



WALDORF WORLDWIDE

Topic

Learning differently How Waldorf schools around the world coped during the Corona Crisis

**Freunde der
Erziehungskunst
Rudolf Steiners**

Peru
Completion of the first
in-service teacher
training programme

Around the world
Joint Action:
Corona aid - thanks
from all over the world

Zimbabwe
Conference and training
opportunities for Waldorf
teachers

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NEW WALDORF TEACHERS IN PERU

At the beginning of this year, after five years, the first in-service teacher training for Waldorf education in Peru was completed. **Page 6**

LEARNING DIFFERENTLY

This issue of Waldorf Worldwide is first and foremost an expression of gratitude. Thanks to your donations and through the support of foundations, Waldorf associations and some Waldorf schools in Germany, we have been able to help over 100 Waldorf educational institutions in 36 countries by raising more than €1.35 million. These funds have helped colleagues and school communities cope with the unprecedented situation surrounding the pandemic - including serious economic consequences in some countries. We have received numerous letters of thanks from the supported Waldorf schools, Waldorf kindergartens and therapeutic education institutions. You will find a small selection of them in our cover story starting on **page 10**.

Cover photo:

Rudolf Steiner School
Mbagathi, Nairobi, Kenya

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STAYING STRONG TOGETHER: WALDORF IN CRISIS AREAS

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LEARNING DIFFERENTLY - LEARNING OUTDOORS

Many Waldorf schools around the world have set up open-air classrooms to enable face-to-face teaching. In our 'impressions' we show you some of them. **Page 22**

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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 600 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.



Zimbabwe

Conference for kindergarten teachers

On 14th November 2020, 50 kindergarten teachers from Zimbabwe met in the small town of Chitungwiza, south of the capital city of Harare.

Since 2011, the Waldorf Early Childhood Movement Zimbabwe (WECMZ) has brought together, for a conference twice a year, all kindergarten teachers who are interested in Waldorf education and some of whom are already participating in the training courses. WECMZ is a network of over 20 small and larger kindergartens in Zimbabwe that are trying to work with Waldorf elements. WECMZ organizes the training and arranges internships at Waldorf institutions, for example in South Africa. The death of our important supporter, Dr Florence Hibbeler, and the effects of Corona pandemic meant that the regular conference of kindergarten teachers did not take place for a long period of time. It was finally possible

again in November 2020. At that time, due to low Covid 19 infection numbers, there were no travel or exit restrictions, so 50 kindergarten teachers from around the country were able to travel to Chitungwiza. For one day, the women took advantage of the opportunities to exchange ideas. They received new ideas for the morning circle, for storytelling and for age-appropriate games, rhymes and songs.

During the discussions, it became clear what is lacking in the kindergartens. Most are not equipped with enough playground equipment; there is a lack of climbing equipment, seesaws, swings and balance beams. All the kindergartens run nutrition programmes, but most lack funding to purchase basic food items. Most of the facilities are created through the personal commitment of the kindergarten teachers, especially in the poorer, rural areas of Zimbabwe. The Corona crisis has exacerbated the hardship, as teachers' pay depends on parents' already meagre contributions, which many are now unable to pay - a situation that threatens the very existence of the small initiatives. In January, a renewed strict lockdown was imposed in Zimbabwe due to high case numbers, with corresponding consequences for the kindergartens. For 2021, meanwhile, the *Friends* pledged substantial support from the Corona campaign.

Gilbert Guvakuva/Christina Reinthal

Peru

A perspective on the first cohort to graduate

At the beginning of this year, after five years, the first in-service teacher training for Waldorf education in Peru was completed, carried out by Pro Humanus. The association, founded in 2004, mainly supports initiatives in disadvantaged regions of the country in the areas of culture, education and health. Bettina Vielmetter, the initiator of the association, tells us about the teacher training programme.

During the Latin American Waldorf Teachers' Congress in Brazil in 2012, a large group of teachers from Peru's various Waldorf institutions participated, some having never met before. This fact shook us awake and the decision was made to make a new attempt at ongoing collaboration. Organizational meetings of project leaders from local Waldorf education and anthroposophical medicine initiatives kept in close contact with the pedagogical and medical sections at the Goetheanum. After a series of annual pedagogical working meetings, in 2016, the five-year, in-service teacher training – the *Especialización en Pedagogía Waldorf en el Perú* – began. Sixty participants enrolled from various Waldorf institutions, and a number of state and private schools in Lima, the interior of the country, and from Bolivia, Colombia, Ecuador, Cuba and Spain. The lecturers were mainly from Peru, as well as from Colombia, Spain, Switzerland and Germany. Some of them accompanied the training process in the form of two one-week modules per year, one weekend per month and the weekly study sessions. From the third year, some students contributed as temporary lecturers in courses on the arts and practical pedagogy.



In Peru, the school year begins in March. After the long summer break from December of the previous year, in 2020, the children had the pleasure of meeting their classmates and teachers for just one day, and then there were no more classes at all – until today. An exception was made during a short period towards the end of the year with occasional activities in small groups in parks.

We had a similar situation with the *Especialización*. In February, we were able to conduct the fifth year of study, face to face, with a one-week intensive module and at the beginning of March our study session took place for the last time in the rooms of the Waldorf School Lima. Then, after an initially chaotic phase of searching for feasible solutions for distance learning, both in the schools and in further education, we succeeded in developing a new kind of flexibility and creativity for the pedagogical work that was appropriate to the situation.

As far as the parents could arrange it, they accompanied their children in close cooperation with the support teachers. There were more than a few

who expressed, „Only now do I really realize what a dedicated teacher does and what school is actually about when you really seek to promote the child’s development.“ In the teacher training, in addition to deepening a range of topics, we were able to accompany and support each other through a regular exchange of experiences. Education at a social distance can never be a permanent substitute for direct human relationships and cooperation. It is valuable to recognize that the current situation holds a future potential, also for a new approach to Waldorf education - after 100 years of development.

Perhaps it is precisely through the difficult external circumstances that we can get more to the essence of this pedagogy and from there attempt to reshape it. Viktor Frankl expressed it beautifully from his own deep experiences: „The last of human freedoms consists in the choice of attitude toward things.“ From the loss of relationship, for example because of Corona-conditioned social distancing, a new togetherness can be more consciously shaped every day. In this sense, there is also no such thing as a well-trained Waldorf teacher; he or she exists only in constant further and self-education, every day anew. This was increasingly also the basic mood of the teachers of the Especialización during this challenging final year of training, and especially during the final one-week module in the first week of February 2021. They expressed it this way:

„I am a different person after these five years, I have acquired a wide variety of skills from the educational principles, but above all, I have worked on myself.“

„Through the continuous weekly study sessions focused on practice and methods, I have begun to train my thinking from scratch, and I have developed greater independence.“

„Especially in the last year, the project work has taught me what research can mean, and that being scientific is not antithetical to pedagogy.“

„It’s a feeling of happiness to wrestle with a question and then, towards the end, to experience how

After the long summer break from December of the previous year, in 2020, the children had the pleasure of meeting their classmates and teachers for just one day...

suddenly all the issues come together as a whole - especially in a time where there is a tendency toward division at all levels.“

In the closing ceremony on the last day of the module, we as the supporting group, could not have received a greater gift from the prospective Waldorf teachers than the announcement of their decision: We want to continue our training, „after our first five years of training“ (as one of them put it), continuously and in collaboration with you. To this end, they already proposed to us a concrete project with a clear work structure for 2021. They also expressed the need for a renewed training, and a core group offered their assistance for this. In this way, 6th February 2021 was not only a conclusion, but also a new and hopeful beginning. To build a new training course in 2022, we will work during this year to expand our team of lecturers, including „training for trainers“ - integrated into the local, regional, continental and global context of Waldorf education with its new challenges.

During the past five years, the *Friends of Waldorf Education* supported this training with an annual amount. For this we are very grateful.

Bettina Vielmetter, Pro Humanus

⋮ [Read more about the education at prohumanus.org](https://prohumanus.org)

Argentina

Dynamism in times of uncertainty

For almost a year, schools in Argentina were closed due to the Corona pandemic. Tamara Henke reports what consequences this has had for Waldorf schools in the country. She is a school founder and longtime Waldorf teacher in Buenos Aires. Together with colleagues she founded Redes („the network“), a network in which the Waldorf schools of Argentina connect with each other.

“Not going to school was an enormous challenge. The building is the material aspect, the body of the school, which shows us the BEING of the school. In this physical body habits and rhythms develop that give it life. It is also the shell of social relations and all their interconnections. It is in this place that the spiritual essence of education is incarnated. When we find ourselves deprived of this space and all that takes place there, we feel uncomfortable and disoriented. Dismembered.“

This image - so formulated by a primary school teacher - sums up the feeling of teachers during the past year, a year that in some cases began with only a week or two of classes, or not at all. Schools in Argentina were closed from March 20 to the end of November, and at the end of 2020 students were able to attend school for an hour and a half. During the rest of the time, we teachers were forbidden to enter the school building. The words of the teachers from the first period of isolation were: paralysis, unexpected, unthinkable, fear, uncertainty.

From the beginning of the lockdown, teachers in each school asked themselves how to ensure that the children and young people might continue to receive the nourishment that each one needs for the development of his or her soul. How to catch the essence of the encounter with the children and

become a transmitter of learning experiences? All this led to a completely different type of work that had to be sent to the parents: materials to share - songs, photos of finger plays, wool, looms, stories - written or told, creative activities from the playground, gifts for the children to try out so they could experience at home what usually happened in the classroom. The teachers supported the families, asked what they needed, how the children were doing.

In the beginning, many families were happy to be together, with parents having more time for activities with their children. They created a pleasant space to meet, to knit, to paint, to clean up and beautify the house. Over time, at a distance, without common meeting places, everyone, whether teacher or parent, distanced themselves and adopted a particular point of view and attitude. And from this particular attitude, each one claimed his individual freedom and the community fragmented. Everyone did what he thought was right, and it was very difficult to reach agreements. We were all isolated in our homes, for months. What kept us together was mainly the study groups, where we shared our experiences, enriched ourselves and felt part of a community again.

The isolation was also evident in some children who did not see other children for months, and experienced different forms of sadness. The young people were also isolated for months during this period of profound change, living the whole time almost exclusively with their parents, and at times became almost strangers. Many withdrew into themselves, or isolated themselves completely. The students demanded an intense teacher presence and a therapeutic group to maintain some form of contact.

But after half a year, some movement came back into the community and people began to listen to each other and the differing perspectives, and to look for ways of making agreements. It became possible to do what had been unthinkable before: teachers met with children and adolescents in parks or squares, in rooms approved for holding



workshops, in the gardens of family homes. Community work between parents and teachers was revived and a sense of togetherness emerged that was reflected in the children and young people.

In the course of this development, we had to rethink our educational work. At the end of the year we asked ourselves: what is the physical body of the school? What is the essence of teaching and learning? What do these children, who have chosen this time to live, bring to the table? How do we work with technology and virtuality knowing what that means? How can we transmit what happens in the sacred space of the classroom through a screen? What will be the consequences? What do we need to be clear about in these times?

Thus, we came to the agreement that the pedagogical act happens in the personal encounter between the being of the teacher and the children, that this relationship is irreplaceable. Many families took care of their children's education with greater depth and responsibility and perceived Waldorf education as healing. And after experiencing it, parents became aware of the enormous work of Waldorf teachers. And so the words that emerged as a result of our second part of the process were: tolerance, patience, fairness, challenge, opportunity. Parents from other schools also noticed that something different was happening with the children in the Waldorf schools, which in some schools led to an increase in enrolment with waiting lists at the beginning of the new school year.

Very few families left the schools; we worked so that no family had to leave for economic reasons. In some schools, families who were out of work were helped by other families. Teachers also sometimes donated part of their salary to needy colleagues or so that the school could survive. On the other hand, the social gesture was extended to the surrounding area, and in some schools a solidarity kitchen was set up to distribute food to children and pensioners who had nothing to eat. However, the economic situation was extremely difficult, especially in those schools whose families had no income. Nevertheless, many efforts were made to find other ways to generate income, such as organizing food sales and other self-managed projects.

In a time of deep crisis, an unexpected question came, „What do you need?“ This question, posed to us by the *Friends of Waldorf Education*, was a balm for the schools during the most critical phase of the pandemic. „With the *Friends'* help, we were able to not only stay alive, but thrive,“ recounted an educator at a fledgling kindergarten in a remote Santa Fe town, „We became part of the community and the flow of the world, we felt like we were noticed.“ For many kindergartens and schools, it meant they could keep going. Thanks to the funds raised, teachers were able to receive their salaries and continue their educational work with the children. It also allowed families to continue supporting the schools to the best of their ability.

Topic

Joint Action: Corona Help



Nana Göbel

With the beginning of school closures in March 2020, the *Friends of Waldorf Education* initiated a fundraising campaign - **Joint Action: Corona Help**. Donors, foundations and Waldorf organizations in Germany supported this action. As a result, Waldorf kindergartens and Waldorf schools in 36 countries received smaller or larger financial support - depending on situation and need. A total of € 1.3 million has been disbursed. The success of this action is a wonderful expression of the lived community and mutual sympathy in the worldwide Waldorf movement.

For over a year now, the Corona pandemic has been the dominant topic in news and private conversations around the world. Many may have already grown weary of the topic. But whether we can still hear it or not, kindergartens and schools around the world, and consequently children from early childhood through high school, are intensely affected by the individual and societal impacts of the pandemic. In Argentina, for example, or in Turkey, kindergartens and schools have simply been closed since March or April of last year. No one has been allowed to enter the schools and this has been being monitored. Of course, the educational challenges are even more difficult than the economic ones; there is no question about that. Many teachers are very involved, teaching online, making phone calls and maintaining contact with the children; few are less involved.

We are primarily concerned with the economic consequences and have had a tremendous response to our call for **Joint Action: Corona Aid**. One of the most wonderful consequences of this challenging situation is that many, many people do care, regardless of whether the need is in Peru or Slovakia, whether it is children in Ethiopia or Brazil who go hungry. Rather, it was precisely the enormous willingness to donate that demonstrated to what an intense degree we are all connected – near and far - with mutual interest and with good will to support each other.

The *Friends'* appeal for donations was a huge success. €540,000 have been collected from donors and from the undesignated funds of the *Friends of Waldorf Education*, €440,000 from foundations and €375,000 from the fundraising work of German Waldorf Schools. And these funds have now

The point is to develop an understanding between people and to develop peace skills out of this understanding.

flowed to almost 100 kindergartens and schools in Europe, Africa and Latin America. As might have been expected, it was mainly young, developing kindergartens and schools, in countries without state subsidies, and in tourist regions that were on the brink of collapse within a few months. Whereas the government in Chile, for example, offered support to all schools, regardless of their sponsorship, and therefore no schools from Chile came knocking on our door, the need on the other side of the Andes increased. Argentina was hit particularly hard, already suffering from galloping inflation, which is driving many middle-class families to ruin. But even there, the feeling of being noticed by friends inspired colleagues to undertake many activities of their own (more on p. 8). And that is quite amazing, since the children all had to stay at home and could only be cared for, educationally, in a virtual sense.

Thanks to this weaving of a colourful web of warm, mutual interest, entirely new threads of peaceful coexistence are emerging in areas of the world that remain politically and sometimes socially mired in old conflicts. The two Waldorf schools most intensively supported with the largest sums from the Corona Fund are in Armenia and Turkey. In other words, in two states that have been in a fierce conflict for centuries, which, as is well known, broke out again at the end of September 2020 and led to a war with many deaths - including former Waldorf students. This example points to a quite different reality that is able to emerge and develop from the positive effects of Waldorf education. In such an emerging reality it is not about the gaps between two hostile nations, but over and over again about the individual human being and his or her chances for development. It is about developing an un-

derstanding from person to person and using this understanding to develop peace skills. Once the upper school of the Waldorf School in Alanya is established, it will be exciting to take part in an Armenian-Turkish meeting of teachers and students on neutral ground (Armenians are not allowed to enter Turkey), and hopefully experience that real and true human encounter is the only vital force that can create peace. Similar gatherings have taken place in recent years with high school students from Armenia, Georgia, Russia and Ukraine. A lively, friendly exchange emerged on issues that really matter, rather than issues that drive people apart. In this respect, it was important to us that these two Waldorf schools in particular – the only ones that exist in Armenia and Turkey – survive, in order to be able to take up the tasks that lie ahead of them in a few years.

In this respect these golden threads have been spun from the support of the Corona Fund. They are still hidden, have not reached the surface, yet point to a new reality, to a future that can be woven. And for this the worldwide Waldorf movement forms a strong fund.

⋮ On the following pages we show you
 ⋮ examples of where your donations
 ⋮ could help.



Thanks to the funds we received, we were able to continue paying our educators part of their salary and already pay some debts that were due at the beginning of the pandemic.

Argentina The young Kindergarten of Pampa del Infierno

Pampa del Infierno is a very small town in the north of Argentina. In the middle of the endless grassy landscape some highly committed parents founded the Waldorf Kindergarten, Colmena Azul and also found some kindergarten teachers in the area. The Corona crisis put the young Waldorf initiative to the test. It almost seemed as if the kindergarten would have to close. But fortunately, things turned out differently, as Amelia Bertoldi and Claudio Galvan wrote to us, on behalf of the community of Colmena Azul:

There are no words that can reflect our gratitude for the donation received. Colmena Azul is still a baby and due to this particular situation, has had to live in an unstable present, moving to a future more unpredictable than ever. We always knew it would not be easy to open a Waldorf kindergarten in this area. But we were never afraid of the work because we knew that it would benefit our children. Even in March of 2020 and especially a little later, when the problems became bigger and bigger, we were determined not to give up, even if we saw hardly any prospect of saving our kindergarten.

Prayer and faith that we were not alone was the only way to keep the flame burning, because at that time physical work was not possible. And the answer came; it was magic that helped us economically,

that allowed us to survive. Thanks to the funds we received, we were able to continue paying our educators part of their salary and already pay some debts that were due at the beginning of the pandemic. Suddenly, we were saved and our conviction and enthusiasm grew again. This rescue also made us feel seen, understood and supported. The only way to thank you would be to let you feel for a moment what we felt when we received your help. Because it is an incredible mix of sensations that have little to do with the material. It was a breath of life for La Colmena Azul, another „yes“ from the spiritual world I response to our efforts to maintain the vessel for Anthroposophy and Waldorf

Education in Pampa del Infierno, a place where both are still part of something very new and therefore foreign. Thank you, thank you, thank you.





Georgia Financially viable hygiene measures for the therapeutic education centre in Tbilisi

A curfew was introduced in Georgia in the spring of 2020, after the first wave of Covid 19 cases, which also affected the Michael Therapeutic Education Centre in Tbilisi. Classes went online as quickly as possible - a particular challenge when working with children in need of special care. On 15th February 2021, the school was able to reopen its doors to the children. On that day, Marina Shostak, founder and director of the Michael School, sent us her thanks for the donations from the Corona Fund:

Today is the first day of school after the lockdown. The children and the teachers are very happy, because we all missed each other. Online learning, without face-to-face communication, is very difficult for our children. As of today, all schools are allowed to reopen, but of course the regulations are very strict, both those imposed from outside and those we impose on ourselves. Not all schools in Georgia are able to implement the prescribed rules. The fact that Michael's School could start today and make so many staff and children happy is only thanks to your help. The government-mandated hygiene standards are a big challenge for all schools and for us it was almost impossible financially. With the money we received, we fully met all the requirements. We bought everything before the

end of the year and if there are no more lockdowns, we can work with our children until the end of the school year.

In the school we have created conditions that fully meet the standards and requirements of school education during a pandemic. These are disinfection barriers at entrances, temperature measurements when children arrive, disinfection of classrooms and corridors, disinfection of toilets every two hours. A special sanitary room has been set up for emergencies. Here, people with covid symptoms will remain isolated before either parents arrive or, in the worst case, until the ambulance arrives. The creation of this room was a special concern for us.

The children learn and have their lunch in multiple shifts so that there are not too many people in

the room at one time. Spacing is also maintained in the classes. Now there is a new regulation - mandatory masks for children from 5th grade. This is also a new challenge for our children, but it seems that we can manage this as well.

On behalf of all the students, their parents and the school staff, we would like to thank all the donors. It is only through these donations that we can continue to work, teach children and make their time in school safe and pleasant.

Great Britain Help for an independent Waldorf School in Bristol

In the southwest of England, the Bristol Steiner School has been offering Waldorf education since 1973. When a state funded Steiner Academy was opened near the school, many students migrated because the school fees for the Waldorf School are a high hurdle for many parents. As of September 2017, the school had to close its middle and high school phases due to a lack of students. Today, it is a small, independent school for children ages 3 to 11. Many parents run small businesses or are in therapeutic professions and struggled to afford school fees due to the impact of the Corona crisis. Without support from **Joint Action: Corona Aid**, the school would have had to close. This did not happen, as the school's director Nicola Forder wrote to us in February:



The generous donation we received through the *Friends of Waldorf Education* meant that the school could continue to operate with all five classes in the primary school for the rest of the school year. An enormous relief. This made it possible to release energy and motivation. The classroom teachers found the determination to put their passion into continued engagement with their children, with the school, and with online learning. In addition, it allowed us to plan for the targeted use of resources

to prepare our oldest students for transition to secondary school at the end of the school year.

Maintaining the existing structure of classes has resulted in our ability to stay open in compliance with government guidelines. We are currently implementing face-to-face instruction for 30 of the 51 primary pupils, which is an exceptionally large number under the current circumstances. Although we have had to adapt our teaching and curriculum to the particular situation, we are still able to offer

a broad and rich Waldorf education to the children.

On behalf of the Bristol Steiner School staff and administration, I would like to extend a heartfelt thank you and express my gratitude for your support which has allowed the school to remain an effective, progressive educational institution.



South Africa Reliable lessons for the children in the Khayelitsha township

The Zenzeleni School for Creative Education is located in one of the townships around Cape Town. The parents of most of the children who go to school here earn their money with their own small businesses, selling vegetables or fruit. Others find work in the hospitality industry, or in tourism. Accordingly, many parents had to accept heavy income losses in the wake of the Corona crisis. This was a particular challenge for the teachers, for whom it was important not to lose contact with the children even in times of complete lockdown. Helen Stotko, executive director of the Centre for Creative Education, describes how this was made possible by the donations received.

In South Africa, we had a five-week complete lockdown in March and April 2020, followed by various levels of movement restrictions, which really hit the economy in South Africa extremely hard. Our wine and tourism businesses are major industries in the Western Cape, which virtually disappeared due to a long alcohol ban and the severe restrictions on tourism.

Although we kept in touch with part of our school community via WhatsApp and phone calls, it was very difficult to teach online - indeed, almost impossible. Many students do not have access to computers, smartphones, or the Internet at all. So, we had to make sure that certain children had their work on paper. At the same time, we had to make sure that all teachers had Internet access and a computer available - that's not a matter of course, either.

Keeping in touch with all the children was especially important to us in times of strict lockdown.

This was the only way we could see whether the children were in safe conditions and well cared for. Again and again we noticed anxiety and depression in the children. The level of poverty increased so much during this time that for some families we also had to provide food. In addition, it was our task to inform the children and their families about hygiene measures and to provide masks and disinfectants for them. Without the support of the *Friends*, we would not have been able to continue our work so effectively. With your help, we have been able to keep and provide for the community.

Currently, only one-third of our student body is allowed on school grounds at a time. The split classes are taught on different days. It is good that we can see the children on a regular basis. For the days they do not come to school, they receive work packets to take home. Most of our students live in extended families in close quarters. Un-

fortunately, some have already had the experience of having a family member die as a result of Covid-19. Because of this, many fear that they will bring the disease home and infect older family members.

Covid-19 has brought to the surface once again the extreme inequality between rich and poor in South Africa. The donations we received from **Joint Action: Corona Aid** helped us continue to work with those most affected by the pandemic. Therefore, we sincerely thank all donors for their generosity.

Turkey Outdoor classrooms at the Waldorf School in Alanya



Founded in 2016, the Waldorf School in Alanya teaches students from kindergarten to eighth grade. As an independent school, it receives no government support and relies on parent contributions and donations for funding. The parents of most of the children work in the tourism sector and are still struggling with a severe loss of income. Thanks to donations from the **Joint Action: Corona Aid**, the school has nevertheless been able to survive. The school staff thanked us in a letter at the beginning of March. Here are some excerpts from that letter:

In March 2020, the Turkish government decided to close schools due to the pandemic. The Ministry of Education offered its own online classes. Since this was not in line with our educational work and pedagogy, we started our own online teaching in different ways.

In September 2020, the first and eighth grades were allowed to be taught in school again. We wanted to be able to offer this option to the rest of the classes and worked with some parents to find places where we could teach the children while respecting the distance rules. The fourth grade was placed in a garden about eight kilometres from Alanya, the fifth grade in a small village in the vicinity of the city, and the seventh grade in a mountain hut (see photo). Some subject teachers had to commute back and forth between these different plac-

es every day.

At the beginning of October we were all allowed to return to school and thus, a new period began for us. First, we adapted the grounds to our changing needs and had portable partitions erected in the back garden of the school grounds. This allowed us to hold our classes outdoors when the weather is nice. At the same time, we made sure to schedule separate break and lunch times for classes. No sooner had we mastered this than news came in mid-November, during the holidays, that we were to revert to online classes again.

At that time, the loss of income among the families of the school community became so great that more and more parents had difficulty paying their usual school fees, which put a great strain on the school budget. Alanya is

a small town whose population lives largely from tourism, and our school community was no exception. We had great financial worries. When we learned of your donation, we were so relieved and felt appreciated by the Waldorf community.

Your funds have helped us in our need to maintain the vibrancy of the school, to continue to provide living expenses and to be able to use our energy freely again for our children. From the bottom of our hearts, we thank all the people who made it possible for us to continue our work through their donations.

Argentina Childcare in the face of tight social restrictions

El Nido Kindergarten was founded in 2007 in response to the needs of five families. It all began with a small group of children in a house in the centre of Villa de Las Rosas, in the province of Córdoba. Slowly, the kindergarten grew and in 2012 it was able to move to a larger house where 35 children between one and six years old are cared for in two groups. Here, there is also a small courtyard so that the children can play outside too. A stable team of educators and the children's families form a reliable community. Last year, the children were only able to attend the kindergarten for three months. How the teachers managed to continue working and caring for the children despite this, is described in a letter from February this year:



The donations we received from the *Friends of Waldorf Education* were a great help for our school. Due to the pandemic, many families lost their jobs and therefore could not make their financial contributions. Thanks to your donations, we teachers continued to receive our salaries and thus had the opportunity to take care of the children despite the enforced closures. At the beginning we visited the families at home, later we took care of the children in small

groups in our classrooms.

At the moment we are making plans to reopen the doors to all the children in the second week of March, and we are applying for a permit to do so, so that we can work five days a week, observing all the necessary hygiene measures. With much hope in our hearts, we are preparing to welcome the children back with renewed joy and strength.

The economic situation in Argentina is still extremely critical;

many people are finding it difficult to make a living. Therefore, we thank you from the bottom of our hearts for your donations. They give us strength and health and, above all, they give us the opportunity to continue to welcome children, even though the economic situation of their families is often very difficult.

Mexico Classes at the Escuela Árbol de Vida



The Waldorf School Arbol de Vida (Tree of Life) is a primary school on the outskirts of San Miguel de Allende in the Mexican state of Guanajuato. The school's extensive grounds provided a wonderful opportunity during the time of pandemic, when parts of the classes were held outside. Nevertheless, the school's promising development was severely set back by the pandemic. In February, the educational team told us about the challenges, but also the opportunities, of this time.

The distress we felt due to the Corona pandemic led us to a period of deep introspection and the work team of Árbol de Vida had to completely reorient itself, which was done with great human quality and a sense of responsibility from everyone to everyone. We always agreed that no child should be left without a school and no teacher without a job. We divided as equally as possible the resources that were still available, which were becoming more scarce due to the lack of work for most families in the city (the main economic activity in San Miguel de Allende is tourism), and we made the difficult decision to cut the teachers' salaries.

At the end of July, we received funds from the *Friends of Waldorf*

Education. This allowed us to cover about 30 percent of the budget deficit and pay the staff 100 percent of their salaries. We investigated the legal possibilities of conducting face-to-face classes despite the Mexican epidemic plan, which prohibits school activities to this day. Finally, we started classes in August. Each child comes to school three times a week, with different arrival and departure times for each class. Much of the teaching takes place outdoors, following a strict hygiene plan. The children are happy to be able to go to school and have a beautiful school area in nature where they can play, learn and meet friends.

The donation that Árbol de Vida received from you helped to ease

the heavy burden of the financial deficit and achieved much more: it was an invaluable emotional boost that filled us with strength to move forward at a time when our mood was pessimistic and the future uncertain. As a small community of families in the heart of Mexico, we have had the opportunity to live through this pandemic. We have been able to overcome great challenges and have also received opportunities and gifts along the way.



Colombia Support for the Waldorf community of Inti Huasi in Bogotá

In 2005, a small kindergarten in the centre of Bogotá grew out of a parents' initiative. Over the years and thanks to the great commitment of the parents, the kindergarten continued to grow and has now developed into a small Waldorf school up to the 6th grade. More than 100 families belong to the school community. As in many South American countries, the economic consequences of the Corona crisis are severe for the people. Nevertheless, all the children of Inti Huasi continued their education regardless of the financial situation of their parents. In a letter to the *Friends of Waldorf Education*, the college expresses its gratitude that this has been made possible by the donations.

We, the staff of Inti Huasi, are writing this letter to thank you and to acknowledge your support and contribution to Casa del Sol (Inti Huasi in Spanish). As members of this community, it is very valuable and a source of great relief to know that we can continue to do the work we love, with the confidence that money is not an obstacle to allow Colombian children and youth to enjoy an education towards freedom. Because of your help, we can still work in a school where we are treated with kindness, fairness and courtesy.

Last year we received donations on two occasions. Thanks to these, we were able to pay our teachers and make arrangements with our families so that we can continue to work with children and parents with confidence, even when little or no parental contributions are paid. Since 15th February, we have been able to teach the children in our rooms again. As a school in Latin America, we are very grateful for the help we have received, because our families really need economic support and emotional understanding. Thanks to you, we were able

to have the integrity to always be there for the families of our community. Now we are working with all our might to welcome the children back to the safe environment of their classrooms. We know we are not alone in this dream. We feel protected. Truly, thank you.

Topic

Staying strong together: Waldorf in crisis areas

The whole world is talking about and living with the Corona Crisis. In some parts of the world, the effects of the pandemic and the restrictions are compounded by other problems: wars and natural and man-made catastrophes force people to flee and become refugees amid severe emergencies. The Waldorf schools, Waldorf kindergartens and therapeutic education institutions in these areas were the focus of our second appeal for donations in 2020.

Thanks to the great response to our call for donations at the beginning of the Corona crisis in spring 2020, the consequences of the Corona crisis were mitigated and we were able to help numerous Waldorf schools, kindergartens and therapeutic education institutions to survive the difficult period of school closures and curfews. At the same time, however, we were concerned to see that the global crisis was being joined by other threatening situations in individual areas of the world. It became clear to us that neither natural disasters nor wars adhere to Corona regulations. This is precisely where we wanted to help with our appeal for donations from the winter of 2020/2021. Once again, our donors responded quickly: as early as February 2021, we were able to provide €35,000 each to the Step Together therapeutic education school in Beirut and the Aregnazan Waldorf School in Yerevan. As soon as possible, we will transfer the same amount to the Bruh Tesfa Waldorf School in Ethiopia.

Beirut, Lebanon: roaring inflation and political uncertainty

The devastating explosion in the port of Beirut on 4th August 2020 hit the weakened country hard. In recent years, Lebanon's economic situation has been steadily deteriorating anyway. The national currency, the Lebanese pound, is experiencing a sharp devaluation. „The humanitarian and social situation is alarming,“ Reem Mouawad, director of Step Together, told us in a letter in February. „More than 52% of the Lebanese population lives in poverty. The political and economic situation remains unstable.“ Government support for Step Together has not been forthcoming for several years, and the organisation now relies entirely on donations. The Corona crisis further complicated the work in 2021. „We started the year with a complete lockdown after Covid 19 infection numbers and deaths skyrocketed. The consequences of the lockdown are showing up in a further devaluation of the Lebanese currency,“ Mouawad reports. She tries to keep her facility running as best she can - by working in small groups, with home visits, or online teaching. This would not be possible without donations from abroad, which is why Reem Mouawad and her team are grateful for the grants: “We thank you for your continued support of Step Together and look forward to better times ahead.”

Yerevan, Armenia: the conflict over Nagorno Karabakh and its consequences

After the schools in Armenia had been shut down for six months, the children were able to return to school from September, under strict conditions. The long school closure, the great extra effort to provide online classes and the entry and exit restrictions also pose great problems for the Waldorf School in Yerevan: “Most of the parents at our schoolwork in the tourism industry, in cafés, restaurants and hotels,” explained Ara Atayan from the Aregnazan Waldorf School, which was founded back in the early 1990s and, as an independent school, does not receive any state subsidies. “Many have lost their jobs. Some pay less school fees, some can't pay anything at all.” This resulted in the loss of 50% of the month-



Neither natural disasters nor wars adhere to Corona regulations.

ly budget. “So, I have to say that the donations from the *Friends of Waldorf Education* saved our school,” Atayan wrote to us in an email in February 2021. And he continued, “Because of the war over Nagorno Karabakh, we lost thousands of people and part of the land. We now have many refugees, an economic, political and social crisis, and total psychological depression and apathy. In this context, our government has decided to increase taxes on private schools by 20 percent. The Association of Private Schools is now fighting against this increase, but it’s an uphill battle.” Despite everything, Atayan is optimistic about the future: “We are proud of the fact that, so far, we have not lost a single student for financial reasons. Of course, this is mainly due to the support of the *Friends*, so you can be proud with us and say it to all donors. In the dramatic situation of our country, the Waldorf School is a last hope and a bridge to the future for many people. For this, once again, thank you!”

Hawzien, Ethiopia: Covid-19, Locust plague and war in Tigray

The situation of the Waldorf School in the small town of Hawzien in northern Ethiopia is particularly difficult. The parents of the school’s children, who in any case have extremely low incomes, have

been left destitute, in some cases with no warning, by the restrictions of the Corona pandemic. In addition, there were several successive plagues of locusts, which destroyed a large part of the crops. With the donations of the *Friends of Waldorf Education*, the families of the school and the surrounding area were supplied with food during the last year. But, at the beginning of November, the north of Ethiopia came under additional pressure when the conflict in the Tigray region, which had been smouldering for some time, turned into a fierce war. Hundreds of thousands of people were forced to flee. The fierce fighting has had an impact on Hawzien, which is only 100 kilometres away. Telephone and power lines are repeatedly interrupted, and with them access to the Internet. Transport by road is almost impossible: “If there is no transport, it is also very difficult to supply important food, medicine and other necessities,” explains school founder Atsbaha Gebre-Selassie. The Waldorf School in Hawzien and the families of the students will urgently need further help. Despite massive political pressure from the EU and the USA, neither aid organizations nor journalists are allowed to enter the Tigray region. This situation clearly shows that as soon as aid can get through, it will be urgently needed here.

Christina Reinthal



IMPRESSIONS

Outdoor Classrooms

Rudolf Steiner
School Mbagathi,
Nairobi, Kenya

In order to be able to provide face-to-face teaching in compliance with hygiene regulations and with smaller classes, many Waldorf schools have moved their classes outdoors. Here, we show you some examples.



Hamer Kindergarten,
Addis Abeba,
Ethiopia



Above:
Waldorf School
Alanya, Turkey

Bottom: Kildare
Steiner School,
Ireland

Bottom right:
Colegio Ximbal
Waldorf, Canun,
Mexico



From the work of the Friends

Remarks in a Time of Silence

Rudolf Steiner wrote almost nothing about the Waldorf School; mostly, he talked mostly and to many people. His lectures were co-stenographed and later published. But written things, that is, sentences that Rudolf Steiner wanted to write in his own hand and not otherwise, are really few. In the *Zeitschrift zur Dreigliederung* Rudolf Steiner published an article in which he wrote more generally. For example, the following sentence about Waldorf education: „In the institutions of this school must be reflected what the practice of contemporary life demands of man.“ (GA 24, 1961, p. 83) Well, that is an interesting assignment. What the practice of contemporary life demands of the human being is to be reflected in the curriculum, the methods and the social forms of the Waldorf school. These elements are, therefore, to be developed from the demands of the present. And since Rudolf Steiner never tired of explaining that humanity is developing and constantly changing, it can be assumed that Rudolf Steiner had in mind a constantly changing school.

Today, we have a specific situation which makes school, as it has been handled up to now, impossible. But as a result, everyone suffers: parents, teachers and students. After a few months of online teaching, i.e. an existence at the kitchen table behind a screen, everyone has had enough. Probably never in decades past have students wanted to go back to school so much. And why? To meet their classmates, to talk, to play, to exchange ideas, to fool around, to be annoyed, and to be happy. Evidence-based logic shows: People learn from other people, online we can only learn content, rather abstract content that lacks life. Online we can acquire knowledge, but not skills, especially judgment skills. The ability to classify and judge knowledge in a larger or smaller context needs a

trained feeling. For judgments are formed on the yardstick of feeling. And this standard is formed by lived and felt experience. This is one of the reasons why Rudolf Steiner attached so much importance to the self-training of teachers, because only a trained feeling, only a feeling oriented first and foremost to human dignity is worthwhile as a standard. All the extremisms of our present time show where the formation of judgments leads, which are oriented to the standard of unexplained feelings, to egoism, to envy, to national arrogance, to images of the enemy. And school is the place where the development of feelings that lead towards the formation of judgment are formed. This can only be learned in the direct experience of the person struggling to form a judgment. This is one of the important tasks of the teacher. Learning from the teacher.

In order to acquire knowledge that can be reproduced in an examination, you do not need a school. For that, one can save the effort of maintaining school buildings. But for a competent handling of knowledge, discussions between teachers and pupils and students is vital. But whether you need a school with a 45-minute lesson cycle and a smaller curriculum is another matter. Doesn't the current situation teach us that a completely new school is needed, one that is probably no longer a school in the usual sense? Don't we need much more freedom for discussion between the pupils and students and teachers, much more freedom for content-related themes that arise from the present situation and that call for the formation of judgment? Don't we need much more discussion about developing appropriate judgment, and lively and argumentative discussion in the best sense of the word? And can we not learn from this very fact that the acknowledgement of a person and an ar-

gument are two quite different phenomena, and a clear distinction between the two is decisive for living together in a society?

Last year, with the **Joint Action: Corona Aid Campaign** (see separate report starting on p. 10), we ensured that some Waldorf schools and Waldorf kindergartens operating in countries without state subsidies for free schools were rescued from bankruptcy. Thus we have preserved schools in their present form. But not only that. In some Latin American countries, especially in Argentina and Chile, more and more rural Waldorf schools are being founded, which are, above all, a social meeting place for adults and children. In these countries many young adults are moving away from the cities because they want to find a different kind of life and community than in the city. They build the small Waldorf schools themselves, ideally and with their own hands, get involved financially, and they talk and celebrate with each other, and show their children in a very practical way that you can create places of learning yourself. And the children grow up with this feeling: I can take on something and, together with others, I can achieve certain aims and goals, provided I do it. This gives rise to beloved, often still somewhat improvised places of learning that invite participation precisely because they are unfinished. In the future, we will need this kind of working atmosphere in the cities as well. The mood of improvisation that invites people to join in will also be necessary there, so that schools remain meeting places for children and adults after the pandemic.

50 years of *Friends of Waldorf Education*

The beginning of October 2021 marks the 50th anniversary of the *Friends of Waldorf Education*. With invited colleagues and former students, Ernst Weißert founded this association from the heart of the German Waldorf school movement, to have an instrument to support the growing international Waldorf movement in the future (in 1975 there were just 112 Waldorf schools worldwide). He obviously had a visionary eye. Even though the actual work did not begin until 1976, we wanted to cele-

Probably never in decades past have students wanted to go back to school so much.

brate a little and have all members share in this celebration. However, all plans are obsolete for now due to the closures as a result of Covid-19. We have postponed the celebrations until 2026 and in 2021 we will have a small meeting with all employees, board members and supervisory board members to discuss the association's mission. If there is a meeting of the Hague Circle in November 2021, Ernst Weißert's prophetic vision will certainly appear there also, because 50 years ago he also inaugurated the Hague Circle (today: International Conference of the Steiner Waldorf Education Movement), as a circle of responsibility for the international Waldorf movement. And how these two initiatives belong together can be looked at then.

Friends of Waldorf Education restructured

Over a lengthy period, we in the board of the *Friends of Waldorf Education* have considered how the association should be structured to be able to meet the challenges in the future. During the 2019 General Assembly, the resulting new structure was approved by the members. Above all, this new structure provides for an additional body: a supervisory board. In the future, this board will advise the executive board on key development issues of the association, fulfil the normal supervisory board duties, and elect the members of the executive board. During the 2020 General Meeting, the Supervisory Board members (see page 38,) were elected for the first time. Due to the restrictions imposed by the pandemic, the supervisory board has only been able to meet once so far. At this meeting, board members Nana Goebel and Bernd Ruf were confirmed for another three years and Johannes Prahll was newly elected (see page 39). In addition, Henning Kullak-Ublick, who had served on the *Friends of Waldorf Education* board



since 2008, was elected spokesman for the supervisory board. More intensive consultations between the Board of Directors and the Supervisory Board are sure to follow as soon as travel becomes more straightforward again.

As part of the deliberations on the new structure, the *Friends of Waldorf Education Foundation* was established to offer the possibility of building up separate funds for the Waldorf movement in the future, to pool resources for the work of the *Friends of Waldorf Education* and to secure these funds in the long term.

Friends of Waldorf Education and the Federation of German Waldorf Schools

As described, the initiative for cooperation within the international Waldorf movement (Hague Circle), and for the support of the international Waldorf movement (*Friends of Waldorf Education*), arose from the responsible bodies in the Federation of German Waldorf Schools. In the first twenty-one years, the office of the *Friends of Waldorf Education* was always located close to the office of the Federation of German Waldorf Schools; there was close coordination and a great closeness in terms of content. National and international tasks were equally carried out in Stuttgart. This is different today. We are extremely happy that the German Waldorf schools spoke out so vehemently in support of the international Waldorf movement when it was a question of who would participate in the

Joint Action: Corona Aid. We received donations from individual Waldorf schools and Waldorf kindergartens, as well as donations from the Waldorf Foundation and the Federation of Independent Waldorf Schools. And then came a great miracle: from the funds of the German Waldorf schools, which were originally reserved for the Waldorf100 celebrations, a large remaining amount was used to support schools abroad, schools which are particularly threatened by the closures due to Covid-19. We feel that the German Waldorf movement is again growing closer with its international development fund. Thank you!

International collaboration

From March on, the year 2020 was dominated by the Covid-19 to such a degree that other equally important challenges received somewhat less attention. Of course, this is especially true of the climate crisis, but this is not something we have to deal with as a priority. Wherever possible, however, we are taking up climate concerns. For example, we are currently preparing a BMZ application for East African Waldorf teacher training, in which we have included the training of future teachers in matters of sustainability, ecology and the natural environment (including practical horticulture). Wherever possible, we encourage practical use of school buildings and facilities as an ecological space and as an educational opportunity. There are still many hidden opportunities here!

Other crises kept us very busy: the war over Nagorno-Karabakh and the consequences of this war for the Waldorf kindergarten and the Waldorf school in Yerevan led to an appeal for donations, through which we were thankfully able to help strongly (more on p. 20. External Help); although the wounds remain. From this appeal for donations we were also able to support the therapeutic education school in Beirut. As a result of the disaster in Beirut harbour in August 2020, compounded by years of government inaction and corruption that translated into zero government funding, the school no longer knew how it could continue to exist without help. The first payment has, of course, been greeted with applause. We owe it to our donors that we have been able to help in all these situations. And for that we are extremely grateful to each and every donor.

Now we look forward with anticipation to a time when we can once again be aware of each other, and we look forward to seeing the newly completed school building of the Waldorf School in Chişinău, for which we were able to raise so many donations. Further, we anticipate hearing about the plans of the Trianemi School in Athens for their own school building and helping them to realise their project. We also look forward to the many children coming back to school and giving their teachers ideas on how to encourage and support them. And we look forward to the teachers wanting to hear those ideas.

Nana Goebel

From the work of the Volunteer Services

Online Seminars

As in so many other places in the world, many adjustments to the pandemic-related situation had to be made in our volunteer services. In the summer, many seminars still took place under appropriate hygiene regulations before they had to be moved to the digital world in November. Despite the unusual format, the added value of the seminars became clear with a great deal of creativity, with loving preparation and with a varied programme. Reflection, suggestions, impulses and self-directed activity are important components in such a programme, and valuable experiences that accompany the voluntary service. The encounter with a colleague or partner must be consciously generated. An interesting aspect of online seminars is that many of the tasks require individual work and these are more directed to the ego forces than group tasks. A highlight is certainly the guided online cooking at the seminars. Everyone cooks at home for themselves and their families, so that at the end of the week, a big dinner is celebrated together with relatives.

Placement of volunteers

In both departments of volunteer services - i.e. domestic services and services abroad - there is a „Coordination Application“ team. The goal and the task are the same - to advise young people on their choice of volunteer service. In 2020, we had a total of over 7,000 applications. 1,500 young adults began their service in over 700 facilities worldwide, as well as in Germany. 95% of all international applicants for volunteer service in Germany kept their application and will enter in 2021, go through quarantine and then begin their service.

Special features of this are that one third of the applicants come to us through word-of-mouth advertising and another third find their way to the Waldorf world through a search engine on the Internet. Two thirds of our volunteers have not been to a Waldorf school and have their first intensive experience with Waldorf education and

anthroposophy during their volunteer year. It is very astonishing how open and interested young adults are in approaching these topics. Also extremely remarkable are the gratitude, openness and enthusiasm of our international volunteers for living and working in anthroposophical contexts.

Development of four regional offices

With the support of the Software AG Foundation, we have succeeded in making a wonderful new development in Volunteer Services 2020 despite the pandemic. With the goal of being more present regionally, to recruit volunteers, to be able to advise and accompany the institutions more intensively, and to strengthen the connection of the volunteer services to the training and study fields, we founded four regional offices. In Berlin, Hamburg, North Rhine-Westphalia and soon, at Lake Constance, colleagues are now working to enrich and support our work.

In many ways, we used this special time to develop new projects and ideas for the future with ideas, good will and creativity.

Stefan Wurster

From the work of emergency pedagogy

At the end of November 2020, hurricanes Eta and Iota hit Central America hard. Three emergency educators from Germany travelled to Colombia and met with local team members in Bogotá and then they flew together to the islands of San Andrés and Providencia. Emergency educational interventions were carried out there and on the small neighbouring island of Santa Catalina. The acute interventions took place at the request of the local organization Help2Ocean.

The international emergency education teams have also implemented some activities in the last few weeks. After a strong earthquake in the San Juan region of Argentina, bordering Chile, the

local emergency education teams from Buenos Aires, Córdoba and Mendoza joined forces to carry out a 5-day mission in San Juan (1,400 kilometres from Buenos Aires). „People, especially children, are now afraid to go to sleep because the earthquake had struck during the night,“ Jorge Schaffer tells us. In addition, there are fears of flooding, which is common in the area, and the poor living conditions. These are circumstances that expose people to serious, ongoing stress. In total, about 200 children and 100 adults were supported by the outreaches. Further activities in the region are planned for the future.

In Indonesia, a local emergency education team has also been active in recent weeks and months. Most recently, they visited the small village of Lewonu on the island of Sulawesi. Here, 13 families were traumatized by a terrorist attack that killed four people. The team provided psycho-social support to those affected and helped them process their terrible experiences.

Work also continues with emergency educational services in Brazil. At the moment, this is being done online, as no direct activities can yet be carried out. Lectures, talks and training sessions with teachers and educators have been offered here in recent weeks. Between 2,000 and 7,000 people have been reached so far via these virtual meetings.

In Karlsruhe, planning is also underway for the 9th Annual Emergency Pedagogy Conference. Entitled „The Corona Crisis - Risks and Opportunities for Children and Adolescents,“ this year's conference will take place from 4th to 6th June 4-6, 2021. We plan to facilitate a blend of in-person attendance and online participation from around the world. Content from the workshops and lectures will be made available to a wide audience in this form.

Bonnie Berendes

Volunteer Services

Online vs. Offline – Volunteer seminars during Covid-19

In 2020 - the year of the pandemic - 1,500 young adults also began their service in more than 700 institutions worldwide, as well as in Germany. As in every year, the volunteers were prepared for their service with a series of seminars - but these looked a bit different this time. Lisa Schmidt, who is doing her federal voluntary service in public relations at the *Friends'* Karlsruhe office, reports on the switch from offline to online encounters.



Hello, I'm Lisa and I'm 21 years old. I started my federal volunteer service in September 2020 - yes that's right, during the Covid-19 pandemic. Do I regret it? No, not at all!

So far, I have been allowed to experience two face-to-face seminars - under strict hygiene regulations, of course. There's no question that it's strange not to be allowed to come closer than 1.5 metres to people, or to encounter everyone in the building wearing a mask. This makes it more difficult to get to know your fellow human beings better. Contact and interaction with each other are definitely limited. Nevertheless, the two face-to-face seminars were a great enrichment for me. I noticed that despite the distance and a mask that covers half of your face, you can still meet people well. Most of the time we went outside - into nature and into the fresh air. There we had a little more freedom and could enjoy the seminar without a mask and with distance.

My third seminar then had to take place online. Every morning we met via Zoom and started the day with a morning circle. I loved it that we didn't

sit in front of the PC all day but had time at noon for a personal project or group work that accompanied us throughout the week. We also played some games together, talked a lot and got to know each other better once again. In the evening, we all met again online to finish the day together. Of course, it was a pity not to see the people in person, but only via the screen. But despite everything it was a nice week, in which the group grew together even more; we experienced a lot of joy and above all some self-knowledge.

A face-to-face seminar under hygiene regulations, or even online seminars, are in my eyes, a challenge for all of us, which we can master together and thereby, also grow together. It is a different, but also beautiful way of dealing and interacting with each other. I think it's important to emphasize that just because it's online, it doesn't mean that it is, by definition, a bad thing; you make the best of the situation. I had a lot of fun and enjoyed the seminars and always felt like I was a part of the group. I felt very comfortable - and I think that's the most important thing.

Lisa Schmidt

Volunteer Services

When volunteer services change lives

In 2017, Anna Feierabend set off for the south of England for a volunteer service to work for a non-profit organization, Dandelion Time. In a rural setting and surrounded by animals, traumatized children and their families can find therapeutic services. For Waldorf Worldwide, Anna reports on her volunteer service, which steered her life in an unexpected direction.

It's been four years now since I packed my suitcase, without having any idea of what to expect, and set off. Off I went into a year that would turn my life and plans completely upside down.

To this day, I constantly get asked questions about my year abroad in the south of England. And to this day, it's hard for me to put into words what that one year meant to me.

What started out as a wild adventure full of exciting impressions, a foreign language and a bunch of new people, turned out to be a three-hundred-and-sixty-degree turnaround in my life.

I immediately felt right at home in my placement. The work with the children, who came to us every day, and the varied free time with my two fellow volunteers offered me an incredibly varied daily routine, which I quickly took to my heart.

Of course, there were a few ups and downs, and the work could be quite exhausting at times, but at the end of the day, this was only half as bad, because through the *Friends* I got to know other volunteers, and could exchange ideas, and make friends. Friendships that have stayed with me to this day.

I was able to try new things, break out of my comfort zone, and get to know the world in a new way with all its facets.

My original plan for the volunteer service was to go away for a year after graduating from high school and discover something new, before returning to Germany to study journalism. But I quickly realized that I didn't really want to leave - and I didn't really feel like doing journalism anymore. For a long time, I thought about whether these thoughts were completely normal and would soon disappear on their own, but somehow, they never really left my mind.

On a sunny day, four years after beginning my voluntary service, I am now writing this report, in the south of England, and I am about to set off for work - in exactly the same place where I spent my voluntary service. I have traded in my plans to go back to Germany to study journalism. Traded them for a life that was completely foreign to me before my year abroad.

Every day I wake up, perfectly happy to have made that decision, and to this day I still can't put into words what that one year did to me. When people ask me today if I wouldn't like to slowly go back to my old, familiar everyday life, I can only smile, because they don't know how a volunteer service can change a person, how much it influences them and gives them a completely new perspective and world view.

I think that many former volunteers understand what I mean when I say that a volunteer service has the potential to change a life. And in so many incredible ways that I can't even list them all.

I was able to try new things,
break out of my comfort zone and
get to know the world in a new
way with all its facets.

Not only have my professional ideas completely changed, but also my thinking and my general way of life. Through the *Friends of Waldorf Education* and my experience as a volunteer, I have learned what it means to live, think and practise sustainably, to take care of others, and to follow your own dreams.

To be honest, I can't thank the *Friends* enough who made this amazing opportunity possible and turned my life completely upside down. I am so incredibly grateful for every minute of my volunteer service, every seminar where I learned so much, every wonderful person I was able to meet, and I wouldn't trade this experience for anything in the world. The experience of my service inspired me to become the person I am today, taught me an incredible amount of love for life and a lot of wisdom, and to this day is my fondest and most beautiful memory.

When I'm not working, studying for my psychotherapy degree, or drinking tea, I'm always joyfully sharing my story with other people and trying to tell and inspire as many young people as possible about the *Friends* and their great projects.

If you are thinking about embarking on this adventure, I can only urge you to take this step, because nothing can even begin to replace the experience of volunteering. It will shape you in so many ways, accompany you throughout your life and certainly bring a big smile to your face every time you think back on it.

Anna Feierabend



Emergency Pedagogy

Destruction as far as the eye can see

San Andrés and Providencia are two islands in the Caribbean that belong to Colombia. Hurricanes have often struck these islands, as they did last November. After Eta, which hit Nicaragua with full force, came Iota, and this one had it all for San Andrés and Providencia. Providencia was completely destroyed. The entire island and the small neighbouring island of Santa Catalina were literally swept away overnight. To support the people on the ground, an emergency education team travelled to the region in December. Fiona Bay (emergency education coordinator) reports on the mission.

At the beginning of December 2020, the time had come: a doctor from Berlin, my colleague and I were on a plane to Bogota, where we met the local team members, with whom we then flew to San Andrés. We split up into two groups and I took a boat with my team to Providencia. Upon arrival, we suddenly realized how bad the hurricane had actually been. In front of us was a brown, hilly landscape and destruction wherever the eye could see – trees, palm trees - everything was smashed with many houses, broken, or destroyed. Actually, it looked as if a huge tank had driven over the small island. Some houses looked like bombed out remains, as I had seen them in Iraq and Gaza.

With some other islanders we drove in the back of a van from the harbour to the home of a friend of my colleague, with whom we were allowed to stay. We were joined by a couple with a child who had fled to San Andrés after the storm and were now returning. It was a shattering moment when they got out and the three of them stared at their com-



pletely destroyed house. As if glued to the ground, they remained standing, rooted to the spot.

In view of the devastating destruction, it seemed like a miracle that only two of the island's approximately 5,000 inhabitants lost their lives. Many people have incredible stories to tell of how they moved from one house to the next during the storm as the houses around them collapsed. Despite the severe dangers during such a storm, when tin roofs and other heavy objects fly through the air, everyone else survived. In Santa Catalina, the storm was followed by flooding that swept water into the houses. As a result, many people had to spend hours in the wet, carrying their children on their shoulders to keep them from drowning.

Electricity and water were lacking everywhere. I realized once again how precious water is. For the first two days we were busy meeting different organizations and looking after the children who could not leave the island. The next day, three col-

We are often told that the real sadness is not the material loss but the destruction of nature.



leagues from San Andrés arrived to work alongside us. We split into two teams. One team worked in Santa Catalina with the children who had stayed behind and the other team worked in an area called Bottom House with a family who had lost their young and beloved grandfather. The latter, while helping a family escape to the church in the storm, was himself caught by a falling wall as water poured from the mountains. This was a great shock for the relatives.

In the afternoons we worked with parents and social workers. With regards to the parents, our task was mainly to give them an insight into what trauma is and what symptoms can present after a traumatic experience. We tried to make them understand that it is normal not to recognize themselves or their own children in an abnormal situation. We also showed them ways to support their children, as well as themselves. At such an event, I was deeply impressed by the resilience of the islanders, but also by their openness to share with us their experiences, their fears and worries.

Many told us that they preferred to stay at home because they couldn't bear looking at the devastation of what was once a green island and meet friends who were miserable and listless, unable to do anything. We are often told that the real sadness is not the material loss but the destruction of nature.

The Colombian military is omnipresent and is helping with the clean-up. World Central Kitchen

distributed food once a day for all the residents of the island, including everyone who works there, and allows people to have a hot meal. However, the island is so small and the misery so unknown that they lack funds. Thus, they will be forced to leave soon, unless the Colombian government steps in and covers the costs.

Hurricane Iota has destroyed almost all the houses and most of the islanders are living in tents. One resident told me that, in the past, when she went to work and had not yet eaten breakfast, she would pick a mango or banana from a nearby tree. Now the island lacks all these resources. And even though the donations, like lentils and beans, are very valuable, hardly anyone can use them because there is not enough gas to cook with. And while they also try to protect themselves from Corona, here there is a lack of water to wash their hands regularly and, above all, sufficiently.

WOW-Day 2020

A somewhat different WOW-Day

Where normally quite a lot of people gather at colourful school markets and fairs to eat cake and buy home-made treasures and trinkets, and where usually, so many children organize sponsored events - and run kilometre after kilometre for their chosen WOW project, this year there were only empty school buildings. Schools around the world were on lockdown, while children and young people were at school at home, and struggling to keep in touch, to stabilize internet connections and to cope with the new normal.

The thought of shared action days like WOW-Day, where every year students, teachers and parents work with great commitment for the international Waldorf movement was, for the most part, far away. And this, despite the fact that, right now, Waldorf initiatives and projects around the world are increasingly in need of financial support. The spread of the Covid 19 virus, the different impacts on the health systems of the countries, social and economic restrictions and the associated collapse of the labour market and the tourism industry hit and continues to hit people in poorer countries especially hard. Poverty, hunger and lack of education are only some of the resulting consequences.

That's why we are all the happier that so many schools have recognized the need and have risen to the challenge to raise funds for needy projects through creative WOW Day activities. WOW Day has once again shown how important it is to stick together and be there for each other - especially in times of crisis.

Current status:

Worldwide, 55 Waldorf schools in 10 countries got involved in WOW-Day 2020. Among others, schools from Italy, Croatia, Moldova, Norway, Switzerland, Taiwan, Thailand, Hungary, Germany and Lithuania participated.

So far, €148.681.76 have been collected. €31.035,00 came from the WOW-Day-Corona-Matching-Fund of the Software AG Foundation, our partner for WOW-Day 2020.

With this sum we were able to support 33 Waldorf and social initiatives in 20 countries.

Waldorf School Soest: Collecting acorns and other actions

The children of the 5th grade of the Waldorf School Soest, took part in WOW-Day 2020. At the beginning of November, as part of the botany lessons, the children went together to the Arnsberg forest to collect acorns so that the foresters could replant



Die 5. Klasse der Waldorfschule
in Soest, hat dieses Jahr
ungefähr 1.800,00€ gesammelt in
verschiedenen Aktionen zum
Beispiel: hat die halbe 5. Klasse
Eicheln gesammelt um neue
Eichen zu pflanzen außerdem
habe ich mit meinen Freundinnen
Kekse gebacken.
Mir hat es sehr viel Spaß gemacht

Liebe Grüße
5. Klasse



Fundraising run at the Waldorf School Bad Nauheim

The Waldorf pupils in Bad Nauheim took part in WOW-Day despite the Corona pandemic. Unlike other years, this time the WOW-Day did not take place on one day, but it was spread over a period of two weeks, so that each class, in turn, could take part.

The young people from Bad Nauheim organized a charity run in which grades 9 to 13 participated. Beforehand, the students recruited companies and private individuals as sponsors, who donated a certain amount for each lap they ran. The ninth, tenth and eleventh graders ran on the school grounds, while the twelfth and 13th graders ran on the sports field. In total, the young people ran 1089 laps, raising €1,700.

Going to work for a good cause: Waldorf School in Lensahn/Ostholstein

Already, after the last action day in 2019, the Waldorf School in Lensahn began preparations for the 2020 Waldorf One World Day. But then came Corona. With the pandemic came news from our friends at the Darbari Waldorf School in India, in the middle of the Thar Desert. It quickly became clear that even if the virus did not make it to the desert, the effects of the pandemic would strike there in a life-threatening way!

Therefore, with a lot of courage, planning resumed after the lockdown and a day was identified. On 9th September 2020, students in grades 5-12 went to work at businesses, or among friends and family and donated their wages to Darbari! The younger classes also made crafts and raised money for their friends from India by selling their work and contributing to the large donation of €8,300. Jacques Monteaux, mentor to the Darbari Waldorf School, wrote after the news from Lensahn, „What the students in Lensahn have accomplished is incredible, it gives us courage in these times, now is not the time to give up!“

the bare patches in the forest. Olli, one of the five rangers in the Arnsberg Forest, told the group a lot about pioneer plants (mosses, ferns, and lichens) and fungi, and taught the children to build small enclosures that are placed in the forest to protect young plants from being browsed by game. Together, they were able to collect many kilos of acorns, doing something not only for the forest, but also for their chosen WOW-Day project. On the one hand, the class received money from the forestry office for the acorns and increased their donations through a sponsored event: for each kilo of acorns, they received a certain amount from their sponsors. The money collected was sent to the Darbari Waldorf School in India.

Besides the acorn collecting in the forest there were many other small WOW-Day activities at the Waldorf School Soest. The students recorded their experiences afterwards.



Students from Lehnsan Waldorf School worked for a day for a good cause.



Photo below: WOW-Day at the Waldorf School in Chişinău.

Right page: Marie tells us about her WOW-Day.

The Waldorf School would like to sincerely thank all the employers and people who made this day possible and, in times of stand-off, made sure that we all moved a little closer together again!

Virtual fair at the Chişinău Waldorf School in Moldova

The students from the Waldorf School (1st-12th grade) in Chişinău reported to us with much joy about their successful WOW-Day:

“Despite all the restrictions due to the pandemic, we managed to celebrate this wonderful event (WOW-Day 2020) and organized a virtual fair. Normally, we always organize an autumn bazaar, which unfortunately had to be cancelled this year. This new type of event was a great challenge that we happily met!

We even managed to organize a raffle. For this we sold numbered tickets, which we then drew at random to find the winners. Everyone was thrilled!”



Was ich am Wöw-Day gemacht habe

Ich habe am Wöw-Day
Pfandflaschen gesammelt!

Erst musste ich Zettel
schreiben, das alle Leute aus meinem
Boof die Flaschen vor die
Tür stellen. Wegen dem Corona

Virus wollten wir natürlich so
wenig Kontakt wie möglich
um die Menschen zu schützen.

Aber ich habe auch Maronen,
Käse, selbstgemachte Feen,
und Kräutertee verkauft.

Das alles habe ich mit Samuele
einem Klassenkamerad gemacht.

Am Ende hatten wir 11€
verdient.

Eure
Marie



New association structure

During the annual general meeting of the *Friends of Waldorf Education* last autumn, the new structure of the association, which had been decided in the 2019 general meeting, came into effect with the appointment of the supervisory board. Fiona Jaffke, Constanza Kaliks and Michael Zech have now been elected to the new Supervisory Board,

which is completed by the statutory ex officio members, Florian Osswald, Andreas Schubert and Henning Kullak-Ublick. During the first meeting of the Supervisory Board on 22nd and 23rd December 2020, Nana Göbel and Bernd Ruf were confirmed as Executive Board members and Johannes Prahll was appointed as a new member of the Board.

The new Supervisory Board

Elected members:



Dr. Constanza Kaliks

Head of the Youth Section at the Goetheanum

"My central motivation for serving on the Supervisory Board of the *Friends of Waldorf Education* is the commitment to the social dimension of pedagogy - the social dimension as the primary element of discourse between people, and the social dimension as justice and appreciation of the uniqueness of each human being - a task that is intrinsic to Rudolf Steiner's pedagogical approach and which, in my opinion, is a worldwide, existential challenge today."



Michael Zech

Professor of Cultural Studies and Instruction at the Alanus University of Arts and Social Sciences

"It is my concern to support the younger generation in taking over responsibility for the *Friends'* areas of work, to take up the suggestions of younger staff members, to give them confidence, and to strengthen their collaboration for the benefit of the cohesion of the Association."



Fiona Jaffke

Seminar leader and pedagogical guide for young people in Voluntary Service

"Waldorf education can contribute significantly to the quest to live in freedom and with love. This is a heartfelt concern of mine for future education."

Ex officio members



Henning Kullak-Ublick



Andreas Schubert



Florian Osswald

Board of Directors



Johannes Prah
(since December 2020)



Nana Göbel



Bernd Ruf

New board member: Johannes Prah

Johannes Prah is head of staff development at GLS Bank and now brings new strength to the board of the *Friends of Waldorf Education*. In a short interview, he introduces himself.

Mr. Prah, what connects you with the *Friends of Waldorf Education*?

I've known the *Friends of Waldorf Education* for a long time and think the work is excellent, whether it's supporting Waldorf institutions, volunteer services or emergency education, and all of it worldwide! I am not aware of any other organization where a donor can support Waldorf schools and Waldorf kindergartens so effectively, especially in places where they would not exist at all without financial support. I have - if you will - a very personal connection to the *Friends*: I was a Waldorf student myself and my school days had a great impact on me for the rest of my life.

You are an honorary member of the board and work full-time as the head of the human resources department for employee development at GLS Bank. Where are the points of connection?

Both organizations were founded by people who wanted to change and shape the world in a positive way, and both have a clear mission in terms of vision. That still carries them today, and so many committed people, who want to make a difference, work together in both organizations. And only

through their cooperation can good things come about. In this respect, it is particularly important to find the right employees and to shape the conditions and the framework in such a way that everyone can be effective and implement their ideas. I think this is an aspect that applies equally to the *Friends of Waldorf Education* and to GLS Bank. Another point: in a bank, one deals a lot with financial and economic issues, which is equally true for a solidly established association like the *Friends of Waldorf Education*.

What aspect of the board's work are you particularly looking forward to?

I am very much looking forward to my new task and am first and foremost excited to see where I can make a meaningful contribution to the association as a volunteer board member alongside my two executive and very experienced board colleagues Nana Göbel and Bernd Ruf.

My focus will certainly be on tasks in the organization, as I have expertise and experience in this area as a human resources manager and banker. And I particularly enjoy these tasks. But what really makes the work of the *Friends of Waldorf Education* special is their worldwide work for the Waldorf movement. I still know little about that and would like to learn and get to know a lot first.

Interview: Christina Reinthal

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.

name, first name

street, house number

postal code, city or town, country

phone, fax

e-mail

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

place, date, signature

> Bank Account for Donations

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

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Intended use + your address
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South Africa

Same-same, but different

Since March 2020, Kathrin Albrecht has been an educational sponsor for a class at the Zenzeleni Waldorf School in Khayelitsha, South Africa. Shortly after, she was also able to convince her daughter's class - children, parents and teacher - to take on a class sponsorship. In spring 2020, she visited both classes on a short visit to Cape Town, which she tells us about here.

As I write these lines, I'm digging into my memories from another time. Pre-Corona. And how I wish I could at least keep the COVID-19 virus out of this report, but it is impossible.

It is Friday, 13th March 2020, the day we were planning to visit Zenzeleni School in Khayelitsha, just outside Cape Town. The night before, my husband and I had landed in Cape Town. That morning when we checked in, we were still wondering whether we should even dare to take this short trip. But since there was only one confirmed case of illness in South Africa at that time, we were encouraged to stick to our travel plans. When we arrived in Cape Town at night, passengers were checked for possible fever by three airport employees on our way to the baggage carousel. Once we arrived at our accommodation and logged into the WLAN, the bad news from Germany poured in - the first lockdown had arrived, the schools were closed. But it was late, we needed sleep, and the next morning we would be expected at Zenzeleni School.

Genevieve Langenhoven, the bubbly, straight-talking staff member of the Centre for Creative Education met us at our accommodation so we could follow her in convoy to Khayelitsha, a township just outside Cape Town. Along the highway towards the Garden Route, corrugated iron huts nestle against the highway fence. Above them, a wild mesh of power cables and street lights. And then, suddenly, there was a neatly secured and partially bricked property boundary with a rolling gate that gave us access to a parallel world. Tucked in



The students of Zenzeleni Waldorf School welcomed their guests with a poem.

the sandy dune hinterland of Khayelitsha, several small, solidly built gabled roof buildings lined up in two semi-circles around a green grassy area.

Before we were invited into the classrooms of our sponsor class, Genevieve showed us around the area. The shapes and pictures on the walls were the same as the ones we know from our children's classes. The same, yet different; because here, the discarded shipping container in the sand is the art classroom.

As we explored the school grounds, Genevieve asks me about the motivation or reason for my educational sponsorship. Quite simply, I founded a communications firm in February 2020 that specializes in architecture and sustainable communications. Sustainability doesn't stop at choosing recyclable and resource-efficient building materials, or a good energy balance. Rather, it is a holistic approach that takes into account economic, ecological and social aspects. Accordingly, it was important to me when I started my company to give less privileged children opportunities for the future, thanks to education.

My enthusiasm for taking part in an educational sponsorship spread to our daughter's teacher and the class parents in the run-up to our visit, so that class 3b of the Waldorf School Hannover-Maschsee entered into a sponsorship with the third class of the Zenzeleni School. In our role as letter carriers of a thick package of self-made 'wanted' posters and a framed class photo we had our first opportunity to get to know the African third graders. Although most of the children at this school speak Xhosa at home, we were able to converse well in English. While the Hanoverian children wanted to know if a school uniform is worn at Waldorf schools in South Africa (No!), and if there is also some kind of report verse that is recited regularly (Yes!), the Zenzeleni students were mainly interested in dangerous animals in Germany (Here we had little to show ...), and the amount of rain and greenery in the city (... Here, we have a clear advantage).

... I wish I could at least keep the COVID-19 virus out of this report, but it is impossible.

The class teacher of our third grade sees the class sponsorship as a great opportunity. She will make an imaginative leap to the other side of the world every now and then in different blocks of learning and take a closer look at how, for example, the seasons in South Africa move in the opposite direction to Germany. Because of the personal relationship between the two classes, the interest in each other's lives is immediately much greater - and the effect on learning will probably be similarly positive.

While we were experiencing all this, France closed its borders and the anxiety about our return journey grew by the hour. On Sunday evening we were able to fly back from Johannesburg, via Amsterdam, to Hanover. Then on Monday, South Africa imposed an entry and exit ban. What a tight squeeze!

In just four days away from home, the world had turned upside down. What followed, unfortunately, were the all too familiar drastic effects of the coronavirus pandemic everywhere, including in South Africa. The school community of our sponsor school was hit particularly hard, as most families live in townships and the parents have no secure income. Layoffs and rising food prices meant that many families could no longer pay the minimum fees for school attendance. Therefore, the Zenzeleni Waldorf School received substantial support from the Corona Fund of the *Friends of Waldorf Education*.

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
 • sponsorships@freunde-waldorf.de



LEBANON

Curative Education Centre Step Together

Nadim (16) takes part in school activities with a lot of joy and energy. He especially likes to let off steam in physical education classes, and ball games are his favourite. He also enjoys singing and performing with the school choir - he already knows a great number of Lebanese folk songs. His mother lovingly takes care of him and his brother, but the family does not have much money.



PHILIPPINES

Gamot Cogon School

Jandel (8) Together with her parents, Jandel lives in a modest bamboo hut on stilts near the school. Since English is not spoken at home, it's a challenge for Jandel to express herself in English. English is the language of instruction in Filipino schools from the third grade onward and, along with Filipino, it is an important language of communication in the country's wide variety of languages. She is always helpful and empathetic to her classmates. Her parents have a very low income as field workers.



TANZANIA

Hekima Waldorf School in Dar es Salam

Elkana (10) Together with his older sister and brother, Elkana drives to school in the morning with his father, who is a bus driver at Hekima Waldorf School. His mother works in a vegetable store so that the family can afford the basic necessities of life. Elkana is a very inquisitive and curious boy. He especially enjoys artistic and hand-craft subjects.

**MOLDAVIA****Scoala-grădiniță
Waldorf Chișinău**

Jacob (13) Due to diabetes, Jacob has to follow a strict diet, but he keeps to it responsibly himself. Time and again,

he is very sad that he can rarely participate in physical education classes because of his condition. At school, he particularly enjoys reading and writing. He is already beginning to write his own little stories. His flourishing imagination helps him a lot with his writing. At the weekend, he always reads his latest stories to his father, a single parent.

**POLAND****Janusz Korczak
Waldorf School in Krakow**

Teodor (7) Teodor's great sense of humour and his energetic way of settling disputes are greatly appreciated by his classmates. However, behind

his mischievous smile hides a very sensitive character. His great wish is to have a dog of his own. Teodor particularly enjoys foreign languages at school. He sings songs in German and English with great enthusiasm. The early death of his mother is still a great blow for the whole family.

**SOUTH AFRICA****Hermanus Waldorf School**

Alicia (9) Alicia's teacher describes her as a quiet, peaceful soul with bright eyes and a big smile. Sometimes it takes her a while to wake up in the morning, but then she can concentrate well. Her favourite activity

at school is knitting. Together with her parents and her older sister, who also attends Hermanus Waldorf School, she lives in a township near the school. Her father is a cab driver and her mother a domestic worker.

**SOUTH AFRICA****Camphill Hermanus**

Yongama (10) Yongama has been attending Camphill Hermanus since July 2018. His friends all call him Yo Yo. With great willpower, he tries to overcome all his challenges independently, despite

his developmental delay in some areas. Xhosa is his mother-tongue and he is able to speak in complete sentences. His older cousin is learning English with him, very patiently and regularly. They sing English songs together with full enthusiasm.

SOUTH AFRICA**Stellenbosch Waldorf School**

Sinethemba (12) Because family circumstances are very difficult, Sinethemba is growing up with a foster family. Sinethemba is an extremely bright and talented young girl. Her big dream is to become either a musician or a ballet dancer. The Stellenbosch

Waldorf School and her class give Sinethemba a feeling of security, which she has not had for a long time.

**BRAZIL****AITIARA Waldorf School**

Sara (4) Due to her open nature, Sara was able to make friends quickly in the kindergarten of the Aitiara Waldorf School. When singing and dancing together, she enthuses the whole group to

join in with her zest for life. The mother tries to give her children a healthy diet, because she is convinced that a healthy diet and Waldorf education together are optimal for the development of her children. They have great financial difficulties because the mother has to manage daily life for her and her three children alone.

**KENYA****Rudolf Steiner School Mbagathi**

Daniel (8) Together with his twin brother and his single mother, Daniel recently moved from the city to the countryside because the mother could no longer afford

the rent in the city. When the mother finds work as a day labourer and, every now and then, must work long hours, her two children spend the night at the school's boarding school. Daniel is a lovable and cheerful boy. He is open-minded, inquisitive and self-confident.



Hungary

Class Three of the Waldorf School in Gödöllő

The main lessons are currently focused on the stories of the creation of the world and the Hebrew Old Testament.

After the main lesson, the children take a long walk with their teacher to observe the changes in nature and to regain their thoughts for further learning. For some of the children, even this is not enough exercise and they can hardly wait to run out into the yard during the big break. Other children, however, need to be convinced to go out. Thus, there are some children who can be heard very often and those who rarely speak up.

Most children read and write with enthusiasm. Arithmetic and multiplication tables are always practised while skipping. Every Wednesday, art, music and handwork are the focal points of the lessons.

The parents are happy to take on tasks at school events, whether it is catering or handicrafts; it is a good community that sticks closely together.

Dear Readers,

In the past twelve months, all over the world, everything has changed. At times, more than two billion young people had no access to education. Not everyone can be taught online. Some of the world's children do not own computers, and not all young people have Internet access. Right at the beginning of this extraordinary situation caused by the pandemic, we received reports from the Waldorf schools and Waldorf kindergartens telling how dedicated teachers maintained contact with the children despite all the adverse circumstances. Even when everything was quite different from what they were used to, their will remained to continue to provide children and young people with the best possible education appropriate to their age.

Our work was also different in many ways. Among other things, we were faced with the task of maintaining the global network of Waldorf schools, Waldorf kindergartens and therapeutic education centres, with few or no meetings in person. Conferences and meetings for exchange - even within countries - could, in most cases, only take place online. But especially in times of crisis it became

clear: the network is and remains intact. And the great success of our appeals for donations has shown that it is a secure safety net to protect and strengthen Waldorf initiatives all over the world.

Thanks to your donations it was possible to save Waldorf schools, Waldorf kindergartens and therapeutic education centres whose existence was directly threatened, thus making Waldorf education possible for many children in the future, regardless of the financial situation of their parents. In this issue of Waldorf Weltweit you can read the 'thank you' letters from some of the schools and kindergartens that received donations and funds and they tell what could be achieved. And we would also like to thank them from the bottom of our hearts.

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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

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