Berlin office. Our core principle is to forward all project specific donations for the international Waldorf movement at 100% to our partners abroad. We cover our costs through membership fees, interest income and donations specifically intended towards the work of the association. When looking at the table (category A, International Relief Fund) one can see this strict separation between donations for a foreign institution and donations for our work - the latter of which is represented under the label “operations”.

The total costs for the work of the Berlin office have remained approximately the same. Although the tasks have increased and the personnel costs have risen, we were able to reduce operating costs and thus to keep the overall cost relatively stable at € 448 thousand. We are working on the current income for our work, and in 2012 we were pleased to see a slight increase in membership fees and donations intended towards our work. Unfortunately the interest income remained low due to the continued low interest rates. Overall, the current income (€ 413 thousand) was not sufficient to cover all costs, and therefore a deficit of € 34 thousand remained for 2012, which we covered with our financial reserves.

In general, we are only able to take on the tasks of international cooperation to the extent that we are able to find donors willing to fund our work. Since our foundation we are proud to have stuck to our principle of forwarding all project specific donations at 100% to initiatives abroad. This is only possible with the help of our members and friends who support us in what we do. We are extremely grateful for that.

Eleonore Jungheim

**FINALLY, A HEARTFELT REQUEST:**
*Please participate in our 10% campaign or become a member.* You are free to set the amount of your contribution yourself and thereby help us to serve the worldwide Waldorf movement. We appreciate your support!
Dear friends,

The joy was great, when we got the news that you had so generously blessed us again! To know that so many of you support our work, is a very special motivation for us. There are still not enough kindergartens for all the children in the townships. At the same time, the townships become more and more dangerous and often both parents have to work and then no one takes care of the children. This is why we want to train many new kindergarten teachers, who then take care of the children, play with them, tell them stories and paint with them.

With your donation we were able to buy wool, fabrics and other materials. Our volunteers are happy that they can now sew, knit and make even more toys, because for the children it is quite special to have homemade toys and dolls.

And all this is made possible thanks to your commitment on WOW Day - thank you for this!

Johanna Oltmanns, Centre for Creative Education, Südafrika

Since one year the WOW-Day campaign has its own Facebook profile. “Waldorf One World” is an annual event where students with creative ideas raise funds for Waldorf initiatives abroad that are in need of financial support. On Facebook we inform you about the latest developments of the WOW-Day campaign and the latest news from foreign Waldorf schools. We also want to give you the opportunity to share your thoughts with us. Visit us at www.facebook.com/waldorfoneworld!

www.facebook.com/waldorfoneworld!
Tanzania, where the clocks tick differently

It’s hard to explain what happened here during the last few months, and why everything takes so long. One gets the feeling that here in Tanzania the concept of time is defined quite differently. In summer 2012, we were so happy when we received the incredibly generous donations for our new school bus. It was overwhelming! We finally had enough money to buy a large used school bus!

As a next step a committee was formed to inspect school buses. The Mzungus, as we Europeans are called here, were soon requested to leave the committee, as the prices immediately went up once we got to the parking lot. I cannot remember how many buses we looked at, and how often we thought: this is it! But every time something was wrong.

Finally, just before Christmas, the joy was great. We found a beautiful blue bus with a print of Martin Luther King on it. Our workshops both inspected the bus. And indeed it was the best bus that we had seen so far - there were only a few things to fix. They set to work, and finally the big day arrived when we were allowed to take a first ride on the bus. Cheering filled the

Hekima Waldorf School in Goba. The children who disparagingly called the old bus “kipanja” (the little mouse) were now allowed to take a tour with the “new” big school bus. Every child even had his own seat! I went on the first run as well as I wanted to witness the joy. The entire bus was filled with children with big, satisfied smiles on their faces and shining eyes. As we drove from the school to the main road, one song after another was chanted on the bus. The atmosphere was fantastic - until the bus stopped. The cheers died away immediately. Something was wrong. The next day the kids came back to school with sagging shoulders in their old “little mouse” - the new blue bus had disappeared into the workshop. And it stayed there ... for a little while. Unfortunately, the school was going through a rough patch and could not afford a major repair.

But one morning just before the Easter holidays our new school bus came back, rolling onto the schoolyard purring like a happy cat. The “little mouse” has retired since and only once in a while clatters into town when errands need to be made. With all our heart we thank all of you who have helped us to purchase a new school bus!

Julia Eisele

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Asian Waldorf Teacher Conference

South Korea: Every other year there is a seven-day conference for Waldorf teachers and kindergarten teachers in Asia. The conferences are the highlight of the Asian Waldorf life and give new and strong impulses for ongoing work. In 2013, the Korean Waldorf schools invited the participants to Bundang.

At the beginning of the conference all participating teachers and educators were greeted by students of the Purunsup Free School who were dressed in traditional yellow costumes. As the participants walked up to the conference centre, the sound of traditional Korean music filled the air. The students marched to a park area equipped with drums and flutes, positioned themselves in a row, and gave a joyful welcome to the colleagues from various Asian countries.

A wonderful eurythmy performance, which was then followed by a performance of professional Korean eurythmists.

After the morning lectures and the breaks that were generally perceived as too short, the participants split up into different rooms. What followed was a diverse course offering various topics such as kindergarten education, the study of child development or upper school chemistry and biology classes. The instructors came from all parts of the world: New Zealand, Australia, Hawaii, Taiwan, China, Thailand, India, Israel, Switzerland, Germany, etc. Diversity did not only characterize the instructors but also the participants who came from all Asian countries that are thus far involved with Waldorf education. Only a few had not dared to come to Bundang due to North Korean bomb threats. The majority, however, attended despite official warnings.

Following the artistic workshops a plenary session was held later in the afternoon, where teachers described and presented their experience with the creation myths. This of course required a certain degree of preparation and courage. Some creation myths were presented as a play, others told their story and commented on it and yet this new addition to the program was still in its “infancy phase”.

Overall, all participants perceived the conference as even better and more joyful than the previous events, although everyone had already thought that it would be impossible to improve the good atmosphere.

Nana Göbel

Unlike previous meetings, the 2013 conference was particularly influenced by student contributions. Already in the morning even before Christof Wiechert began his lecture series – he lectured a full cycle about the “Study of Man” – there were short student performances. Students from all Korean Waldorf schools were involved – sometimes the fifth grade, sometimes an entire school or a few third graders. The students provided some great evening entertainment as well: the orchestra of the Cheonggye Free Waldorf School performed classical music from Vienna and the upper level students of the same school gave a student performance at the AWTC in Bundang, South Korea

MOMENTS 18

MOMENTS 19
Dear sponsors,

I am very pleased with the positive impact of the last newsletter about educational sponsorships. Since spring we have gained about 100 new sponsors. At this point I would like to warmly welcome our new sponsors and thank all existing godparents for their many years of loyal support. It is only through your commitment that it is possible for schools abroad to accept children whose parents cannot afford to pay the school fees!

After the publication of our last newsletter I received a phone call from a father whose five children attend a German Waldorf school. He wanted to give an educational sponsorship to each of his children so that they could learn more about other cultures and living conditions in other countries. It was also important to him to let other children benefit from the positive impact of Waldorf education that he had observed in his children's personal development. This father actually decided to commit to six educational sponsorships at three different Waldorf schools including participation in our 10% campaign!

We are also very pleased to have gained more partner schools in Poland, South Africa, Brazil and the Philippines. A few weeks ago students of the Polish Janusz Korczak Waldorf School visited us in our Berlin office. I was very impressed to meet these kids and see what a good relationship they have with their teachers. Listening to how beautifully they were playing the piano made me realize how important it is to give children a good education. When it comes to educational sponsorships the financial aspect is of course not the only crucial point. A German Waldorf teacher told me how she is now able to teach her students in a lively way about life in South Africa. She also said that when the children received a letter with a photo and picture from their South African godchild for the first time, this sponsorship became tangible. Enthusiastically the students set to work immediately to write back.

I would be very happy if other interested people or entire school classes would take over an educational sponsorship as well!

Fabian Michel
Sponsorship Coordinator Fabian Michel, Friends of Waldorf Education Berlin

It is very simple for you to become a sponsor:

Just write an email to Fabian Michel: f.michel@freunde-waldorf.de
or fill out the sponsorship form on our website www.freunde-waldorf.de

› You will immediately receive information about your sponsored child and the respective Waldorf School
› You help as long as you can and want. Your contribution can be ended at any time

Students of the Freie Waldorfschule Bremen-Nord, a letter to their godchild Aviwe, photo of Aviwe.
EMERGENCY PEDAGOGY

Our mission in China

On 20 April 2013 an earthquake hits the Sichuan province in China - 200 people are killed, 10,000 are injured and countless homes are destroyed. In fact, this region had just recovered from the devastating 2008 earthquake when its inhabitants were confronted with death and destruction again. In addition to massive financial losses countless people are suffering from repeated traumatisation.

In response to the new disaster seven emergency pedagogues of the Friends of Waldorf Education travelled to China for a crisis intervention. Our mission was made possible through the cooperation with the “Guangdong Shanhaiyuan Charity Foundation”, an anthroposophical foundation that will continue the project in the coming years. Upon arrival our “Friends” team initially trained local volunteers in emergency educational concepts and methods. The volunteers then used this knowledge to help affected students and teachers at Lushan Middle School. As part of our mission we supported them in their work.

Besides helping children, the crisis intervention team addressed the need of teachers. They do not only have to look after traumatised students, but are affected themselves. Therefore, the emergency educational support was urgently needed because teachers are confronted with this double burden. “They were able to develop strategies to deal with the trauma”, says Malte Landgraff, team coordinator. “In two weeks time we were able to lay a good foundation for the further work of the Guangdong Foundation,” Landgraff continues. After the departure of our team the trained volunteers will now find their own way of dealing with the aftermath of the disaster. New reports of flooding in Sichuan show the importance of a continued involvement in this region.

Malte Landgraff and Sandra Ludwig

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

Mr. Yang M.H., 43 years

The situation of Mr. Yang, who works as a teacher of Chinese literature at the Lushan Middle School, is in many ways typical of the situation faced by most people in the area affected by the disaster: At the time of the earthquake, Mr. Wang was at school. He was able to lead his class to safety and then hurried home, where he discovered with relief that his wife and daughter had survived. The 2008 earthquake destroyed his house and the interest-free loan for the new house has not been paid back yet. Now he has lost his home for the second time in just a few years. Although his house is still standing, it has been declared uninhabitable and has to be demolished soon. Where he will live in the future, how he should cope with the damage and what will happen with his family, are the main concerns he is currently facing.
The author studies medicine in Berlin. She has been part of the anthroposophic young medical doctors’ forum for one year. One of her main goals is to establish better ties between young doctors at a national and international level – including the doctors she met in India.

The first few weeks at the school pass quickly. After much preparation the Janmashtami festival in honour of Krishna’s birth, provides an impressive first impression of Indian culture. Equipped with a wooden stick four teams of screaming students, parents and teachers try to form human towers to reach a high-hanging pot filled with flowers and water and break it. Afterwards everyone is drenched and sets about eating up all the delicious Indian sweets!

In the following weeks, I start giving lessons myself. In grades 4–8 I teach juggling and acrobatics, I get to be in charge of playtime with the first grade and I teach one German lesson per week to 10th graders. Although being a teacher is still quite unusual for me, I enjoy every day at school. In my spare time the other teachers show Hyderabad to me. After the first school holidays and a trip to South India, the events line up. First there is Parents’ Day, on which we offer a variety of workshops. I offer lantern making. Then comes Diwali, the festival of lights, for which it is necessary to fill oil lamps and decorate the school. In addition, a puppet show must be prepared and sweets have to be baked.

Next, another volunteer and I get to join class 10 for their one-week field-measuring trip to Hampi. The holiday season is quite contemplative in India as well, although it is very strange to sing Christmas carols when it is 20 degrees outside and the sky is bright blue. Anyhow, we handcraft a few paper stars and decorate our almond tree! Then as school starts again after the holidays, I have the feeling that I am coming home. Everything, which was new in the beginning, has become a normal daily routine.

Now the Indian summer begins, and as the sun becomes hotter everyday, my cheerfulness and energy increase as well. After I accompanied a class 8 trip to Sri Lanka, I am starting to prepare a small circus performance with my classes for the end of the school year, which I enjoy very much. Although the students and I are very excited on performance day, it is a great start to the summer holidays. Until the very last day I can hardly believe that my stay is coming to an end. With three other volunteers I begin a six weeks trip on land all the way back to Germany.

When I look back, I see a wonderful time, filled with many emotions and influenced by profound human encounters. This one year has changed my previous view on life bit by bit. Especially in a country like India where the contrasts are so close together that it sometimes even seems to tear apart society, it is amazing how homogeneous the Indian people are in one respect: their positive outlook on life! I have never felt so happy and welcome among other people as I did during my year abroad.

Eliana Wimmer

The author studies medicine in Berlin. She has been part of the anthroposophic young medical doctors’ forum for one year. One of her main goals is to establish better ties between young doctors at a national and international level – including the doctors she met in India.

A country of contrasts

Eliana Wimmer spent one year as a volunteer in Hyderabad, India, where she supported the Abhaya Waldorf School in the classroom and in extracurricular activities. In this report, Eliana reflects on her voluntary service. She says the optimism and joie de vivre of India’s population have strongly influenced her.
Last school year, this young school continued to grow, and there is now even a third grade. The Friends of Waldorf Education supported the Jardim do Cajueiro School in Barra Grande, Brazil, with a construction grant. As a result the initiative was able to open this building in April 2013.
“Swimming in a large ocean”

Being part of the El Zeitoun initiative feels like swimming in a large ocean. All around are the big waves of unrest, political upheaval and social change that affect Arab society. Our initiative, however, has land in sight as on a small scale we attempt to fight for our own space of freedom.

The school

At El Zeitoun there is no religious education. The festivals, however, are celebrated equally, whether it is Easter, Christmas or Eid-al- Fitri - the Muslim feast of breaking the fast. All classes are held in Arabic, but Hebrew and English classes are taught as well. In a region where many children suffer from post-traumatic stress disorder, the school offers the opportunity for Arab and Jewish children to meet under conflict-free circumstances. Especially the mothers are committed to the development of the Tamrat el Zeitoun Waldorf School. In general the Arab society is very sceptical towards the Waldorf approach as traditional education models are usually preferred.

Location

The first Arab Waldorf School is located 15 km northeast of the Israeli port city of Haifa, near the Harduf kibbutz. In Shfar'am approximately 30,000 inhabitants of different faith (Muslims, Druze and Christians) live peacefully side-by-side. While the Harduf Waldorf School is located six kilometres away with 12 classes, a kindergarten and the teacher-training seminar, the El Zeitoun School in Shfar'am is still in its development phase. Currently, the students change to other schools after sixth grade, because there are not enough funds to extend the school as planned.

At Tamrat el Zeitoun there is a strong desire to provide children with adult role models who do not shy away from difficulties and have enough courage to go new ways. The aim is to allow students to develop into independent and proactive individuals, regardless of their gender and background. Therefore Tamrat el Zeitoun is not only a new and bold experiment for alternative forms of education within Arab society, but also a training ground for new social interaction and shared responsibility. We are pleased to see that the discussion of these issues led to a conscious grasp of new opportunities and a change in the nature of cooperation between parents and faculty. There really is a new and enthusiastic spirit within the Tamrat el Zeitoun community, as a number of women have taken the bold leap to take on responsibility!

In the past school year there were three kindergarten groups and six school grades - a house full of kids and activities. Unfortunately, the financial situation remains a big concern. There is a great desire to allow children from less fortunate families to have access to this kind of education as well. Furthermore there is a need to train teachers. The efforts to spread the educational and social ideas to other places are currently beyond the means of the initiative. Thus we welcome any support!

Stefanie Allon

The author is one of the founders of Tamrat El Zeitoun Waldorf School. She first worked as a Waldorf kindergarten teacher in Israel and was involved in establishing the Israeli Waldorf kindergarten movement. Today she is a representative of Israel in the International Association of Steiner Waldorf Early Childhood Education (IASWECCE).

Students and a teacher at Tamrat el Zeitoun Waldorf School, Israel

top: kindergarten children playing; from left to right: student’s performing, baking bread and performing circus tricks
The dream of finding a home

30 YEARS AS A FRANCOPHONE WALDORF SCHOOL IN NORTH AMERICA

Today French and English speaking citizens, as well as many immigrants from around the world live side-by-side in the green, multicultural neighbourhood of Notre-Dame-de-Grâce. This diversity is also reflected at the Montreal Waldorf School. Despite past challenges, a diversified mix of students, parents and teachers representing more than 20 mother tongues and nationalities join in their efforts to offer Waldorf education.

Since the founding of the school, when parents organised lectures on anthroposophy in 1976, and later founded a playgroup, the school was shaped by change. The school was blooming in the late 90s when high school classes were established until grade 12. Some of those former students are now working at the school: a class teacher, three subject teachers and the accountant, whose daughter now attends second grade.

Thereafter the school community went through difficult times. The school board repeatedly terminated the rental agreement by the end of the school year and the school suddenly had to move by autumn. As a result the number of students declined and the situation split the parent community. But finally thanks to the efforts of today’s school administrator Francine Laterreur, the school was able to acquire a former library building in 2007. Today 150 children go to school on the new green and charming school grounds. Although some renovation work still needs to be completed in order to transform the former library into a operative school, the community’s outlook into the future is now optimistic.

Jennifer Hille

Waldorf education in Quebec

By acquiring the former Fraser-Hickson Library, the school finally achieved the dream of owning its school building. We are delighted!

In Quebec, the local school board administers several public Waldorf schools. Unfortunately, this involves some risk, as can be seen in Chambly. Despite above-average school performance and great satisfaction by parents, the local school is now forced to close, following a decision of the school board. As a private school, the Montreal Waldorf School is not exposed to this risk. Nevertheless it is a severe setback for the Waldorf movement in Quebec and there is a lot of solidarity with the situation in Chambly.

As a francophone Waldorf school in North America, we must meet many criteria. On one hand the requirements of the Ministry of Education are very strict, on the other hand their support covers part of our expenses since 2004. This is important because based on the local values and traditions in Quebec the school fees are the lowest in North America. Because our teachers are required to hold two professional qualifications - a teacher’s permit for Quebec and the Waldorf teacher training - good teachers are scarce, especially since we can only pay a small salary. One should also know that Waldorf education is much better known in the English speaking population. Therefore a number of families from foreign Waldorf schools join us every year. Nonetheless our language of instruction is French although many children barely speak French when they join us.

At the same time cultural diversity is also the biggest treasure for our school. After times of discouragement, but also of hope, we believe that a city like Montreal should definitely have a Waldorf school. And the increasing parent’s demand for this pedagogical approach is living proof.

Elsa Fourez

Quebec is geographically the largest province in Canada with the second largest population. As the only French-speaking region in North America, Quebec has about 8 million inhabitants, who are mainly francophone. The province is an officially recognized nation within Canada, with its own language, culture and institutions.
The fire of enthusiasm
FOUNDING A SCHOOL IN NORTHEAST THAILAND

Thailand is a country full of contrasts. This can be seen on the market place in Khon Kaen, where a boy leads his water buffaloes through traffic and some businessmen in western clothes eat their lunch alongside a group of Buddhist monks. In the northeast of the country, close to the border with Laos and Cambodia, a Waldorf school now opens its doors.

Khon Kaen is located about a flight hour north of Bangkok. Here a kindergarten was founded several years ago following the initiative of a family. Soon after, the parent community began to plan the opening of a school.

In 2009, a Waldorf teacher who had received training in Australia was consulted on that matter. A workshop on biodynamic agriculture increased the fire of enthusiasm, so that a group of parents bought a piece of land and started to cooperate with the Panyotai School in Bangkok to train the teachers. Already in 2011 the first building was built. Then the time had come and in May 2012 the Dulyapat Waldorf School opened a first grade with seven children. Today there are two grades and 15 children. In May 2013, the new kindergarten building was finished, and the kindergarten group with 18 children moved to the school grounds as well. I was impressed to witness, with how much enthusiasm, sacrifice and careful planning the parents and teachers follow through building up their new school. For the future, there remains a desire to receive support and guidance from experienced Waldorf teachers.

Horst Hellmann

New Perspectives
SHORT REPORT FROM A WALDORF SCHOOL IN MOSCOW

Last year, the Rostok Waldorf School celebrated a very joyful event of their school history when their new school building was finally completed. The new location influences both adults and children. It really is a place where they want to learn and work, where one wants to go every day, and where the zest for life is truly palpable.

By the end of March we moved into a new building and successfully started the school year with eight students, eight teachers and eight families. We enjoy our new independence. Now we are able to host events. This is a significant source of income and at the same time attracts new people who discover their interest in Waldorf education. Recently we were able to welcome 12 guests on our premises for an inspiring seminar with Wolfgang Wünsch from Germany. The participants came from many parts of Russia, some from far away. Furthermore we extended our kindergarten and in June we organised a month-long summer camp in cooperation with educators, new parents and teachers of our school. As you can see, our circle is expanding gradually!

We would like to thank you most sincerely for allowing us to act so quickly when we faced the urgent need for a new building! It was like a miracle for us! Thank you!

Ksenia Goptareva

The author is a teacher at the Rostok Waldorf School in Moscow.
The Blagoe Delo association was founded in 2005 with the aim to improve living conditions for people with disabilities at the border between Europe and Asia. Unfortunately, the Russian government does not financially support the initiative, so help has to come from foundations mainly from Germany and Scandinavia.

Vera Simakowa, the initiator, found a rundown building in Verch Nejvenskij and with the support of others, she started with her tireless effort to help a group of people, which although visible everywhere in Russia, is still socially neglected. This place is located in the immediate vicinity of one of the largest nuclear research centres in the world, a closed town about 80 km north of Yekaterinburg, which can only be entered with an official permit.

For eight years now, Blagoe Delo exists as a facility caring for about 70 people through various workshops, training programs and social therapy offers. Among them are 20 full-time employees, some of whom are disabled as well and some 50 individuals from the surrounding area. In fact, Blagoe Delo has gained recognition beyond Russia thanks to its excellent theatre performances. Members of the institution performed for example at international conferences for people with disabilities in Moscow, Sweden and Vienna in front of up to 700 spectators. For the performers these events represented a great opportunity to set aside their daily struggle with constraint and discrimination and to use art as a means for personal development.

Blagoe Delo has changed the lives of many people and provides a communitarian home to those whose biographical perspective seemed rather gloomy. Maybe the residents love the institution so much because everyone can be just who he or she is, undisguised and in need, but at the same time also full of strength. Blagoe Delo is surrounded by a large garden, Russian wood houses, and of course many silver birch trees. In general the initiative has a lot of future potential. Currently, however, the association faces existential concerns. A Russian sponsor had agreed to help in the long-term, but has decided to discontinue its support in favour of the Olympic Games next year. Donations now have to ensure the survival of this outstanding facility.

Residents with special needs in Blagoe Delo and during international theater performances, Russia

**More information about the initiative can be found at:**

www.freunde-waldorf.de/en

**PORTRAIT RUSSIA**

Blagoe Delo – an outstanding institution with an uncertain future in the Ural Mountains

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**“Here great theatrical art does not bring about great actors. But this is not so important. What matters is the artistic work, which offers human beings the possibility of self-revelation”**

Says Simakowa Vera, director of the initiative.

Thomas Kraus

Thomas Kraus ist seit 2012 bei den Freunden für den Bereich Heilpädagogik und Sozialtherapie zuständig.

More information about the initiative can be found at: www.freunde-waldorf.de/en

Residents with special needs in Blagoe Delo and during international theater performances, Russia
Cooperation with the schools is a very important area of work of the Periodic Seminar. In between the training courses the lecturers visit the schools, where the intensive collaboration continues. The mentors sit in on classes and discuss them with the teachers. Furthermore the instructors give evening lectures and seminars and attend meetings with the city administration, the teachers’ conference or the school board. These measures help to identify and improve the situation of the individual schools. Sometimes during those visits, lecturers and teachers also discuss issues that are relevant to the entire Russian Waldorf movement.

Nonetheless it remains obvious that the Russian Waldorf movement, which enters its fourth seven-year cycle, needs to continue to become more productive and efficient through meetings with new people in order to implement Steiner education in a modern way. Many difficulties of Russian schools and the Periodic Seminar are associated with our financial situation. For people in the West the current situation in Russia might create a strange impression. On the one hand, Russian businessmen buy castles, football clubs and large companies and build magnificent homes and stores throughout the world. On the other hand, the buildings of Russian government schools literally fall apart. In physics and chemistry school labs, the old Soviet equipment is often still in use. To find sponsors for schools or even an teacher training seminar has so far been a hopeless cause. The typical answer is: “You are neither orphans nor disabled. Why do you need money?” Therefore, the need for financial support from colleagues and friends from the West is still great and present.

Dr. Vladimir Pegov

The author is a founder and class teacher at the Smolensk Waldorf School and Head of the Periodic Seminar for Waldorf Education in Russia, where he gives courses and lectures.

Achievements of the Periodic Seminar:

› Nine graduate courses
› 300 teachers from more than 40 Waldorf schools and initiatives in Russia, Lithuania and Ukraine received their basic training here
› Twice a year, more than 400 Waldorf teachers and educators participate in training courses on specific topics
INTERVIEW:
“Bildungsagenten” – a platform for new ideas

As a former volunteer, Helmut Wollmann had the desire to create a platform where returnees can gather their numerous experiences and ideas - the birth of "Bildungsagenten" (education agents/promoters). Today, they organise workshops and training sessions for young people on development issues. In addition, they perform flash mobs and street theatre performances or offer information sessions. The initiative was honoured with the "weltwärts" Award 2013.

The "weltwärts" Award was presented by the "welt.bilder" project at the first German Development Day on 25 May 2013 in Berlin, to honour sustainable and innovative ideas of volunteers from the "weltwärts" program.

Helmut, why did you decide to become a volunteer?
Helmut Wolman (HW): During my school days, it was always my dream to travel far away, to a country with boundless space. That I ended up volunteering in the city of São Paulo was due to my great interest in the Monte Azul project, where work focuses on interventions with slum children. I wanted to know how people live under such circumstances, and whether they are really as sad as it is suggested on many billboards – which by the way is not the case.

Did you change during your voluntary service?
HW: I think I have become more confident, relaxed and open. I have seen that there are many ways of living that work out. I have also learned to dream - and how it is possible, despite difficult circumstances to gain courage, to enjoy the moment and to work for a better world.

What made you create “Bildungsagenten”, a platform for new ideas?
HW: When I was abroad I met so many encouraging people and projects that upon my return I had a lot of new ideas in my head that I wanted to spread in Germany. I realized there were a lot of other returnees who felt the same way. We started to exchange ideas and then these ideas became more specific until we finally created our website. Today our platform features many interesting ideas, such as workshops, games and suggestions for exciting activities.

Why do we need “education agents”?
HW: In our workshops we encourage "Gestaltungskompetenz" - the ability to take innovative, sustainability-directed action by means of independent judgment – something which young people nowadays need to face global issues in a social and environment friendly way. It is less about learning facts as it is about getting to know sustainable ways of living.

How will your “journey” with "Bildungsagenten" continue?
HW: We want to be an open network for the ideas and actions of returnees in Germany and thereby actively shape our society. At the moment, we are working towards a stronger regional structure. Of course, we also have high hopes for the regional meetings of the Friends of Waldorf Education. We could use our platform to build networks between regional groups on the one hand and forward requests for workshops to active returnees on the other hand. Additionally regional meetings, also provide the opportunity to collaboratively plan activities and workshops, to make music and get to know yourself.

Can you briefly describe one of your recent activities?
Valentin Sagvoskin: Together with students from Mannheim who initiated the project “Ministry for happiness and well-being” (Ministerium für Glück und Wohlbefinden) and many other people, we went to the Alexanderplatz in Berlin. We enjoyed the sun, shared our food and discussed topics such as leading a good life, happiness, growth, prosperity and quality of life. Under the motto “Do not let your dreams burst” we blew bubbles into the air and sang songs.

Interview by Max Henninger.

Helmut Wolman was a volunteer with the Friends of Waldorf Education in Brazil and worked with street children in an institution in São Paulo for one year. Today he studies Energy and Process Technology in Berlin.

Valentin Sagvoskin spent his voluntary service in India and now studies Social Work in Berlin. In addition to his work with "Bildungsagenten" he is part of the "Swing for Life" initiative, which builds playgrounds in North India.
During a conference at the Waldorf School Schwäbisch Gmünd a decision was made to start a school partnership. This decision was then implemented with the help of the “Africa circle” and many dedicated people. Here are some thoughts about how this social impulse has been turned into a reality.

A few years ago the Mbagathi School became our partner school and I agreed to foster this partnership. First, we wanted to create awareness within the school community. Therefore we organised a Kenyan summer festival, with Kenyan activities and food, which ended with everybody dancing to the sounds of the drums. Later on we organised a similar event in the city centre of Schwäbisch Gmünd.

A beginning was made. But how should I specifically manage the relationship with our new partner school? Then a colleague told me about WOW-Day. That was in 2003! On WOW-Day 2004 our teachers and students participated with great enthusiasm and we managed to raise an incredible amount. Then I decided that under my leadership the Africa circle should get to know the Mbagathi School and meet the people there. In summer 2005 a group of 16 people, including 11 students, met in Stuttgart to go on a trip.

The encounter with the landscape in Kenya, the local teachers and especially with the children was a wonderful and important experience for all of us. We made shelves, crafted drawing boards, painted the new classrooms, sewed mattress covers, and sat in on lessons. The most important experience for me was the encounter with my godson, an eight-year-old Maasai boy, shy, delicate, yet full of inner strength and quiet pride. For me Africa now had a face, the face of an eight-year-old child. I believe that this experience gave me the perseverance and motivation to devote myself to this partnership up until today.

We have participated in every WOW-Day campaign since, sold Kenyan goods on our autumn bazaar, mediated sponsorships and maintained contact with the local teachers. In 2009, there was a second trip, during which extensions were built for a playground. A third trip is planned for 2013. Experience shows that the trips and the reports of the returning students keep the interest in our partner school alive within our school community.

Karin Junghans
In July 1937 I was born as the second of five children of the coffee planter Ludwig Föhner in Sanya, Tanzania, until after the First World War “German East Africa”, was then called Tanganyika. Memories of Africa? Only one: A bucket with holes at the bottom, which filled with water, was used as a shower, after pulling it into the air with a rope and hanging it above the head.

At the beginning of the Second World War in 1939 my father was interned. He only met my younger brother in January 1940 on the Italian ship that brought Germans to Trieste. Back in Germany my father found work as an educator until the Wehrmacht drafted him. In October 1944, my second sister was born. My third sister followed at the end of September 1948, after my father’s return from French captivity on New Year’s Eve 1947. In summer 1949 we then moved to Pforzheim where they had a Waldorf School. I would have lost one year since the higher grades did not exist at this Waldorf school yet, so I attended the public Reuchlin-Gymnasium (High school level) instead. In Tübingen a Waldorf School had been established in October 1945 with five grades. My mother made sure that I was accepted there into class eight in September 1950. One year later, following my teacher’s suggestion I skipped one level to 10th grade, which was highly unusual at Waldorf schools. To make matters worse, my senior year was a shortened school year, so I already graduated in March, 1955. On the weekends I often travelled to Pforzheim by bicycle to visit my parents and siblings, and to eat some good food.

In April 1955, I then took my bicycle and started my 11,000 km tour through various European countries. First I reached Spain – back then hardly anybody had heard about the Costa Brava. In June 1955, I reached Gibraltar. Next I visited Lisbon and then Madrid before I reached France, where my father had worked as a “prisonier de guerre” near Bergerac. The old cook Marie, who saw me first and to whom I explained who I was, immediately started running around shouting “le fils de Louis, le fils de Louis”. I got a guest room with a private bathroom and felt “like God in France”.

My trip continued to Paris, Liege, Maastricht, and Gulpen - where I would later on buy a house and live for four years - via Aachen, where I would later study and work, to Cologne, where I arrived on July 28. Another stop was Oslo until I finally arrived back home in October, after almost exactly 11,000 kilometres. After exams, first teaching experiences and work at various secondary schools I finally retired in 2000. In October 2001, I moved to Spain. I would have never imagined that I would someday live where I my bicycle had taken me in 1955!

After reading a “Freunde” newsletter Nashra came into our lives. She is an orphan in Tanzania, lives in an orphanage, and takes the school bus to Hekima Waldorf School each morning. Starting this year, I want to support several Waldorf schools and Anthroposophical institutions with my income. I hope I am still alive long enough for all these facilities to benefit.

Walter Föhner

Donate and Help

Yes! I would like to donate _____ €

- once
- monthly
- six-monthly
- on an annual basis.

My donation is intended towards:

- the International Relief Fund
- the following project/godchild:
- Yes, I would like to participate in the 10% campaign and donate an additional 10% of the amount mentioned above towards the budget of the Friends.

- My donation is for the work of the Friends of Waldorf Education.
- With my donation I become a sustaining member of the Friends of Waldorf Education.

International bank details

Postbank Stuttgart | Germany
IBAN: DE91 6001 0070 0039 8007 04
SWIFT: PBNKDEFFXXX

Freie Gemeinschaftsbank | Switzerland
Postcheck der Bank: Basel 40-963-0
Account: EK 115.5
SWIFT: CH97 0839 200 0000 01155

Triodos Bank NV Zeist | Netherlands
Account: 21.22.68.872
IBAN: NL62 TRIO 0212 6888 72
SWIFT: TRIONL2URSF

Social Finance | USA
1002A O’Reilly Ave | San Francisco, CA 4129
(Online donation or send cheque)

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

Date, Signature

Freunde der Erziehungskunst Rudolf Steiners e.V. | Weinmeisterstr. 16, 10178 Berlin, Germany
Tel 0049 30 617026 30, Fax 0049 30 617026 33, berlin@freunde-waldorf.de
Godchildren

Dear sponsors and school classes,

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

We would be delighted if you became a sponsor! Simply fill out the “Donate and Help” form and indicate the name of the child and the school.

PHILIPPINES

Gamot Cogon School
Rica (5) has six older siblings. They live with their mother and grandmother in a narrow two-bedroom apartment. Two years ago, Rica unexpectedly lost her father. This was a serious blow for the whole family. Rica loves to sing and paint. As one of the older children in kindergarten she takes good care of the younger ones.

SOUTH AFRICA

Gaia Waldorf School
Lucky (7) is actually fortunate in his life. With his grandparents, he feeds the chickens and takes the cows to the meadow. He also is the first of three siblings to attend the Waldorf School. Lucky proudly tells his friends and brothers and sisters about his school experiences. His father works as a labourer on a farm earning very little.

Khanyisa Waldorf School
Shalem (12) is an inquisitive boy, who has sometimes difficulties to concentrate. He was born with a hearing impairment, but has two hearing aids that make his life easier. Shalem is very popular in class and makes everyone laugh. Shalem’s father is a priest in the nearby church.

Zenzeleni Waldorf School
Unathi (9) is a confident girl who manages to get her way against the boys in her class. With her energy and zest for life, she infects others. After playtime she does her homework with her mother, her two sisters and her aunt in the Khayelitsha Township.

Hermanus Waldorf School
Ashbel (8) is an inquisitive child and very much likes going to school. With the support of her teachers she makes a lot of progress in English class. Ashbel lives with her older sister, her two brothers and her parents in the Zwelihle Township.

GUATEMALA

Escuela Caracol
Oscar (8) infects everyone with his happy laughter. He loves to joke around just as much as he assumes responsibility in class. He is a talented flute player who is full of ideas. With his parents and younger brother, he lives only a few steps away from school.

BRAZIL

Aitiara Kindergarten
Davi (4) loves to listen to stories. In the morning he eagerly participates in the singing and playing circle. His three older siblings attend the Aitiara School, with which the entire family is closely connected. Showing a lot of commitment his parents are active members of the school community.

poland

Janusz Korczak Waldorfschule
Marysia (8) is a cheerful, determined girl who loves to play with her friends. When the wind blows too hard, she closes her eyes and continues to walk with a smile on her face. The discovery of a dead snail, however, can make her cry. Marysia lives with her single mother and older sister in a very small apartment.

Columbia

Arca Mundial, Curative Education
Susana (6) warmly hugs everyone she meets. Her loving character determines her behaviour, but she can also be quite stubborn. Since she suffers from Down Syndrome and a weak heart, Susana is in need of special care. Her single mother lovingly looks after her. Unfortunately, she struggles to pay the high cost of medicines and transportation for Susana.

Kenya

Mbagathi Steiner School
Severino (2) did not have any problems finding friends in kindergarten due to his lively manner. He admires his big brother very much. Severino loves to play with the beautiful wooden toys that his brother makes at school. In his family’s house running water has yet to be installed.

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

Regional Upper School Budapest
Anna (16) loves to draw at school and at home. She refers to her classmates and teachers as extended family. Anna is very happy to be able to attend the Waldorf High School in Budapest. Her teachers have decided to admit Anna to the new Regional High School, although her parents can afford only a small proportion of the school fees.

HUNGARY

Yerevan Waldorf School
Vladimir (11) was very shy at the beginning of his school time, but today he is no longer embarrassed. He plays the flute very well and surprises his classmates with his talent. He also loves to solve mathematical problems. Together with his grandmother and his mother, who is a piano teacher, Vladimir lives in very modest circumstances.
Urgent Appeal July 2013

Just before the beginning of the summer holidays, we issued a special call for donations for the České Kopisty residential working community for disabled people in the Czech Republic, which was heavily damaged by the floods along the Elbe river. The floods particularly affected the village České Kopisty. An entire year’s harvest had been destroyed and the damage to buildings was particularly large. We are very grateful that immediately after issuing our appeal we received the first donations, which helped to eliminate some of the damage. In autumn one of our employees will visit the facility and discuss the next actions to secure the community’s future.

New BMZ-project for social therapy in Serbia

“Živimo Zajedno” ("we live together") is an innovative day centre for people with disabilities, in the centre of Belgrade. We submitted a project proposal to the German Ministry for Cooperation and Development (BMZ), which could lead to the foundation of an independent residential and working community for disabled people in the Czech Republic, which was heavily damaged by the floods along the Elbe river. The floods particularly affected the village České Kopisty. An entire year’s harvest had been destroyed and the damage to buildings was particularly large. We are very grateful that immediately after issuing our appeal we received the first donations, which helped to eliminate some of the damage. In autumn one of our employees will visit the facility and discuss the next actions to secure the community’s future.

Resident of the Peaceful Little Bamboo Family, Vietnam

Impulses have not led to the foundation of any institutions in Serbia yet, but now seems to be the right time.

News from the “Peaceful Little Bamboo Family” in Hue, Vietnam

Asia’s first Camphill community in Hue, Vietnam, will be inaugurating a new building this year. Co-financed by the BMZ the building will provide additional residential areas and workspace for young people with disabilities. More specifically, the community looks forward to make use of the new garden shed, a workshop, a tearoom, an extended dining hall and residential premises. Furthermore, a kindergarten building is to be completed by Easter 2014. The community also continues to cultivate a biodynamic garden, hoping that it will one day grow into the first training centre for biodynamic agriculture in Vietnam.

A new impulse for the Waldorf movement in England

Government subsidised Waldorf schools are relatively new in the UK. Thanks to an educational program simplifying the creation and funding of independent schools in the UK, the Waldorf movement is now growing. The new program represents a major breakthrough for British Waldorf schools and within three years, three new schools have been founded. As a result there are now schools in Hereford, Somerset, Exeter and Bristol.
The 10% campaign

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

See page 43 for further information and the donation form.