

# WALDORF WORLDWIDE

Topic

## Routes to School

Children around  
the world on their  
way to school or  
kindergarten

**Freunde der  
Erziehungskunst  
Rudolf Steiners**

**Haiti**  
After the earthquake  
the Waldorf school be-  
comes a place of refuge

**Amerika**  
4th Ibero-American  
Waldorf Parents'  
Conference

**Weltweit**  
A new interactive map makes  
visible the worldwide net-  
work of Waldorf education



### 4TH IBERO-AMERICAN WALDORF PARENTS' CONFERENCE

Parents of children at Waldorf schools in Peru, Mexico, Costa Rica, the USA, Uruguay, Argentina, Ecuador, Brazil, Portugal, Colombia and Panama took part in a regional online conference. **Page 8**

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### ROUTES TO SCHOOL

Every day, children all over the world make their way to their Waldorf school, their Waldorf kindergarten, their Waldorf after-school club, or related activities. Waldorf education as lived all over the world, is as diverse and different as the ways of the children and young people. For some it is a long walk on a dirt road, for others it might be an adventurous ride on a bicycle along a river, and for others still, it could be a challenging walk through dark alleyways. But the destination is always the same: a place of learning and care. We tell you about these different paths, starting on **page 9**.

**Cover photo:**  
Corporación Educativa y Social (CES) Waldorf,  
Bogotá, Colombia



### ÉCOLE DU VILLAGE: CLOSE TO THE EPICENTRE

Thanks to an earthquake-proof building, the small Waldorf school near Les Cayes was able to withstand the severe quake in August, providing shelter for people from the surrounding area who lost their homes. **Page 6**

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Friends of Waldorf Education emergency education team worked with children and their families in the flood-ravaged region of the Ahr Valley. **Page 28**

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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 from our offices in Berlin and Karlsruhe.



### Waldorf Worldwide

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



### Voluntary Services

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



### Emergency Pedagogy

Since 2006, the *Friends of Waldorf Education* has been committed to emergency pedagogy for children who live in war and crisis regions, or are refugees. Emergency 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 the children's self-confidence as well as their trust in their fellow human beings and resolve their paralysis. This type of trauma work has already proven itself in numerous missions worldwide. A further focus is on international networking and the ongoing training of local professionals.

## A worldwide monthly festival for all

With a global interactive map the new website [SteinerWaldorf.World](http://SteinerWaldorf.World) makes the worldwide network of Waldorf education tangible - and thus raises the international cooperation of schools, kindergartens, universities and other institutions working in Waldorf education to a new level. We are continuing what was successfully initiated in 2019 for the 100th anniversary of Waldorf schools, within the framework of Waldorf 100, and at the celebration festival in the Berlin Tempodrom.

On September 2019, Waldorf students from all over the world met at the Tempodrom in Berlin and celebrated 100 years of Waldorf education. They were instrumental in shaping the all-day cultural programme at that time. The idea behind the celebration became reality. It was a kind of international 'monthly' festival where pupils, together with their teachers, showed what they were currently working on and what was on their minds.

To perpetuate this sense of community, to deepen mutual awareness and thus the worldwide Waldorf network, the *Friends of Waldorf Education*, together with the Waldorf Association 2019 e.V., founded especially for the anniversary of the Waldorf schools, have developed a new website: [SteinerWaldorf.World](http://SteinerWaldorf.World). The central and connecting element of [SteinerWaldorf.World](http://SteinerWaldorf.World) is the interactive world map. We now invite all Waldorf schools, Waldorf kindergartens, educational seminars, regional associations, ecological projects as well as



curative education and social therapy institutions to showcase themselves and their work via the website. In this way we take up one of the most important elements of Waldorf 100 - „join in!“ - and at the same time we can make visible how and where Waldorf education is living in the world. The new website went online in September 2021. Initially, it only contained the basic data that we publish annually in the World School List. Now the schools and kindergartens, seminars and universities can fill this map with life. We look forward to your contributions to [SteinerWaldorf.World](http://SteinerWaldorf.World).

Christina Reinthal,  
Henning Kullak-Ublick

Further information can be found at  
[www.steinerwaldorf.world](http://www.steinerwaldorf.world)

Haiti

## École du Village: Very close to the epicentre

On 14th August, a severe earthquake shook the island nation of Haiti. The small Waldorf school - École du Village - in Torbeck is located only a few kilometres away from Les Cayes, the town most affected by the quake. Thanks to an earthquake-proof school building, the school became a place of refuge for many people in the surrounding area.



The epicentre of the earthquake, measuring 7.2 on the Richter scale, was only about 40 kilometres away from the port city of Les Cayes. More than 2,000 people died and almost 10,000 were injured. In addition, more than 37,000 houses were completely destroyed and countless people were left homeless and defenceless in the face of storm „Grace“, which swept across the island a few days after the quake with fierce winds and heavy rain.

Just outside the gates of Les Cayes in the municipality of Torbeck is L'École du Village. The school was founded by Myriam Silien and some of her friends who wanted to create a place of loving learning. A place where children are not beaten, as is unfortunately the case in many schools in Haiti. In their school, they created a safe learning environment not only for their own children, but also for the local children, most of whom live in abject poverty. The small school and its kindergarden, which runs according to Waldorf principles, is, like the whole island and other islands in the Antilles, repeatedly exposed to the forces of nature. The severe earthquake in 2010 was followed, in

2016, by a particularly heavy blow for the school in the form of a hurricane. The school buildings were largely destroyed by the storm and rainwater. Thanks to an immediate appeal for donations, the *Friends of Waldorf Education* were able to help quickly. Thus - after initially making makeshift repairs - lessons were quickly resumed. An emergency educational team of the *Friends* travelled to Haiti and worked with the children. The financing of an earthquake-proof school building was particularly important and here, too, we were able to support the school significantly. The last construction phase was completed in January 2018.

As is often the case when we hear in the news about disasters in the region, we asked L'École du Village how badly the grounds and the school building had been damaged, and the effects for the staff, the children and their families. The answer came back immediately and there was good news and bad news. Myriam Silien from the founding team of the school told us on 17th August in an email: „The situation is indeed catastrophic, but the school is still standing thanks

to its earthquake-proof construction. So, we can protect ourselves and the people from the neighbourhood, because at the moment nobody dares to go into the houses. Many homes are damaged, some completely destroyed, and many people are injured. It is very difficult to deliver food because the roads in Port-au-Prince have been cut off by gangs, making it impossible to send materials.“

The gang in-fighting around Port-au-Prince already led to the flight of about 15,000 people in June. The political situation in the country is confusing. Since 2015, elections have been rigged, disrupted by violent protests and repeatedly postponed. News about the involvement of members of the government in corruption and embezzlement of funds, the spread of poverty, the rising prices and the failures of authorities and police led to strong discontent among the population

Storm „Grace“ reached the island on 17th August, and although slightly weakened, this made the situation considerably more difficult for the many people in Les Cayes who had to spend the night under

“The situation is indeed catastrophic, but the school is still standing thanks to its earthquake-proof construction.“

the open skies, or in makeshift tents on the streets. Afterwards, „Grace“ moved off towards Mexico, growing into a hurricane again. As soon as we have found safe ways to support the school and the people, we will immediately forward donations to the school. The people, students and parents who have found temporary safe shelter in the school building are in desperate need of help, food and medical care.

Christina Reinthal

# “Together we form a rose”

The 4th Ibero-American Waldorf Parents' Conference took place in July 2021.

The first Ibero-American Waldorf Parents' Conference took place in 2012 as part of the Latin American Waldorf Teachers' Conference. Since then, mothers and fathers from the different countries of Latin America have gathered every three years to share experiences and deepen educational foundations.

In the tough times we all currently face we feel more called to seek innovative and creative ways of being together. With this in mind, this year, from 19th to 21st July, we took the opportunity to create a virtual conference to maintain our awareness, to continue to meet regularly, to strengthen existing links and to face current challenges together. With the clear idea that the essence of our gatherings be maintained, we invited all parents to the 4th Ibero-American Waldorf Parent Conference. Because of the online format, we had to be more conscious about our engagement. Therefore, it was particularly important for us to have

the committed participation of everyone at the conference. The programme included lectures on the inner developmental path of the human being, regardless of whether one is a parent or a teacher. The 12th lecture of Rudolf Steiner's General Study of Man formed the essential theme of the whole conference. Florian Osswald, Mariano Kasanetz, Luiza Lameirao, Ursula Vallendor and Walkyria Machado, as well as Joan Melé gave lectures for the audience logging in from Peru, Mexico, Costa Rica, the USA, Uruguay, Argentina, Ecuador, Brazil, Portugal, Colombia and Panama. In the afternoon, there were workshops dedicated to different pedagogical aspects. These were not only about educating children, but also about building a good school community, or individual development. We enjoyed a colourful programme ranging from foreign language teaching to economic issues in Waldorf schools.

This wonderful meeting reminded us, despite the physical distances, of our motto, “Aislados somos como pétalos y juntos formamos una rosa” (“Individually, we are like petals and together, we form a rose”).

Carolina Kot

Further information:  
[congresoiberoamericanowaldorf.org](http://congresoiberoamericanowaldorf.org)



TOPIC

# ROUTES TO SCHOOL

Every year, Waldorf students from Germany and many other countries raise funds for Waldorf schools, Waldorf kindergartens and therapeutic education institutions around the world that need support. Despite the restrictions due to the Corona pandemic, in 2020 some pupils also managed to hold a fundraising event as part of WOW-Day. This year, we asked the projects that received donations from WOW-Day to send in a short narrative with their thanks, describing how the children and young people arrive at school each day.

You will find some of these exciting stories on the following pages.



## Egypt: Along the Nile to school

The Madressa Hebet el-Nil is a small Waldorf school in the village of Al Biirat, which lies on the opposite bank of the Nile to Luxor. Its story began through the meeting of a Waldorf teacher with mothers from the farming families living there.

In view of the unsatisfactory schools available, the mothers showed enthusiasm for a school with an extended pedagogy. In 2016, the first seminars on Waldorf education and artistic courses for the Egyptian teachers took place and a first kindergarten group started in the same year. With the opening of the first class in 2017, the school was

recognised as a community school. Since then, officially, it has been called "Madressa Hebet el-Nil". In Egypt, classes at public schools are very large, often with 70 children in the room. The children are expected to learn by shouting out in chorus what the teacher says. Those who cannot keep up run the risk of being beaten. Despite compulsory education, many children do not go to school at all - the illiteracy rate is currently running at 30%. Access to the school system is particularly difficult for girls. Since the state provides little money for its schools, more and more private schools have been established in recent years, which are, of course, only accessible to people with high incomes. The Hebet el-Nil School wants to be open to all children. In fact, most of the children come from poor families from the eight surrounding villages. They usually come to school in three small school buses. Some children are brought by their parents on motorbikes. A few of the children come differently - for example Adam and Mohamed.

» Adam is a second-grade student. Every day he walks to school with his friend and his little brother. They have to start very early because they live far away from the school. First, they walk through a narrow street where they often play together with their friends. After a while, they come to the canal, along which they walk until they reach the school. On their way along the canal they see many different things, such as big banana palms, fields of grain and animals like sheep, cows, donkeys and sometimes horses. On their way they run into many stray dogs. These can be very dangerous. Sometimes they walk past a large water pump. Under the pump lies a black, fierce dog. When this dog sees them, it immediately starts barking, often running after them. But the children are brave. Since they also have a dog at home, they can handle this situation. They even try to make friends with the dog - it's a nice challenge and a practical one, because they have to pass him every day.

Fortunately, there is a big sea buckthorn tree on their way. They pick the fruit, wash it and eat it on the way. Once, one of the boys ran to the river

to wash the fruit. Suddenly he saw two eyes in the water. He saw the eyes quietly and slowly following a bird on the bank. Then the eyes tried to catch the bird, but the bird just managed to escape. The eyes belonged to a small crocodile, which then returned to its cave. The boy told the others what he had seen and they ran on towards school, talking excitedly about it.

Mohamed from class 4 also comes from one of the surrounding villages and every day he rides his bike to school. He wakes up very early in the morning. Before he goes to school, his mother makes him breakfast and they eat together. For school he gets sandwiches in his bread box. He takes his backpack and his new bicycle and rides off towards school. Soon he comes to the Nile, where he sees many ships. On the other side of the road are wide fields and the canal. On his way he also sees many animals like cows, horses, donkeys and dogs. He also sees banana fields, corn fields and mango trees. Then he reaches the school - he is the first one to arrive each morning.«



## Brazil: To circus training through the favela alleys

The Circo Ponte das Estrelas is for children aged 12 to 18 who come from the outskirts of São Paulo. Violence, crime and drug dealing lurk in their immediate environment. In the circus, they meet every day and practise circus acts and theatre scenes, but also simply live together. And all of this takes courage and practice after the difficult experiences that every child brings with them. In addition, there is a lot of art and music. At the weekend, the children can stay overnight at the circus. But the way from home to the circus is always a challenge as well.

» The children make their journeys to us on foot, by bus, or by bicycle. Or someone might bring their child by car. Everyone who can somehow manage it accompanies their children, because the journeys on foot involve several dangers. For one thing, the road traffic is chaotic, and for another, the social disparities bring with them a high level of crime. You



can see that just by looking at the large number of policemen and policewomen on the streets.

Armed robberies to get a handbag, a mobile phone or a pair of trainers are the order of the day. In our street leading to the circus, a wall says: "Attention, this is a street with frequent muggings!" And if that isn't enough, shootouts between police and drug gangs occur in the favela alleys. On top of that, the drug lords are constantly looking for new "planes" - that's what the drug deliverers are called. Preferably, these are children and young people, as they cannot be arrested and are they are often easy to lure with a small wage. However, exactly THAT is the entry into the drug scene . . . Those who travel to us on their own must be careful not to fall into any of these traps.

These difficulties show why our work is so important. Children without care, who are alone at home because their parents have to work, find an anchor with us so that they don't go astray and fall into the drug scene. But, also of course, they can have something to eat, be in a friendly environment and learn about social interaction, to have support with their schoolwork, to make friends, and, of course, to do a lot of circus.«



## Vietnam: The whole family on one motorbike

Nearly 20 years ago, in 2002, Nhu Tri, head nun of the Dieu Giac Buddhist Temple in Ho Chi Minh City, added a Waldorf kindergarten to the orphanage near her temple, that she built and runs.

About 30 children find a free place of care here - some of them are children from the orphanage, others are children of poor families from the neighbourhood. School education and child-care are chargeable in Vietnam. If a family cannot afford the school fees, the children do not go to school, although there is compulsory education. That is why the kindergarten at the Dieu Giac orphanage is so special. Children whose parents can pay little or no money for care can also come here.

» Dieu Giac Orphanage is located in one of the districts of Ho Chi Minh City (HCMC), where most people move around on bicycles, small motorbikes and scooters. Here it is quite normal to see the streets full of all kinds of vehicles. Some of them are heavily loaded with goods, others have whole families - sometimes up to five people! - sitting on a single motorbike, for example. The onslaught of bicycles, cars and motorbikes never

seems to end. Even our kindergarten teachers ride to kindergarten on mopeds. Lien Kim, one of the educators, took some photos to show how the children who live nearby ride to the kindergarten. At the orphanage, the bicycles line up along one side of the courtyard, which is also the shared public space of the Dieu Giac community. As soon as the children leave the fenced community compound to go out onto the busy street, they ride with their parents or siblings on various bicycles or motorbikes, in just as adventurous a way as is common in Ho Chi Minh City.«

## Kyrgyzstan: Traffic chaos and the view of the mountains

The Nadjeschda children's centre is in Bishkek, the capital of Kyrgyzstan. 90% of the country is 1,000 metres above sea level. The highest mountains are always covered in snow and stand at over 7,000 metres above sea-level. Nadjeschda is a centre for alternative and free education that takes care of children and young people who have been classified as "ineducable" in Kyrgyzstan, which means that they do not receive any public support to attend kindergarten, school and corresponding therapies, and are not integrated into society.



**"All in all, the children need one to two hours to get to school."**

Therapeutic education, elements of Waldorf education, the pedagogy of Janusz Korczak and other forms of therapy are brought to these children and young people, so that in the course of time, half of the children can move to state institutions. Their daily journey to the centre is, in some cases, very long and arduous.

» Early in the morning, the bus collects the children from all over the city and they travel for quite a while before arriving at the Nadezhda centre. Almost all the children come by bus, only a few are brought by their parents. The children cannot come on foot or by bicycle because of their physical limitations and because of the bad roads. Only the 12 children who live in the nearby residential group are brought on foot or by wheelchair.

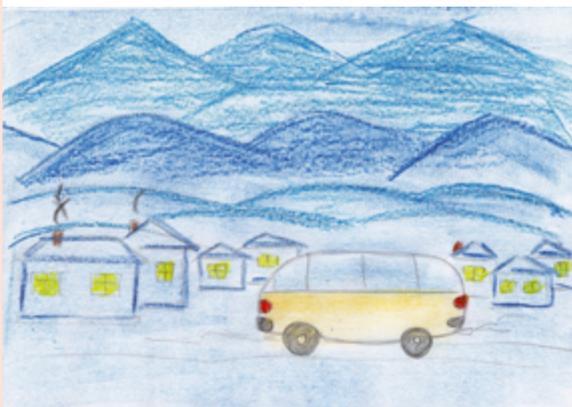
Almost all the other children come to the children's centre in two minibuses (marshrutka), each of which has its own route. The collection of children from every corner of our city and around it starts early in the morning at 7 am. At this time, the first child sits down on the bus and ends up being the last to arrive. The distance covered by the first minibus is about 25 kilometres one way, and the second minibus travels 60 kilometres one way. In total, the children need one to two hours

to get to school. Unfortunately, it can take much longer, especially in winter and autumn when the weather changes and it rains, snows or the roads become icy.

The biggest problem (not only in Bishkek, but in the whole country), are the bad roads. There are bumps, holes and damaged sections of roads, especially in districts outside the city limits. Sometimes there are no paved roads at all. And in autumn and winter, the roads there become difficult to pass because of a soggy, viscous layer of mud. Frequently you get into rush hour and are stuck in a traffic jam for up to an hour.

The view out of the minibus window is of a mountain landscape, where the children can see snow-covered mountains 5,000 metres high and glacier peaks glittering in the morning sun. On the way back home it looks nearly the same but is accompanied by the sunset.

Apart from the difficulties of the way to school, the children love coming to the centre. The Nadjeschda Children's Centre is like a big family where the children receive therapy and have opportunities to communicate. Nevertheless, the achievements of our children in taking the long way to school day after day and their great willpower, eagerness and patience are worth praising!«



## India: Through the desert to school

The Darbari Waldorf School was founded in 2016. The 40 pupils range between the ages of 5 and 17 and they come from the caste of the "untouchables" - the lowest caste of the legally abolished caste system in India, which unfortunately, still exists in many people's minds.

Darbari is in the Thar Desert of Rajasthan - a harsh region. This stony desert with its sparse vegetation and extreme heat (temperatures go up to 50° Celsius), covers 200,000 square kilometres. Drought, blistering heat, simple living conditions and great poverty characterise the lives of the Bhil people who live here. In this remote area, there is an illiteracy rate of 70%. The children receive little education, only 5% complete school. The Darbari School wants to help the children develop into free individuals, independent of caste, gender, social status and religion. For girls from 13 years, attending school is the only way to avoid an arranged marriage. Increasingly, parents are resisting family pressure and sending girls to our school instead of marrying them off first.

» Darbari Waldorf School is located right at the entrance to the village. Most of the pupils come on foot. To do this, the children have to get up very early. The first thing they must do is fetch water from the well to wash themselves. Even if they are extremely poor and do not have running water, the children want to arrive at school clean. Most of the time they don't have a proper breakfast at home and eat leftover chapatis (a traditional flat bread), from the day before. It is not uncommon for children to encounter dromedaries, goats and cows in the wilderness, on their way to school! Pupils from distant villages sleep and live at the school and only return home during holidays; otherwise the journey would be too

"It is not unusual for children to encounter camels, goats and cows in the wild on their way to school!"



long. Arriving at school in the morning is always a powerful and moving moment. We all gather in a circle and sing in Hindi, English, French and Marwari before everyone goes to their classroom. Every morning is a new promise of hope!«





## Ghana: A short way to school with special challenges

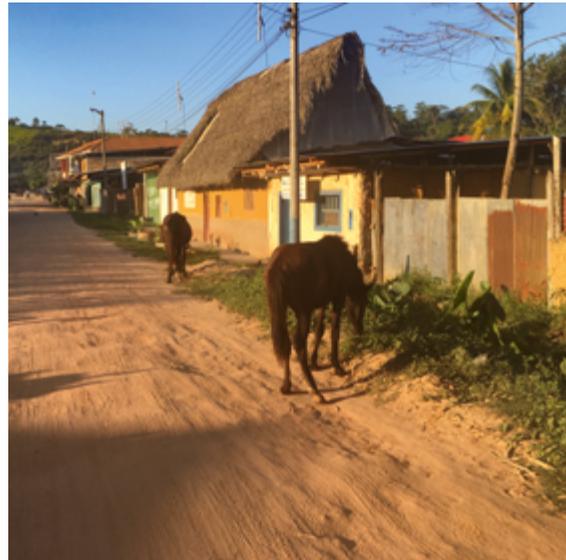
The Cosmos Centre is a therapeutic education facility in Dormaa Ahenkro. Children and young people with severe disabilities live here. Many people in Ghana believe that a child born with a disability brings bad luck to the family. Often, they are left by a river immediately after birth and given to the river god. That is why the children are also called "Nsuoba" ("river children"). Some children are also kept hidden in the farthest corner of the house.

Such children find a home at the Cosmos Centre where they can grow up protected. They receive three simple, healthy meals a day, as well as clothes, a mattress and a mosquito net. And for a few months now, a physiotherapist has been coming to the centre regularly to work with them. There is also a small school in the centre. Ayala, the house father and teacher, teaches them the letters, practises arithmetic and does form drawing with the children and

**“Our children have it comparatively good: they only need to crawl or be helped to walk from the terrace and into the school room.”**

young people. Since the children live directly in the village-like community, their way to school is very short, as a staff member of the centre writes to us:

» We were asked to describe how our children get to school. There will certainly be many adventurous stories from Africa. I know some children who have a two-hour walk every morning, often barefoot on small dusty paths. And it is not uncommon for children to encounter camels, goats and cows in the wilderness on their way to school! In the rainy season, the children then wade through indescribably muddy terrain. But they are happy to do it because they are glad that they can go to school. Things are a little different here! Our children have it comparatively good: they only need to crawl or be helped to walk from the terrace and into the school room. Only one of our children can walk independently. Some are carried to the classroom by the Mmas or Ayala, our house father and teacher.«



community life. They meet in handcraft groups, do sports exercises together and receive medical tips. For the children, the services offered by Estrella del Sauce - the "Escuelita" - are an important supplement to school lessons.

» Our Escuelita is in a small village which is about two hours away from the next large town. There are hardly any paved roads in this village, only roads made of sand. Most of the children come on foot, only a few of them are lucky enough to have a bicycle to get to the Escuelita.

The children with the longest walk live in the neighbouring village of Osho de Julio. Sometimes they take a moto-taxi (a motorbike with three wheels and a wide back seat with a canopy). But that costs money, which is why the children from Ochi de Julio sometimes have to walk. Then, they are on the road for 20 to 30 minutes. One thing that can make the journey very difficult is rain. When it rains heavily, the road turns into a river of mud. You have to be very careful not to slip and arrive at the esculents bathed in mud from head to foot. Sometimes, classes are cancelled altogether if the rain is too heavy. Tropical rain can be exceptionally heavy. But when the sun shines, everything seems to go better and easier, and that goes for going to school too.«

## Peru: Rivers of mud

Near Tarapoto, in Peru's northern jungle, the Waldorf initiative Estrella del Sauce works to provide education and social development by co-operating with public schools and communities.

The association supports work in kindergartens, offers afternoon care for school children, and teaches people with disabilities who are often rejected by public schools despite compulsory education. About 65 children come regularly. In addition, the initiative offers 24 senior women, the "señoras", opportunities to experience more

You can still run  
your wow-day  
in winter  
or spring.



# WOW-DAY 2021: WE WILL VISIT YOU AT YOUR SCHOOL

Finally, the time has come again. Since the end of the summer holidays, we are able to visit your school once more to tell you about WOW-day. Our first WOW-Day visit of this school year (2021/2022), was at the Waldorf School Seewalde. Together with the Seewalde Upper School, we looked back at the WOW-Year 2020, looked at some of the ways children around the world go to school and planned some actions for WOW-Day 2021. Questions were clarified, ideas worked out together, individual WOW-Day goals set and we even made some posters. We really had a lot of fun!

Since all schools in Germany are open for face-to-face classes again, you can get active together once more: either as a small group, as a class, or even

as a whole school. And what could be better than a WOW-Day action, with which you can support the worldwide Waldorf movement, get involved practically and really feel and experience the international Waldorf network? If you would also like to learn more about WOW-Day, get inspiration for your WOW-Year 2021 and work together on ideas for actions, I would be happy to come to your school! Just send an email to [wow-day@freunde-waldorf.de](mailto:wow-day@freunde-waldorf.de) and don't worry. This year everything is a bit different than usual; we're not taking the action period, which normally runs until the end of November, too seriously. You can still carry out your WOW-Day campaigns in winter or spring.

Johanna Ruber





# IMPRESSIONS ROUTES TO SCHOOL

Corporación Educativa y Social (CES) Waldorf, Bogotá, Colombia

**Below:** Escola Anael, Varzea da Roca, Brazil



Above: Escola Anael, Varzea da Roca, Brazil.

Lesedi Waldorf Centre, Madietane, South Africa



Below and right: Rudolf Steiner School Mbagathi, Nairobi, Kenya

Kusi Kawsay School, Cusco, Peru



## Education for a liveable future

While preparing this article, a major repair had to be done at our house. In the meantime, this matter has been dragging on for two and a half months, because on the one hand there is a forest of regulations which, if not complied with, leads to the loss of insurance cover, and on the other hand, the companies (and here we are talking about the German market leader), either cannot deliver spare parts at all, deliver the wrong spare parts, declare that they are not competent, have employees who do not answer, deliver to the wrong address and so on. My impression is getting stronger and stronger that the real world is no longer functioning efficiently, the world of regulations is dragging a leaden weight over the country and the number of employees who are still capable of solving a problem without instructions is declining drastically. This world of reality that is functioning less and less contrasts with the bubble world of Twitter, Instagram, Pinterest, Snapchat, Tumblr and the like, which offer a pretence that something important is constantly happening there. More than 4 billion people worldwide spend time in this bubble world and are entertained and informed to an extent and in a manner that is hard to beat in terms of empty reason, slackness in judgement and lack of depth. Humanity seems to be oscillating between these two states at the moment, and that is not particularly exhilarating.

If it is true and we are oscillating between an ever more inadequate reality world and an ever more inane bubble world, then the question of the educational mission at the beginning of the second

century of Waldorf education arises anew and in a manner that is sharp, urgent, uncomfortable and unbending.

Until now, ideals guiding inner and outer human development, freedom and love, have been at the heart of Waldorf education's mission. Of course, aspirations for freedom should not be misunderstood as "everyone can do what he wants" and "thoughtless embraces for everyone", so the latter is not to be confused with feelings. Rosa Luxemburg's view that freedom is always freedom for those who think differently, and not a privilege of the few, must certainly be supplemented in several respects. Freedom always also means: to become active oneself without a mandate and to act out of oneself in consideration of the other. And the other then refers not only to people, but also to plants and animals, climate and natural resources. Love then means creating the inner space within oneself that offers the other person opportunities for development. In this sense, freedom is directed towards oneself, and love towards the other.

Fine, you might say, go ahead and build on your ideals and dream on. I would say, however, that if we give up this dream – our ideals – we give up being human. Consequently, in view of the fading world of reality and a world of bubbles that is dominated by appearances, it is a question of organising kindergarten and school in such a way that children and young people experience a healthy nature and a functioning world of reality and that they can discuss their real questions about people

**Freedom always also means: to become active without a mandate and out of oneself in consideration of the other. And the other then refers not only to people, but also to plants and animals, climate and natural resources.**

and the world with their teachers in such a serious way that they grow and strengthen inwardly as a result. Then, they can learn to deal with the bubble world in such a way that it does not swallow them up.

I wanted to take the liberty of making this preliminary remark because I see more and more that we will not achieve fundamental renewal without clear diagnoses. And this renewal is so important if we still want to be in a liveable and lovable world and society 40 or 60 years from now.

For the *Friends of Waldorf Education*, this means that we should take every opportunity to fight for more curricular and structural freedom, knowing full well that mainstream education policy - especially in Europe - has been going in the opposite direction for twenty years. For the *Friends of Waldorf Education*, this still means supporting teachers and parents wherever they want to set up pioneer schools and show how different school can be. It also means encouraging individual parents and teachers to do what seems right to them and not what the mainstream demands, and sometimes that means financing legal costs.

This is why we have financed the construction of another school building for the Waldorf School in Chişinău to an astonishing extent for the *Friends of Waldorf Education*, even though it is a state school. As reported earlier, the school had to provide sufficient room-space for parallel upper school classes to be accredited as a lyceum in the first place.

## From our work International Cooperation



Nana Göbel



The kindergarten rooms provided by the city in the mid-1990s, which the school has a right of use without limit of time, have long been insufficient for their purpose. For a long time, the school had been using every corner including the basement rooms. There was only one solution: a new building. And this new building was essentially financed by the *Friends of Waldorf Education*, and that means to a large extent by two donors who made large sums available to the *Friends*. I would like to thank these two donors very, very much, even without

mentioning their names. After we had pledged the funds, work on the new building began. This building is now largely completed but has not yet been approved. Sometimes, it is not clear why. In July 2021, parliamentary elections finally took place in Moldova, through which the pro-Western party prevailed against the pro-Russian party. From the outside, this is a good signal for the future of the country. Now, however, the new government must show that it really is doing everything new. And that is why the Waldorf School curriculum, which has always been accredited until now, will no longer be approved. Everything will need to be presented, re-explained, elaborated, approved, and with a pro-Western model, this will mean even more cognitive orientation, even less art, even more exams, or performance reviews. What sounds promising for the country as a whole can create the greatest difficulties in individual cases. Relation-

**I would like to thank these two donors, even without mentioning their names, very, very much.**



ships with the ministry will have to be rebuilt - also by us. It promises to be exciting times!

In another concrete pioneering situation, the Trianemi School in Athens is the first school in Greece with a programme other than the state programme. Trianemi has now expanded to such an extent that a sixth grade (and thus the top grade of the primary school) has just been able to open this school year for the first time. We are determined to help this school finance its own school building and have already done much to acquire a plot of land on which the plans can become reality.

These two examples can perhaps suffice to show that, in addition to the ongoing support of educational institutions, such as the school for the Dalit in the desert of Rajasthan, or for disadvantaged families in Ongata Rongai, Kenya, we also have educationally focused tasks; tasks which will lead to schools opening the doors for next Waldorf schools. And if we succeed in this, then we also succeed in opening a door to a future worth living and loving.



**Left page:** New building of the Waldorf School in Chişinău, Moldova

**Right page:** The Trianemi School in Athens, Greece



## From the work of the Voluntary Services

### Volunteering in a time of Corona

At the time of writing, we are in the middle of the second Corona summer. A summer with a very peculiar blend of partial normality amidst an ongoing pandemic with all its uncertainties, twists and consequences. For the volunteer services, this means continuing to be flexible - and we're pretty adept at that by now. We do our best to do what is possible.

While domestic services go ahead in Germany, and postings within Europe are possible, and with stronger staffing than in normal times, the picture is very mixed for departures to America, Asia, Africa and Oceania. Many countries have imposed visa and entry restrictions. Some things are very rigid, but many things are constantly changing. Entry into Germany by international volunteers is often not possible at all or is regarded as unsafe. High-risk areas, complex visa processes and travel restrictions are unfortunately often a real obstacle in this country.

Where service can take place, it is important to keep an eye on the constant changes: Where do volunteers first have to go into quarantine after entering the country? Which country has upgraded Germany from red to yellow or green? Where is a lockdown just around the corner? Will our volunteer centres and their volunteers still be able to continue their work? As I said, it has now become a working routine to clarify all these questions.

To the great delight of all involved, face-to-face seminars were held again in the summer. For volunteers leaving the country, the ten-day preparation seminars are an intensive experience. The same goes for in-country volunteers, some of whom met for the first time in real life after three or four online seminars. The sorely missed personal encounters, social

interaction and community experience fill a significant space in the seminar work. Apart from the interesting pedagogical questions, we are of course busy with adapting and implementing constantly changing hygiene regulations.

The second Corona year has also shown us that many young people in Germany are applying for voluntary service right now. Whether it is for a service in Germany, or to go abroad. The need for young people to have real encounters and engage in practical activities is clearly noticeable, and we experience great gratitude for what can take place.

Claudio Jax

## From the work of emergency education

In March 2021, about three months after the acute emergency education mission on the islands of San Andrés, Providencia and Santa Catalina, another team travelled to Colombia to carry out a follow-up mission on Providencia. In addition to further training for teachers, social workers and other interested parties, the focus of this mission's activities was once again working with children and young people.

The German Federal Ministry for Economic Cooperation and Development (BMZ) has secured funding for further projects in Colombia. The aim of establishing a competence centre and crisis intervention team for emergency education can be pursued further. In addition, further modular training is being offered in the cities of Bogotá, Medellín and Cali. In the university hospital in Cali, emergency and trauma pedagogical work continues in the surgical ward with children and young people who are admitted to the hospital with injuries inflicted by violence. In addition,



support for the "La Paz es una Obra de Arte" programme at the University of Antioquia has been secured. Here, we have previously worked with former guerrilla fighters in 2019 on emergency and trauma education. Since 2016, a local team in the maximum-security prison in Medellín has been working with young prisoners in art education founded in emergency and trauma education methods. At the end of August a meeting took place in Cali, where staff from different projects exchanged experiences and drew up new action plans.

From 4th to 6th June, the 9th Annual Emergency Pedagogy Conference took place both online and at the Parzival School Centre in Karlsruhe. Thus, a total of over 800 people were able to participate via the screen and around 30 people on site. An international exchange on the topic of "Corona crisis - risks and opportunities for children and young people", took place. There is also good news from Iraq: emergency education has been established in

refugee camps in the Autonomous Region of Kurdistan for the past eight years. In the meantime, there are numerous local staff members trained in emergency education who work with children and young people in three camps on a daily basis. In addition, work has been done in recent years to ensure that the financing of the projects can also be placed in the hands of the local team. This means that emergency education in Iraq will be able to stand on its own two feet in the future.

In Lebanon, 4th August marked the anniversary of the devastating catastrophe caused by the huge explosions in the port of Beirut. At that time, an emergency education team was deployed to support the traumatised people. At the end of July, an outreach team set out again to conduct emergency and trauma education training, in addition to parent talks. Again, the primary focus was the work done with the children and young people.

Bonnie Berendes

Germany

# “The scale of the disaster really gets to you”



## Emergency education in the flooded area

» Destroyed houses, sinks hanging in treetops, countless wrecked cars and collapsed bridges. It is a picture of great destruction that presents itself.” This is how Bernd Ruf, founder of Emergency Education, describes his impressions from the flooded area in the north of Rhineland-Palatinate. For 16 years, he has been deployed in war and disaster areas worldwide and has led about 120 emergency education interventions. This emergency mission near Ahrweiler, however, is exceptional even for him. “I haven’t seen pictures like this from Germany in my whole life, this scale of disaster really gets to you.”

Together with his team, the experienced emergency educator is trying to support the families in the area in processing the traumatic experiences. The fact that people are still in a phase of shock can be seen in symptoms such as insomnia, anxiety and concentration problems.

Clean-up work and practical action are helping them to overcome the immediate feelings of helplessness or powerless. There is also a great sense of solidarity among the people. The fact that the chil-

dren are also suffering from the situation and the events and urgently need help in coping with what they have experienced is shown by symptoms of regression such as bed-wetting or other complaints. “The external destruction is, at the same time, a picture of the internal damage done to children and adults. Therefore, it is especially important to offer them a protected place now, a so-called ‘child friendly space’,” explains Bernd Ruf.

A Waldorf kindergarten will therefore serve as a base for the emergency educators for the next few weeks. For a few days now, some boys and girls from the devastated villages nearby can be looked after in the outdoor area.

The kindergarten is now being converted from a half-day facility into a full-day facility, offering trauma-response methods of education in order to be able to relieve the children of the stress as best as possible and at the same time, offer relief to the parents.

“It is part of the concept that the parents can have conversations with us. We give them essential ad-

“The external destruction is, at the same time, a picture of the internal damage done to children and adults.

Therefore, it is especially important to offer them a protected place now, a so-called ‘child friendly space’.”

vice and methods for inner stabilisation that they can use for themselves and for their children,” says Bernd Ruf. “We will stay here for many more weeks and help the parents, children, young people and educators with our emergency education and trauma work to prevent possible trauma sequelae.”

For those affected and those left behind in the regions devastated by the floods, it will certainly be a long road to come to terms with the terrible events.

Bonnie Berendes





## Among Friends new podcast

The *Friends* are providers of voluntary services. But for us, there is much more behind it than a year of voluntary commitment. We want to inspire you, touch you and encourage you to dive with us into all the questions that make life really come alive. Beginning in December there will be a new episode of our podcast - "Among Friends. Together on your journey through life" - on Spotify and everywhere else where podcasts are available. Here, Felicia and Eva from *Friends* talk in a relaxed atmosphere about all the things that are important for volunteers now. Together with exciting guests, we discuss and reflect on topics related to career and life design, as well as personal development. As a foretaste, you can read one of the interviews from our podcast here.

An excerpt from the interview with Ravi de Queiroz (21), conducted by Eva Weingart from the podcast "Unter Freunden".

**Eva:** I have a special guest with me today: Ravi de Queiroz. He came all the way from Brazil for the interview (laughs). No, nonsense, of course not. That was a bit earlier, two years ago to be precise. Do you remember, Ravi, what day it was when you arrived in Germany?

**Ravi:** Yes, it was on the 7th of September [2019]. I know because that's Brazil's Independence Day. And also, my father is a director and he made a short film with my brother and me playing in the street. That was also on 7th September. My friends from school still bug me about it to this day. So I have three reasons to never forget this day: Brazil's Independence Day, the embarrassing short film (laughs) and now my arrival in Germany.

You originally came to Germany to do a one-year voluntary service with your friends and amazingly - if I can put it that way - you are still here. What are you

doing at the moment?

I'm currently doing an apprenticeship in agriculture at Lake Constance and that's my main occupation. But on the side, I recently started making instruments. So far, I have made bamboo and clay flutes. The clay flute is like a whistle, but with holes - it's called an ocarina.

**We have already heard that you come from Brazil; where exactly did you grow up?**

I was born in Belo Horizonte. That's the capital of the state of Minas Gerais, right next to São Paulo and Rio de Janeiro. But we moved around quite a lot and I've lived in twelve different places so far. Interestingly, it doesn't feel nomadic at all. I think it has to do with school, I was at school almost more of the time than at home.

**Was there a key moment in your youth that made you realise what was waiting for you in the future, and that you would one day move so far away?**

Yes, there was. We had - just like here at the Waldorf School - an agricultural internship in ninth grade, and back then I already thought: No, I'm not going straight into studying anything after school. I just wanted to learn how the world works and I knew I wouldn't learn that at university. There are many theories, of course, but I wanted to see what effect, for example, the sun has on us, on our cultures. I thought agriculture would be very suitable for that. But, in the meantime, I put this idea aside when I started a therapeutic education course at the end of high school. And about Germany: Well, I wrote my human life story for school about Rudolf Steiner. Of course, at the time I couldn't grasp what it was all about, but afterwards I was keen to learn more about anthroposophy. Then the German language inevitably comes into it at some point. And after school I thought to myself: I want to go to Germany!

**Exciting. So, did you get in touch with the *Friends* after school?**

Yes, that was a great help. Also because there were problems with the visa. There is no German consulate in my city, so I had to travel around Brazil to

**"I think home is where you have your heart. And at the moment I have it here."**

get all the paperwork together. I was a bit worried at the time, but it was also great fun - the whole process. I had just turned 19, and it was a great transition away from the parental home and into independence.

**Do you remember how you felt when you finally landed here, in Frankfurt, at the airport?**

Whoa, at the airport? Well, Frankfurt Airport with all its corridors ... I got a bit nervous. You start a new phase of your life and leave behind a whole world, a whole circle of friends everything you know. But above all, there was a great joy in it and therefore, a mood of levity. And then I was picked up by the *Friends*. I went straight to the preparation seminar and that was quite an experience (laughs)! You know, I couldn't speak German properly yet. But we made a lot of music together, and I always found that very enjoyable.

**And then you spent a whole year in Brachenreuthe, five kilometres from Lake Constance, in a Camphill school community, a therapeutic education community with a boarding school and a special school. If you**



### were to summarise three things you learned during that year, what would they be?

Certainly, a great openness. In “normal” society, you simply don’t get to know some things because you manage everything on your own and you don’t see that there are people who need support. I experienced that there for the first time and I think it’s really good because then, at some point, you also feel ready to help, no matter what. And at some moment in life, everyone comes to the point where they need support. This understanding from both sides, this exchange, I find very important. Secondly, it is the experience of the seasons here; that is something wonderful! In Brazil, the clock is somehow only adjusted by one hour from winter to summer. That’s nothing in comparison. And when it snowed for the first time, that was ... I can’t quite explain it. I got a pain in my cheeks from laughing so much, it was so wonderful. But of course, when you work on the farm a year later at minus 15 degrees, the snow is somehow not so nice anymore (laughs). The third point is about being away from home, that transition. You think to yourself, I’ll do voluntary service and after a year I’ll come back. But three months after I left home, it was very clear to me, I’m not going back, that’s it. I don’t have any problems at all with my family, I love them and everything is going well between us, but then you just realise, I have my life and I

have to do my own thing now. Oh, that’s really such a step towards freedom.

### One last, more serious question: What does home mean to you?

What I find very important and what I have also learned in this whole international movement is that the world is one. This experience of finding such good people here, or wherever I am, has made me realise that we all belong together. I find it hard to say that my home is somehow Brazil. I love Brazil, but home as a place where I feel safe or where I am sure - this is the right place for me - that’s difficult. I was in Brazil for a short time in February/March and it felt somehow different than before. I met my family and all my old friends, but I sensed that I don’t really have my place there anymore. The things I do and the people I do them with are all here. And it was clear to me then that I had to return to Germany as soon as I could. I can’t say that Germany is my home either, but I think home is where your heart is. And at the moment, I have it here.

Interview: Eva Weingart

- The podcast “Among Friends” will
- be available from December available on Spotify.



## 2020 Financial Report

# Friends helping each other in difficult times

The response was overwhelming. While requests for help from abroad flowed in almost daily, we simultaneously received warm blessings of money from donors, from foundations and from the German Waldorf school movement. During this period, we supported more than 80 Waldorf schools and kindergartens, therapeutic education centres and social therapy institutions with grants for salaries, rentals and, in particularly difficult situations such as in Ethiopia, for the distribution of food. We are extremely grateful for the huge levels of support, which I, together with the teachers and parents of the supported institutions, have experienced as a warm embrace.

### THE FOUNDATION OF THE ASSOCIATION

October 2021 will be the 50th anniversary of the founding of our association. I will take this opportunity to give a brief overview of the financial development of the *Friends of Waldorf Education*. Ernst Weißert, then board member of the Federation of Independent Waldorf Schools, promoted international cooperation through regular parent-teacher conferences and created bodies to support the growth of, what was then, a small Waldorf movement. In 1969 the International Association of Waldorf Kindergartens was founded, and in 1970 the Hague Circle was set up so that representatives of Waldorf Schools could exchange views on the legal framework in their countries and jointly develop and implement ideas to promote freedom in education. The Hague Circle now calls itself the International Conference of the Waldorf Education Movement and, as an international network of colleagues in the Waldorf movement, looks after a series of internal and outward-facing tasks.

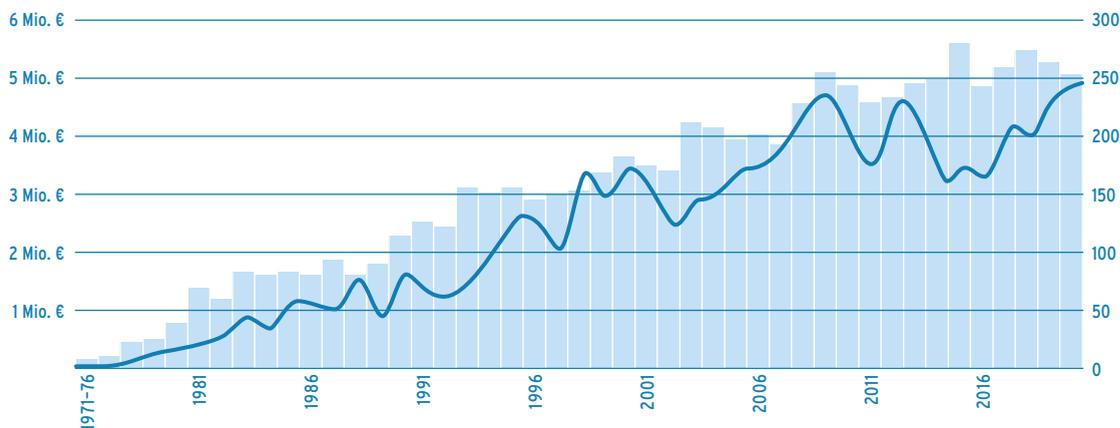
On 10th October 1971, 22 people met in a room at the Stuttgart Teachers’ Seminar in Haußmannstrasse and founded the Freunde der Waldorfpädagogik (Erziehungskunst Rudolf Steiners) e. V. The members of the association received information about the work projects of the Federation, a subscription to the journal “Erziehungskunst” and collected donations, the use of which was decided annually at the general meeting. In the first five

*The Friends of Waldorf Education was founded in 1971 with the aim of providing support across the international Waldorf school movement. In 2020 it became clear how important and effective this support is*

In the spring we learned about the effects of the Corona pandemic in schools and kindergartens worldwide. In most countries, governments imposed a hard lockdown - no part-time allowance, no Corona bridging support. Parents lost their jobs and could no longer pay school fees, schools couldn’t pay salaries and rents, pupils no longer received lessons and school meals. As the news stories came in from around the world, it became clear that the existence of many Waldorf schools and kindergartens was threatened. We quickly informed our friends and supporters about these needs in a special appeal for donations.

## International Waldorf Fund

From 1971 to 2020, we were able to support the worldwide movement of Waldorf schools and kindergartens, therapeutic education and social therapy institutions and training with a total of € 109,189,923.35.



years DM 70,000 (€34,000), was collected and used for scholarships, identified tasks of the Federation of Waldorf Schools (for example, conferences for young teachers), the work of the International Association of Waldorf Kindergartens and international conferences for Waldorf pupils and alumni. The use of the funds was regularly reported in the Federation's report books.

In 1976 former Waldorf pupils from Germany, Holland and England, Andreas Büttner, Christa Büttner, Nana Göbel, Jean-Claude Lin, Andreas Maurer and Paul Vink, wanted to establish something along the lines of a World School Association. Ernst Weißert invited them to use the existing association, *Freunde der Waldorfpädagogik e. V.* as a legal instrument and so, accompanied by Ernst Weißert and Dr Manfred Leist, they began to form the association.

At Easter 1977 they created the International Relief Fund (today: International Waldorf Fund), and in the autumn the association was renamed "Friends of Rudolf Steiner's Art of Education - Waldorf Education". The association was renamed "*Friends of Waldorf Education*", an office was set up for Andreas Büttner in the rooms of the Association of Independent

Waldorf Schools in Haußmannstraße and the first newsletter was published reporting on the work and needs of international institutions. The energy quickly brought results. In 1977, the *Friends* of the International Waldorf School Movement were already able to provide €35K (in the years 1971 to 1976 the total was €34K). In addition to continuing the previous support, direct grants were made to foreign institutions for the first time - to the Waldorf School in Lahti, Finland and to Emerson College in Forest Row, England. Andreas Büttner, Nana Göbel and Justus Wittich were elected to the board of the association.

The work increased and from January 1979 fortnightly board meetings were held. Ruth Seiss wrote minutes and in July, Andreas Büttner began to receive support for the extensive correspondence from Leonore Witz. In 1981, 65 institutions could already be supported with €539K (more than one million D-Mark), and five years later, in 1986, the number of institutions receiving help rose to 78, with funding of €894K.

In 1988, an application submitted by Justus Wittich was approved and for the first time, a Waldorf school

building was co-financed with the Federal Ministry for Economic Cooperation (BMZ). Between 1988 and 1991 more than DM 1 million (€520,000) went to the Max Stibbe School in Pretoria, South Africa. This was followed in 1994 and 1995 with buildings for the Baobab College in Johannesburg, the Novalis College in Cape Town and the curative education facility in Simeria, Romania. The implementation and accounting of the BMZ projects was time-consuming and labour-intensive. With the help of a team of BMZ volunteers, a total of 40 buildings were completed.

After the fall of the Berlin Wall, there was great interest in Waldorf education in Central and Eastern Europe. Even before the reunification of Germany, the Waldorf School Berlin-Mitte opened. The *Friends* supported the training and development of Waldorf schools and kindergartens as well as curative education institutions, for example in the former GDR, Moscow, St Petersburg, Irkutsk, Budapest, Warsaw and Bucharest.

In 1993, Uschi and Bernd Ruf, who had already been involved in the *Friends'* board meetings since 1987, began to set up the Volunteer Services Department in Karlsruhe.

In 1994, the *Friends* presented Waldorf Education at the UNESCO Conference in Geneva with an exhibition and a catalogue in 14 languages. The *Friends'* exhibition and catalogue "Waldorf Education" supported the public relations work of existing Waldorf Schools and helped pioneer schools in negotiations with their Ministries of Education.

Since 1994, there has been a campaign called WOW-Day (Waldorf One World), in which Waldorf students from all over the world work for a day and donate the proceeds to Waldorf institutions that enable children from poor backgrounds to attend school.

In the first 25 years up to 1995, the *Friends* supported the international Waldorf movement with €20.3 million. In 1996, Nana Göbel took over full-time



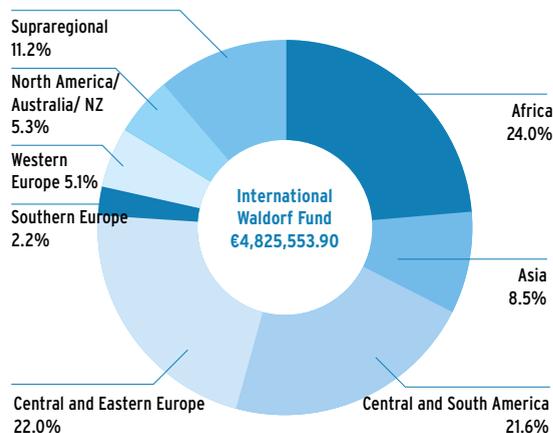
management of the International Cooperation Department and set up an office for this area of work in Berlin the following year. In 1996, 142 projects were supported with €2.2 million.

In 1999, the *Friends* developed the Education Sponsorship Programme. Education sponsors enable children to attend Waldorf schools and, thereby, help to finance the running costs of the schools.

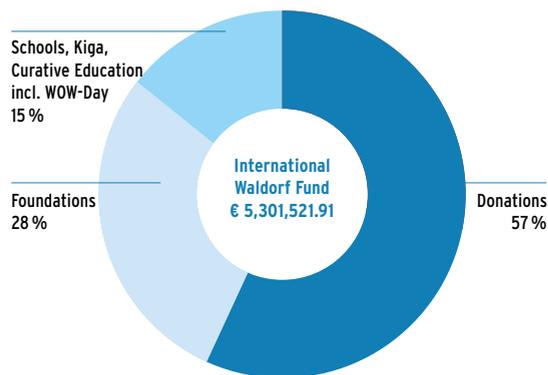
In 2006, emergency education was added as a new field of activity, set up by Bernd Ruf in the Karlsruhe office.

The number of projects supported, and the projects and the amount of funding have grown continuously. From 1971 to 2020, the *Friends of Waldorf Education* supported the international Waldorf movement as well as therapeutic education and social therapy institutions with €109 million. The support was not only provided through the sending of donations and the financing of school buildings and infrastructure, but also through financial assistance provided to students and training centres, through a wide range of advisory services for the schools abroad, and through the organisation of conferences and cooperation between schools, particularly in Asia and Latin America.

### Where do our donations go?



### Where do our donations come from?



### SOURCE OF FUNDS AND USE 2020

The diversity of the work of the *Friends of Waldorf Education* is reflected in the four departments of the association: International Cooperation, Voluntary Services Worldwide, Voluntary Services in Germany and Emergency Education. The tasks and the financial framework are very different (see table on pages 40-41).

### INTERNATIONAL COOPERATION

The funds managed by the International Cooperation Department are divided into two sections: The International Waldorf Fund shows the funding area, i.e. grants to support Waldorf schools, kindergartens, therapeutic education and social therapy institutions. In 2020, 251 institutions were supported with a total of €4.8 million.

Grants	2020
Waldorf schools	125
Waldorf kindergartens	33
Curative education & social therapy	41
Social work	22
Teacher seminars	22
Other/Superregional Projects	8
<b>Supported Projects</b>	<b>251</b>

The year 2020 was marked by Corona aid, which we have already reported on in detail in the last two newsletters and a separate brochure. The disbursements of Corona aid were made successively in 2020 and 2021, but of course “normal” activities continued.

The largest part of our donations in 2020 went to Africa (€1.2 million - 24%), for schools in Luxor (Egypt) with €138K, in Nairobi-Mbagathi (Kenya) with €207K (incl. €40K Corona aid), in Windhoek (Namibia) - €238K, Zenzeleni in Khayelitsha (€47K incl. €20K Corona aid), in Hawzien (Ethiopia) - €89K incl. €45K Corona aid. We were able to transfer €81K (incl. €70K Corona aid), to the Centre for Creative Education in Cape Town. With small amounts making an important impact, we were able to support the start of a school initiative in

Dakar/Senegal with €6K for foundation costs and the Camphill in Gisenyi, Rwanda with the costs for therapeutic education training.

Grants to Central and Eastern Europe (€1.06 million), accounted for 22 % of the funding. The two growing pioneer schools in Armenia and Moldova deserve special mention here. Yerevan received €92K and the school in Chişinău €314K, which was primarily used for a new school building. For Georgia, we would like to mention the Michael School for therapeutic education, whose salaries we were able to support with €34K.

Grants to Central and South America (€1.04 million), also accounted for 22 % of the grants. More than half of the funds went to Brazil (€544K), to institutions that have been able to build up a stable network of friends and supporters for many years. Brazil has a particularly large number of institutions doing social work: €101K went to AC Monte Azul in São Paulo, €96K to Pequeno Principe/São Paulo, €40K to Fundação Pavel in Barão de Grajau. The effects of the pandemic were felt particularly in Argentina, which is already in a deep economic crisis. We were able to support twelve kindergartens and schools with €99K of Corona aid. €129K of Corona aid went to Peru and €87K to Colombia, of which €53K went to CES Waldorf in Bogotá, which distributed food parcels to families in the area. In Guatemala, we were able to support Escuela Caracol with €72K (incl. €20K Corona aid).

In Europe, too, schools in countries without state funding needed support. In Spain, we were able to support the Waldorf School in Vallgorguina (€10K), and the kindergarten on Lanzarote with €6K for investments to expand the school. In France we supported the schools in Aix-en-Provence and Mulhouse with €30K each, €11K went to Avignon and €10K to Bagnères de Bigorre.

The income of the International Waldorf Fund increased to €5.3 million due to the enthusiastic response to alleviating the consequences of the pandemic. They came largely from private donations



### EMERGENCY EDUCATION

The emergency education department had expenditure of € 1.1 million in 2020, which was were offset by income of € 1.19 million. The arithmetical surplus of €83,000 was transferred to the funding reserve to carry out emergency education projects in 2021. Financing the current personnel and material costs was a great challenge, as most of the funds collected were earmarked for specific projects and assignments. In 2020, it was possible to conduct acute missions in Colombia and Lebanon as well as a training mission in Greece. In addition, 20 seminars and events were held with around 1,000 participants. Donations earmarked for “emergency education” help with the implementation of missions and the financing of staff who build and maintain the international network, train volunteers and provide coordination in the event of an emergency.



(57%) and grants from foundations (28%). Another 15 % of the funds came from the Waldorf movement, for example from bazaar proceeds, collections, or WOW-Day. These funds were used 100% for the institutions abroad. In 2020, 5,443 individuals and institutions made donations in support of the international Waldorf school movement.

Donations from individuals to the International Waldorf Fund rose to €2.99 million in 2020; this was €74K more than in the previous year. This amount included many individual donations in response to the acute level of need. In addition, there are people who have become particularly attached to a particular institution abroad and offer regular support. When schools operate without state support and want to be open to children from all income levels, this is a particular economic challenge. This is even more the case when schools work explicitly for children in poverty-stricken areas, such as the Escuela Caracol in Guatemala, the Zenzeleni School in Khayelitsha/South Africa and the Rudolf Steiner School Mbagathi in Nairobi. To enable the dedicated teachers at these schools to receive an income and for children to attend school, regardless of their parents' income, we arranged educational sponsorships for 65 schools and kindergartens in 33 countries. In 2020, we received €381K in donations from 811 education sponsors.

#### Sponsorships up to date (9/21)

867 sponsorships

464 sponsored children

83 sponsored classes

in 65 institutions

Concerning the work of the association itself, personnel and material costs are included. These costs are incurred through the support and counselling of the institutions abroad, the implementation of educational sponsorships, the WOW-Day campaign, the printing of our newsletter "Waldorf Weltweit" (Waldorf Worldwide), the administration of donations, the auditing of the annual accounts, etc. Funding for these costs comes primarily from member donations and donations given specifically to finance the work. In 2020, 1,217 individuals and institutions supported the work of the International Cooperation Department. Personnel costs grew less than expected due to illness; therefore, the year 2020 closed with a small surplus of 3% (€18K).

Since the founding of the association, we have been able to provide the international Waldorf movement with over €109 million. This was only possible through the support of our donors, the foundations and the German school movement. 95% of the donations are earmarked, in response to



#### VOLUNTARY SERVICES

Volunteers undertake their service in Waldorf schools, Waldorf kindergartens, therapeutic education and social therapy institutions, but also in social projects, or on biodynamic farms. They are prepared for their voluntary service in seminars and receive educational support throughout their time.

The Volunteer Services Worldwide department recorded a significant decrease in income and expenses in 2020, as many volunteers had to be recalled from abroad due to the Corona pandemic, and significantly fewer volunteers were able to leave to take up their service during the year, due to entry restrictions and visa problems. Recalling volunteers involved a lot of organisation and numerous phone calls to volunteers and parents. Contingency plans were activated, individual travel options were sought. During this time, our staff were available for the volunteers around the clock - even at the weekends.

The financing of the costs of €4.3 million came primarily from government grants (€3.1 million) and donations for the FWD support fund (€972K), which prospective volunteers collected in the run-up to their service. It became clear early on that our income was decreasing and therefore, our costs had to be reduced. Staff members who went on parental leave, for exam-

our fundraising appeals, or for specific institutions with which the donors and education sponsors are connected. The unrestricted donations (4.6%) for the International Waldorf Fund are used by the Board for acute requests for help; for example, for the renovation of a kindergarten in Lagos/Portugal, teacher training in Yerevan/Armenia, eurythmy training in Budapest/Hungary, or the travel costs of volunteer mentors to Chişinău (Republic of Moldova), Kufunda Village (Zimbabwe) or Otse (Botswana). All donations to the International Waldorf Fund are 100% designated for institutions abroad and forwarded to them.

ple, could not be replaced. After the end of the return campaign, some colleagues transferred to the Volunteer Services in Germany department. In this way, we managed to reduce staff costs to €1.7 million (from €2.05 million), without having to lay anyone off. We are grateful that we were able to cover the costs under the difficult conditions of the pandemic and put a small surplus of 1.4% (€60K) into the free reserves.

Volunteer services in Germany are primarily financed by the institutions where the volunteers do their service. Due to the pandemic, the seminars for the volunteers had to be repeatedly adapted to the current situation and often held online. This led to significantly lower expenses for seminars, as travel costs, meals and accommodation were no longer necessary. The costs of €5.8 million for the voluntary services in Germany were financed by contributions from the placement agencies (€2.2 million), and government grants (€1.4 million). Another €2.5 million for pocket money and travel expenses, which are paid to volunteers and then reimbursed by the host organisations. Due to the significant decrease in seminar costs, €418K could be transferred to the free reserve at the end of the year. This surprising result was particularly pleasing because last year we had to take €166K from the free reserve to cover the deficit.

Of course, we also incur personnel and material costs for international cooperation, but we do not want to deduct these from the donations for the institutions abroad. Since our foundation, we have succeeded in covering the costs of our work from donations from members and friends who share our ideals, and we are consistent in working to implement the wishes of donors. For this we are extremely grateful!

If you too would like to support our work regularly through a donation, we cordially invite you to become a sustaining member of our association.

**Eleonore Jungheim**

## Freunde der Erziehungskunst Rudolf Steiners e. V. 01.01.2020 – 31.12.2020 in Euro

### A International cooperation

ALLOCATION OF FUNDS	2020	2019	SOURCE OF FUNDS	2020	2019
<b>International Waldorf Fund</b>			Donations	2.995.220,87	2.421.336,38
			Schools/kindergartens/therapeutic education	622.092,53	204.513,00
ALLOCATION OF FUNDS	2.972.279,12	2.256.753,91	Special campaign WOW Day proceeds	173.241,31	243.537,31
International Cooperation Fund	428.446,91	438.014,81	Special campaign collection/class acc.	12.578,40	12.973,16
Waldorf schools / kindergartens	848.129,25	945.369,68	Sp. campaign fund / Operational centres	523,00	245,00
Training/ seminars/ scholarships	576.698,62	1.037.274,38	Grants from foundations and others	1.497.865,80	1.598.444,85
Therapeutic education/ social therapy	4.825.553,90	4.677.412,78	Government grants BMZ	0,00	0,00
Overriding tasks	0,00	0,00	<b>Subtotal</b>	<b>5.301.521,91</b>	<b>4.481.049,70</b>
Subtotal	81.417,48	1.129,20	Repayment of grants	9.496,84	0,00
FdE Foundation endowment capital, res.	0,00	1.500.000,00	Release of reserves	557,98	1.500.226,88
Increase reserves Israel fund	13.748,24	15.694,82	Exchange gains (Israel Fund)	12.598,24	14.564,82
<b>Disposals from int. Waldorf funds</b>	<b>4.920.719,62</b>	<b>6.194.236,80</b>	<b>Additions Int. Waldorf Fund</b>	<b>5.324.174,97</b>	<b>5.995.841,40</b>
<b>Work of the association (international cooperation)</b>			Donations Members	190.100,52	184.475,57
			Donations	287.209,70	201.689,09
			Reimbursement of expenses	6.283,74	921,20
			Extraordinary income	828,61	10.693,99
Personnel costs	345.911,59	376.959,60	State grant (foundation DSEE)	24.952,40	0,00
Material costs	188.043,37	175.992,67	other Income/interest	5.904,17	5.332,66
Costs asset management	107,88	292,12	income asset management	35.731,23	74.595,54
<b>Subtotal</b>	<b>534.062,84</b>	<b>553.244,39</b>	economic business operation	1.017,10	336,13
Creation of provisions	0,00	265.000,00	<b>Subtotal</b>	<b>552.027,47</b>	<b>478.044,18</b>
Creation of reserve BMRL	17.964,63	5.030,28	Estate allowance Grant International Coop.	194.559,92	87.111,92
Formation of reserve, estate fund IC	194.559,92	87.111,92	Consumption of reserve	0,00	345.230,49
<b>Disposals Association work</b>	<b>746.587,39</b>	<b>910.386,59</b>	<b>Additions Association work</b>	<b>746.587,39</b>	<b>910.386,59</b>

### B Emergency Education

ALLOCATION OF FUNDS	2020	2019	SOURCE OF FUNDS	2020	2019
			donations	221.440,61	326.171,87
Employees international	213.729,73	316.568,69	Grants from foundations	130.130,00	67.805,89
Travel expenses/ room and board	76.855,28	283.099,73	Reclassification f. aid fund/WOW+Nepal	81.417,48	1.129,20
Information/ publicity campaigns abroad	533,10	10.928,32	Grants Aktion Deutschland Hilft	193.699,12	219.533,64
Equipment	10.195,77	86.694,24	Grants NGOs	138.551,97	477.058,60
Grants to partners	28.000,00	0,00	Government grants /GIZ	380.519,78	70.026,68
Office/ administration abroad	77.907,11	60.779,68	Reimbursement of costs	1.487,38	17.086,90
<b>Project costs</b>	<b>407.220,99</b>	<b>758.070,66</b>	Special purpose operation NFP	13.711,45	61.341,51
Personnel costs	506.740,80	455.767,04	Other income	21.882,07	9.335,59
Material costs	184.602,40	226.025,33	Economic operations	8.286,19	26.437,30
Economic operations	8.826,23	20.180,46	<b>Subtotal additions</b>	<b>1.191.126,05</b>	<b>1.275.927,18</b>
<b>Subtotal disposals</b>	<b>1.107.390,42</b>	<b>1.460.043,49</b>	Utilisation of funds carried forward	0,00	210.176,13
Allowance from partners	83.735,63	26.059,82	Utilisation of reserves	0,00	0,00
<b>Disposals emergency education</b>	<b>1.191.126,05</b>	<b>1.486.103,31</b>	<b>Additions emergency education</b>	<b>1.191.126,05</b>	<b>1.486.103,31</b>

In brief, since the foundation of the association we have been able to donate over €109 million to the international Waldorf movement.



### C Voluntary Services Worldwide

ALLOCATION OF FUNDS	2020	2019	SOURCE OF FUNDS	2020	2019
Travel expenses	393.884,07	515.465,09			
Insurance	150.787,23	434.585,10			
Pocket money	344.420,94	852.425,23			
Cost and accommodation allowance	309.215,32	589.502,04			
Seminars/Ped. Accompaniment/alumni	770.057,61	1.181.569,31			
Non-applicable programme costs	4.740,53	13.719,57	Donations promotion fund	972.572,44	1.692.111,79
Program "Weltwärts - und danach"	0,00	0,00	Grants	39.600,00	91.823,82
Repayment of public funds	4.887,38	69.618,60	Government grants	3.108.216,82	3.914.940,54
<b>Project costs</b>	<b>1.977.993,08</b>	<b>3.656.884,94</b>	Placements abroad	180.306,66	319.575,62
Fund for operational centres / Waldorf fund	0,00	0,00	Reimbursement of costs	818,99	202,20
Personnel costs	1.774.541,66	2.052.089,55	Contributions to cover costs Volunteers	19.775,87	28.850,38
Material costs	511.863,89	527.593,22	Other income + interest	3.503,01	267,45
<b>Subtotal disposals</b>	<b>4.264.398,63</b>	<b>6.236.567,71</b>	<b>Subtotal additions</b>	<b>4.324.793,79</b>	<b>6.047.771,80</b>
Construction expenses			Consumption of funds carried forward	0,00	190.000,00
Creation of reserves	60.395,16	1.204,09	Utilisation of reserves		
<b>Disposals Voluntary Services abroad</b>	<b>4.324.793,79</b>	<b>6.237.771,80</b>	<b>Additions Voluntary Services abroad</b>	<b>4.324.793,79</b>	<b>6.237.771,80</b>

### D Voluntary Services in Germany

ALLOCATION OF FUNDS	2020	2019	SOURCE OF FUNDS	2020	2019
Seminars / pedagogical support	823.703,42	1.489.782,55	Donations / flight scholarships	2.714,00	4.382,51
Flight scholarships	20.899,01	59.974,79	Grants	45.960,00	54.000,00
Project costs	844.602,43	1.549.757,34	Government grants	1.354.580,11	1.549.261,54
Pocket money + travel expenses	2.535.227,17	2.237.534,53	reimbursm. pocket money + travel exp.	2.529.569,48	2.255.298,39
Personnel costs	1.776.615,99	1.821.761,36	Sp.-purpose operations/depl. agencies	2.183.930,54	2.078.825,80
Material costs	545.438,02	496.836,85	Other income + interest	0,00	0,00
Economic operations	96.417,07	98.533,80	Economic operations	99.781,32	96.384,60
<b>Subtotal disposals</b>	<b>5.798.300,68</b>	<b>6.204.423,88</b>	<b>Subtotal additions</b>	<b>6.216.535,45</b>	<b>6.038.152,84</b>
Creation of reserve	418.234,77	0,00	Utilisation of reserve	0,00	166.271,04
<b>Disposals voluntary services domestic</b>	<b>6.216.535,45</b>	<b>6.204.423,88</b>	<b>Additions vol. services domestic</b>	<b>6.216.535,45</b>	<b>6.204.423,88</b>

# Donate and Help

## Yes! I would like to donate €

once
  monthly
  semiannually
  annually

### My donation goes to:

International Cooperation Fund

The following project / sponsorship:

Yes, I want to participate in the 10% campaign, i.e., in addition to my donation given above I would like to donate 10% for the work of the *Friends*.

My one-time donation is for the work of the *Friends*.

I will become a sustaining member and will thus support the work of the *Friends* with my regular donation.

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

### > Bank Account for Donations

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

### > Donate online

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

**Freunde der  
Erziehungskunst  
Rudolf Steiners**

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

## How can I help?

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

## Will my donation go where it should?

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

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

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

## Privacy policy for sponsors

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

## Bank Account for Donations

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



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## Dear Education Sponsor,

With an educational sponsorship for a school class, or a child you enable a Waldorf school to accept more children from poorer families. This is a great help for the children and their families and enriches the whole school community. In most countries, Waldorf schools receive no government 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 fees per child are usually between 35 and 200 Euros per month. As an education sponsor you will receive a photo and a letter, or a short report from your sponsored child or class, twice a year.

We would be grateful if you would like to take up an education sponsorship! Simply fill out the „Donate and Help“ form (p. 40), and note the name of the child or sponsored class, as well as the school. Every educational sponsorship is special. If you have any questions or requests, we would be happy to talk to you personally, in advance.

• **Fabian Michel & Aimo Hindriks**  
 • Tel. + 49 (0) 30 617026 30  
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### SOUTH AFRICA

**Imhoff Waldorf School**  
**Qhawe (6)** Qhawe's family has long been connected to Waldorf education. His father attended the Imhoff Waldorf School and his grandfather worked as an educator in the Imhoff Kindergarten for 13 years. Because of his cheerful demeanour, as well as his fabulous sense of humour, Qhawe is known and liked by everyone not only at the kindergarten, but also at the school. He loves to paint and especially enjoys modelling with beeswax. He proudly shows the other children his climbing skills on the climbing frame, or on trees.



### SOUTH AFRICA

**Zenzeleni Waldorf School**  
**Zukhanye (9)** is an extremely open-minded girl who has many friends and who lives with her grandmother and aunts. She has been attending Zenzeleni Waldorf School since kindergarten. Zukhanye's teacher reports that she loves to act in class plays and always wants to play the lead role. Her favourite subjects are English, isiXhosa and mathematics. She likes to spend the breaks outside playing ball with her friends. When she grows up, she wants to be a teacher.



### SOUTH AFRICA

**Hermanus Waldorf School**  
**Thabisele (8)** lives with her mother, father and little brother in Zwelihle, a township near the school. Her father is a gardener, and her mother earns very little money as a domestic servant. Thabisele likes to study and always does her homework very carefully in the afternoons. Her teacher says she is an exceptionally smart, ambitious girl and is also very helpful to her classmates.



### TANZANIA

#### Hekima Waldorf School

**Crispin (8)** lives with his mother and older sister in humble circumstances. His helpful nature is much appreciated by all the teachers and his classmates. Romping around in the break-times is very important

for him to be able to concentrate again in class. He now considers school to be his second home. After class, he likes to spend time outdoors with the children in his neighbourhood.



### PHILIPPINES

#### Gamot Cogon School

**Lance (9)** is a happy child and enjoys learning. Maths is something he is particularly keen on, and he is also making great progress in reading. During breaks, he likes to romp outside and swing high. Lance has an

older sister and lives with his parents in a simple house in the town of Zarraga. His mother works as a cleaner in a nearby school and his father tills the family's fields.



### ARMENIA

#### Waldorf School Aregnazan

**Nare (14)** Together with her single mother and her brother, Nare lives in a small flat. She is an open, energetic and efficient girl. She always has fresh ideas and likes to take the initiative. She has many friends in

her class and is always very involved in different school activities. Nare has developed a special interest in historical issues. Not only at school, but also in her free time, she likes to read books that explain the past in more detail. Recently, Nare has also been studying psychology and her big dream is to become a psychologist one day.



### LEBANON

#### Step Together Association

**Anthony (14)** is a boy with autism. He lives with his parents, older sister and younger brother. The family depends on the low income of his father, who works in the laundry at a hospital.

Anthony is rather silent and likes to spend time alone. He often sits on the edge of the playground and step by step, he ventures forward to play with other children when encouraged to do so.



### HUNGARY

#### Waldorf School Gödöllő

**Zoja (7)** has a younger sister, an older sister and an older brother. Her pet name is Zozi. She sometimes finds it difficult to put her feelings into words and since her parents' divorce

she has been quite withdrawn. Her great role model is her class teacher. The class community gives Zoja an important support in her life. Every day she looks forward to story time at school. In the evening, when she goes to bed, she always tells these stories to her younger sister, with whom she shares a room. She wanted to learn arithmetic even when she was in the kindergarten and with great interest she now asks for the letters.



### KENYA

#### Rudolf Steiner School Mbagathi

**Fladelfia (5)** lives in the Rongai area, about five kilometres from the school. She lives in a one-room flat in a rented house that has electricity but there is no water supply on the

premises. Her grandmother, who mainly takes care of her, is employed as a hairdresser in a salon at the local Kware market. Fladelfia is rather reserved, but very attentive and curious. She currently attends the school's kindergarten where she is eagerly learning new things.



### GUATEMALA

#### Escuela Caracol

**Edy (7)** is a very bright boy. Sometimes his teacher has to quieten him so that other children can have their say in class. He enjoys almost all the daily activities at school, but

especially 'walk' day which takes place regularly on Tuesdays. During the last few months, Edy has brought a lot of lightness to the class community; for example, by blowing soap bubbles during our regular compulsory hand washing, bringing a smile to everyone's face.



Class sponsorship:

## Moldova: Liceul Teoretic Waldorf Chişinău

Class 3 - Clasa Bucurie

Like a fairy godmother in these particularly challenging times, teacher Natalia strives to teach her bright Class 3 pupils how to turn all challenges into opportunities for happiness. With a special interest in healthy education, she gives practical tips on how to cultivate joy in the classroom to improve learning outcomes, develop a holistic self-image and increase self-confidence. She even insisted on giving her class the additional name “Bucuria”, which means “joy” in Moldovan-Romanian. Indeed, the sense of joy associated with activities such as play, movement,

laughter and theatre forms the basis of the everyday education that takes place in this enchanting class, consisting of 17 boys and 17 girls. They have different preferences and tastes, likes and dislikes, but one big thing that unites them the most is a great desire to travel, go on outings and explore. They are always on the lookout for questions that will send them on an exciting journey of discovery, where unexpected learning creates space for new perspectives and unbridled curiosity. The most remarkable thing about it is that they do not want to do it alone, but together. Even when the school was forced to close down the online teaching, there was still constant communication both between them and between their parents and the teacher. In this way they overcame the distancing, and they managed to interact and inspire each other. The children really enjoy being together and it is obvious that Chişinău School plays a key role in their lives and will shape their future ambitions and intentions for the future.

Dear Readers,

Perhaps you are a little surprised that we are reporting on school routes at a time when, due to Corona, so few children have been able to go to school, on a regular basis, for a long time. In fact, we thought for a long time whether this would not send out the wrong signal and give the impression that in the last two years the children in Egypt or India were going back and forth to school normally, that young people in Brazil and Peru were attending their Waldorf after school clubs as usual, or that the children in Ghana and Kyrgyzstan were going to their places of care and learning as before. This was not the case, of course. In Peru, for example, the schools and kindergartens were completely closed from spring 2020 until the end of September 2021. Lessons were only available online or on the radio, but not at school. And yet I found a positive impulse emanating from the reports about the children’s daily journeys and routes to school, which I want to share with you. For as arduous as these journeys may be, it is clear from the stories that the children and young people are happy to undertake their school journeys because they are looking forward to arriving. To arrive at a place where they can learn in a friendly atmosphere for an independent and free life. Places that you support through your donations and through the WOW-Day actions at your schools.

Journeys are also possibilities. In the last few months Waldorf teachers all over the world have found ways to keep in touch with their pupils or kindergarten children despite all the obstacles and have worked to care for them as best they can, socially and educationally. We have reported on this topic in the last two issues of “Waldorf Worldwide”.

Journeys were also the theme of our anniversary celebration for the 50th anniversary of the *Friends of Waldorf Education* on 22nd September. As we were not able to celebrate this anniversary on a large scale - with our members and donors - we decided to have an internal celebration with the staff of the *Friends* from the departments of International Cooperation, Voluntary Services and Emergency Education. In interesting reviews by founding members Nana Göbel, Andreas Büttner, Justus Wittich, Andreas Schubert and Bernd Ruf, we learned about the pathways and journeys that led to the creation and ongoing development of the association. Afterwards, we went for a walk and thought about where the pathways would lead the *Friends* in the future. One thing was clear: no matter how rocky or difficult these paths may sometimes be, there is a goal worth reaching - just like the “school paths” you can read about in this issue.



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## Forwarding 100 % and financing our work

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

There are many possibilities:

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

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

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

## Account for donations

GLS Bank Bochum, Germany

IBAN: DE47 4306 0967 0013 0420 10

BIC: GENODEM1GLS

Please indicate: reference + your address  
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## Waldorf Worldwide, WOW-Day, Educational sponsorships

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**Freunde der  
Erziehungskunst  
Rudolf Steiners**