



WALDORF WORLDWIDE

Subject

Empty classrooms

The consequences of the Corona crisis for Waldorf Schools worldwide

**Freunde der
Erziehungskunst
Rudolf Steiners**

MOLDOVA
An upper school for
the Waldorf School
in Chişinău

Worldwide
Mitigating the conse-
quences of the Corona
crisis: Our big appeal
for donations

Lebanon
Emergency education
in Beirut: Explosions,
a deep crater and
much more

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THE CONSEQUENCES OF THE CORONA CRISIS

All over the world, for more than half a year, people's everyday lives have been affected by the effects of the corona pandemic. In recent months we have described through various channels how these effects are threatening the existence of many Waldorf Schools, Waldorf Kindergartens and therapeutic education institutions around the world. Our appeal for donations to reduce the consequences of the Corona crisis, as well as our Joint Action: Corona-Hilfe has already been able to help in many places. in our cover story starting on **page 5** we report, where your donations have already had an effect, and why help is still urgently needed, we report.

Cover photo:

Zenzeleni Waldorf School in Khayelitsha, South Africa.

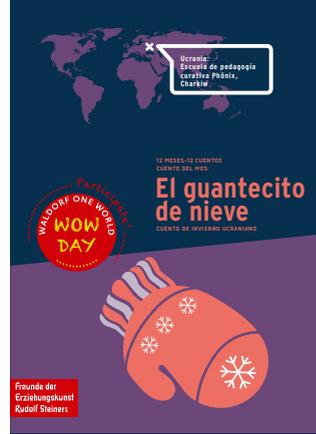


AN UPPER SCHOOL FOR THE WALDORF SCHOOL IN CHIŞINĂU

The Liceul Teoretic Waldorf in the capital of the Republic of Moldova is building a new building to make room for more pupils. **Page 5**

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EMPTY CLASSROOMS

The Corona crisis has confronted many Waldorf Schools, Waldorf Kindergartens and therapeutic education institutions with great challenges and threatened their existence. We report on some schools and the first successes of our appeal for donations. **From page 17**

12 MONTHS - 12 FAIRY TALES

As a continuation of the WOW-Day cookbook, this year we are publishing, each month, a fairy tale from a Waldorf institution around the world on our website. You will find one of them in the middle of the booklet - for you to take out and read aloud in class or at home. **From page 23**

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About us

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



Moldova

An upper school for the Waldorf School in Chişinău

Moldova is one of the smallest and poorest countries in Europe. The Waldorf School, founded in 1992, in Chişinău, is one of the first alternative schools in the country and remains the only Waldorf school. More than 700 children currently attend the kindergarten, lower and middle school. The school is very popular with families in Chişinău and many more are keen to register their children. The community kindergarten building has been converted into a school and is bursting at the seams. The lack of space has, until now, prevented the school from being expanded into a grammar school. This is because the regulations stipulate that only a two-stream school can receive recognition for a grammar high school. In order to be able to offer all classes from one to twelve in a two-stream system, however, at least four classrooms are needed, as well as rooms for upper school subject teaching: a chem-

The Liceul Teoretic Waldorf School in Chişinău, the capital of the Republic of Moldova, is constructing a new building to create space for more pupils. With the expansion to a two-form entry, the school can also obtain recognition as a grammar high school.

istry laboratory, a physics room and a workshop. A teachers' room has not existed up to now and a gymnasium is also a prerequisite for approval.

In February, the school began construction work on the additional building. The school found the courage to take this vital step because the *Friends of Waldorf Education* promised to contribute a large sum of money to the total costs of €780,000. The *Friends of Waldorf Education* are donating €200,000. The building will be constructed on a piece of land previously used as a sports field and made available by the city. The construction work is progressing well and all parties involved are optimistic that the new building can be completed, despite the restrictions imposed by the Corona pandemic.

Christina Reinthal

Georgia

First Waldorf initiative in Batumi

Two years ago, the first Waldorf kindergarten was opened in the Georgian town of Batumi. In a letter to the Friends of Waldorf Education, the project team reports on the initial phase, beginning in a rented flat, the plans to build a school and the difficult time during the Corona crisis.

Our story began when seven young people got together and formed an initiative group called "Dwarves". The group consisted of a former pupil of the Free Waldorf School Tbilisi, some kindergarten teachers who had just finished their training and one teacher, also from the school in Tbilisi. Our shared goal was to open a Waldorf kindergarten and school, where none had existed before, in Batumi.

Batumi lies on the Black Sea coast. In the last two decades the city has changed. The old, broken-down infrastructure was replaced by a modern one, high-rise buildings were constructed, the city grew and year by year, the number of tourists increased rapidly. These changes have brought diversity, openness and an international flavour - a good basis for an educational approach that is unknown in this place.

The project team was accompanied by Professor Georg Schumacher, lecturer at the Free University of Applied Sciences, Stuttgart. On 24th December 2017, Georg held a lecture on Waldorf Education for potential parents and interested people. Many parents already knew about Waldorf Education from their friends in Tbilisi, where the Waldorf

Kindergarten is well known and popular. They expressed their happiness at the imminent arrival of Waldorf Education in Batumi and they are already helping quite a lot.

The search for a suitable building was, and still is, not easy. One of our main concerns is to keep the fees for the parents low. The economic situation in Georgia is relatively bad and where there are tourists, especially in Batumi, prices are high. Moreover, the city is densely populated, which seems makes our goal of finding a good building with a garden, at a reasonable price, almost impossible. So, first of all, we rented a flat without a garden in the centre of the city and a few months later, we found a house with a garden on the outskirts of the city.

But then came the Corona crisis and two years' work were plunged into question. In March 2020, all the kindergartens in Georgia were closed, and remained so until this autumn. In the meantime, who pays rent on the building? With donations from Germany we are hopeful of surviving this public health crisis. Nevertheless, we need to buy our own building, because this is also a basic requirement for the founding of a Waldorf School in the future.

This time of separation and social distancing affects the kindergarten especially hard because, of course, the processes of learning for early childhood cannot unfold online. Nevertheless, the kindergarten teachers and parents have found ways to continue the work: teachers recorded podcasts for the children's parents, offered them support and advice on how to look after the children in a time of quarantine. In this way, the teachers continued what was already a large part of our educational work: working with the parents. In the last two years we have organised parent workshops on a regular basis, which the parents have attended with great interest and openness.

These positive experiences encourage us to continue, despite all the circumstances. We are grateful for every donation and every piece of advice!

Empty classrooms

The consequences of the Corona crisis for Waldorf Schools worldwide

When, in March 2020, the spread of the Corona pandemic led to severe restrictions affecting life in many parts of the world, it soon became clear that many Waldorf Kindergartens, Schools and therapeutic education institutions would have to struggle with great financial difficulties. The *Friends of Waldorf Education* reacted quickly and at the beginning of April we asked for help for these very schools with our appeal for donations, "Mitigating the consequences of the Corona crisis". At the same

time, we launched the Joint Action: Corona Aid. On the following pages Nana Göbel, managing director of the *Friends*, reports on this special campaign. In addition, we provide insights into the current situation of some of the schools and kindergartens and show you where your donations have already helped - and where help is still urgently needed.



A huge wave of compassion

Call for funds 2020 and Joint Action: Corona aid



Nana Göbel

In life, joy and sorrow seem to ebb and flow in waves. Waves that carry us on the ocean of time, sometimes in sluggish swell, sometimes in fresh, swirling, spraying seas. The wind is the loving wooer of waters, says Goethe. Wind blends the foaming waves from the bottom up.

2019 was the year of the 100th anniversary of the Waldorf movement with its festivals and celebrations, with many meetings, gatherings and shared experiences that strengthened the international Waldorf movement. Waves of joy swept over Europe to Asia, over Africa to Australia, to Latin America and North America, culminating in the festival at the Tempodrom in Berlin. What is the wind that now keeps everything at a distance? A wind that has swept aside all these waves of joy and brought anxious questions of survival into sharp focus?

As soon as we became aware that the year 2020 would bring a completely new, undreamt-of task

to centre stage, we sent a letter to all donors of the *Friends of Waldorf Education*. The response was overwhelming. For the worldwide Waldorf movement alone, more than €160K were collected from very many and very generous donors. From other funds we were able to contribute another €174K. In addition, the German Federation of Independent Waldorf Schools, the International Association for Steiner Waldorf Early Childhood Education and the Waldorf Foundation paid into the joint fund, which has now grown to €640,000. We witnessed a huge wave of compassion and shared responsibility for the kindergartens and schools that came under pressure.

In some places, the wind of the pandemic turned into a storm, in other places it was a light breeze, depending on how the politicians acted, and as is well known, this varies greatly. In particular, the young kindergartens and schools that are currently under construction felt the force of this wind, as did many kindergartens and schools in tourist regions such as the coasts of Mexico, or in Guatemala, Turkey and Nepal. We received applications from all parts of the world where public funds do not reach our kindergartens and schools. Schools in receipt of state funding, or schools that have access to some state subsidies felt the light breezes but did not groan under the storm. For example, in Chile and South Africa, where approved free educational institutions receive state support just as much as state schools, the schools were able to survive the situation reasonably unscathed. However, this was not the case in Ireland and England,

The money we have transferred is an expression of mutual appreciation and a signal to our colleagues that they are living in our collective awareness.

nor in Armenia and Bosnia-Herzegovina, nor in Ethiopia, Tanzania and Kenya, nor in Argentina and Peru. This is why we are focusing support on kindergartens and schools in these countries.

The only Waldorf kindergartens in Bosnia-Herzegovina are in Sarajevo. Unfortunately, the authorities there have no understanding for institutions of a different educational character. In this restless and troubled country, these kindergartens are extremely important to show and make clear that it is possible to nurture and educate children of different religions, simultaneously and together. This phenomenon of living peacefully together is as difficult here as it is, for example, in Israel. At the same time, the overall economic situation for the people of Bosnia is just as difficult as in Armenia or Georgia. The money we have transferred to the kindergartens, to make it possible to continue to pay salaries provides not only economic support, but also encouragement. It is an expression of mutual appreciation and a signal to our colleagues that they are living in our collective awareness.

The sentiment applies to all regions. When we supported kindergartens and schools in Argentina that we did not even know by name – young schools and kindergartens in Pampa del Infierno, in Villa Santa Cruz del Lago, or in El Nido Villa Las Rosas – we discovered at the same time the extent to which the Waldorf movement has now spread to even the most remote corners of the country. Colleagues and especially the parents were very happy about this help from the *Friends of Waldorf*

Education, which skims the waves of the ocean lightly. It not only ensured the schools' survival, but also offered a perspective and an experience of the worldwide Waldorf network that we had worked so hard on the year before. Now, it is bearing fruit and it will bear further fruit in the days ahead.

Latin America and Africa are the regions, where Waldorf institutions are most affected by the pandemic (regardless of whether news finds its way into our newspapers or not), along with those in European countries, where Waldorf schools have traditionally experienced a hard time. And it is precisely in these difficult situations that the fruitfulness of Waldorf Education can be experienced every single day, in the most diverse social contexts. An impulse with a promising future finds fertile ground unhindered by ingrained prejudices such as affect the life of Waldorf Schools in England.

The above quoted poem by Goethe ends with the following remark: "Soul of man, how like the water, fate of man, how like the wind." We are happy that this wind is blowing us new chances and fresh perspectives.

Nana Goebel

Kenya: The consequences of school closures are becoming clear - for children and staff

Since 16th March, schools in Kenya have been closed and classrooms are expected to remain empty for a long time. In July, the country's Ministry of Education announced that children will not be able to attend school at least until the start of the new school year in January 2021. The entire school year was declared invalid - so all children will have to repeat it.

Already in March, the Ministry of Education supported elements of teaching via local television and radio stations. The offer was welcomed, especially in the first weeks, when there were fears of even letting the children out of the house. But in more recent times, many children are out on the streets during school hours. The consequences of this situation are already being felt throughout the country. Children from vulner-

able family backgrounds are exposed to unhealthy social situations even more than usual. As in many parts of the world, significantly more cases of domestic violence and abuse have been reported.

The school closures also have consequences for over 150,000 teachers in the country. While colleagues at the state schools continue to be paid, teachers at independent schools no longer receive salaries. Privately run schools in Kenya are, in most cases, not detached luxury schools for rich children, but an important supplement to overcrowded state schools. Nevertheless, the government has ordered that school fees paid in advance be reimbursed. As a result, many teachers working in privately run schools have been living without a salary since March, and some who live in rented accommodation have already lost their flats. Many privately run schools have already ceased their operations.

These developments, which are mirrored in many countries in these or similar ways, makes it



clear how urgently necessary it is to support Waldorf schools. As independent schools they receive no state subsidies whatsoever. If parents fail to pay school fees, they are completely dependent on donations. In order to help Waldorf schools survive, the *Friends of Waldorf Education* are providing support via an urgent appeal published in April: Mitigating the consequences of the Corona crisis, and with the Joint Action: Corona Aid.

We are also keen to help the Rudolf Steiner School Mbagathi in Nairobi to overcome the deficit it has suffered as a result of the Corona crisis. We have already been able to transfer €40,000 from our Corona Fund to the school and help ensure that the teachers continue to receive a salary. Only in this way can they be there for the children, albeit at a distance. In a report on the current situation, Principal Judith Brown writes: "There are children whose physical safety and psychological wellbeing worries us. The prolonged stay at home only increases their exposure to unwanted social conditions such as hunger, physical and psychological violence, and neglect". Maintaining contact with the teacher is particularly important here.

As far as the technology in the children's homes allows, the school has provided them with teaching materials and learning tasks through various channels. Since many families have a smartphone rather than a computer, lessons are given via a WhatsApp video call, for example. Those who do not have a smartphone receive study assignments by text message, or phone call. Thus, 79% of pupils have taken part in distance learning. However, 68 children remain unreachable for the teachers. They live far away from school and were, therefore, accommodated in the school's own boarding school during school time. But the dormitories had to be closed too, and since some of the families do not have a telephone either, it is difficult to get in touch with these children.

In addition, the school has developed a system to provide food to as many families as possible. Those who live in the vicinity of the school receive food packages with fresh corn, sweet potatoes, oranges, guavas, vegetables and milk from the school's own farm, supplemented by beans, cornmeal and oil. For families who live further away, there are co-operation arrangements with local grocers.

The staff are already preparing for the re-opening of the school. More washbasins will be installed and mobile washbasins will be purchased. Tents are to be erected to reduce class sizes, thus ensuring more distance between the children. All this places a great burden on the school, which is largely attended by children from poorer families. Further donations are, therefore, urgently needed. The total need is estimated at €120,000.

Armenia: Schools closed for six months

In Armenia, too, the virus restrictions and measures have been in force since mid-March and school closures have had an impact, particularly on independent schools, which are not receiving any state support, even during the crisis. From the middle of March, children returned to school under strict conditions: there is a temperature check in the morning, masks are compulsory in class and instead of two children to a desk, the pupils sit one to a table. To be able to teach in smaller class numbers, school hours were extended to Saturday and online teaching continued for the higher classes. The lengthy closure of the school, the large amount of extra work involved in attending lessons and the restrictions on leaving the school pose great prob-

lems for the Waldorf School in Yerevan: "Most of the parents at our school work in the tourism industry, in cafés, restaurants and hotels," Ara Atayan from the Waldorf School, which was founded in the early 1990s, explains to us. "Many have already lost their jobs. Some pay less school fees, some can't pay anything at all". For the autumn, Atayan expected to lose 50% of his monthly budget. This amounts to a total loss of at least €108,000, which must be recouped, so that the school can continue to operate.

South Africa



Measuring fever and compulsory masks: The new school day at the Hermanus School

During the South African winter, the number of Covid 19 cases rose sharply in June and July. According to official figures, South Africa is the African country most affected by Covid-19. Nevertheless, the government decided to re-open schools in June, and so lessons began again at the Hermanus Waldorf School. Most pupils come from disadvantaged families in the surrounding townships. The Corona crisis has further increased that poverty. The teachers measure the children's temperature

every day, everyone has to wear a mask at all times and the classes are taught in smaller numbers. This means that the children spend less time at school and are only present on certain weekdays. Many school activities like eurythmy, reading clubs or computer courses cannot take place. Despite the challenging circumstances, the school tries to offer the children as much structure as possible. In their July newsletter they wrote: "In an abnormal world we do our best to make the school day as normal as possible for the children."

Chile: Help for a young school in Arica

During the Chilean summer months, the small school in Arica was able to conduct a large construction project up until the beginning of March. The material for the construction of a room for class 3 was provided by the *Friends of Waldorf Education* from funds from the International Cooperation Fund. The school was actively supported by volunteers so that a beautiful classroom was created over the summer. But as autumn arrived, in March and April, the Corona pandemic also reached Chile, with strict curfews leading to sudden unemployment among the students' families. In view of the country's poor health system, many parents are rather sceptical about the reopening of the schools. The Corona crisis is hitting Chile hard economically, on top of five months of civil protests. The Waldorf School in Arica is also feeling the effects and some parents can no longer pay school fees.

For the school, which is still in its infancy, to be able to continue to exist, we are helping to mitigate the consequences of the Corona crisis, with almost €19,000 from the appeal for donations. The



salaries of the teachers, who continue to teach the children via video conferencing, are secured for five months. However, the schools will probably remain closed until January 2021. Further assistance will, therefore, be necessary.

Ethiopia: Food for the families of Finks Hawzien

» The number of people infected with Covid-19 in Ethiopia is rising dramatically," Dr. Atsbaha Gebre-Selassie, founder of the Bruh Tesfa School in Hawzien, told us in June. Until then, there had been no known cases of Covid-19 in the town of Hawzien, which has about 6,000 inhabitants. "But there are also no testing and tracing possibilities", Gebre-Selassie continued: "In the municipal hospital there is a lack of everything. Even very simple things like disinfectants, sterile gloves, masks and the like are hardly available". 90% of the school parents live below the poverty line. The livelihoods of many families, especially day labourers, is threatened by the virus-related restrictions on public life. Many parents are dependent on the sale of agricultural and hand-craft products. With the loss of the weekly markets, people suddenly became destitute. Beginning in May, more than 400 families in the area surrounding the school were provided with wheat flour, thanks to funds from our appeal, "Mitigating the consequences of the Corona crisis", and money which pupils raised as part of WOW-Day. In addition, people in the vicinity of the Waldorf School in Prien have worked to raise funds. In a letter to the donors in August, Magdalena Bächtle,

co-founder of the Bruh Tesfa School in Hawzien, expressed her gratitude and reported how the funds had been spent: "With YOUR help (I can't tell you how grateful I am), we have now supported many needy families in Hawzien with three food distributions in May, June and July". €35,000 were allocated, providing 25 kg of wheat per family per month and one litre of oil per family. Some families received medicine, soap and drinking water. The local hospital was also provided with the most basic necessities: disinfectant, soap, gloves, masks and primary medicines.

The sacks of flour are received by the women, sometimes by signature, often by thumbprint. The school received a total of €60,000 for the care of the families and medical supplies. But further help is needed, as Magdalena Bächtle describes: "I very much hope that there will be no medical emergency. Too many children and adults in Ethiopia still die every day from diseases that could be reduced many times over with simple preventative treatments. We are already thinking about how we can help many families in Hawzien by providing them with water and soap and we have begun doing so, to a small extent. There is still a long way to go but we have already achieved a lot".

Texts: Christina Reinthal



Find more reports here:
waldorf-worldwide.org/corona

The International Cooperation of the Friends of Waldorf Education

Courage for a free education

Usually I write this working report about the developments of the international school movement with the greatest pleasure and without personal remarks. I try to tell you about the new schools and kindergartens that have appeared in some hidden place after parents have searched and met Waldorf Education and become enthusiastic about it. Thanks to the internet even coincidences of fate are not necessary to discover the education today.

I feel that 2019 was such an important "turning point" year for the Waldorf movement and the *Friends of Waldorf Education* that I want to choose a different starting point for this newsletter. A century of Waldorf Education lies behind us - a century of experience, of research, of the interruption caused by the terrible National Socialist regime in Germany, and of the worldwide expansion of the education since the mid-1980s. Now, we have been through almost a year since 2019 and the experiences of the new are still meagre. Despite this meagreness, it is already clear that the challenges of the next 99 years will be great and existential. Thanks to the unintended online teaching experiments, pupils, parents and teachers very quickly learned to understand what is and is not possible through online teaching. Understanding of the importance of the need to learn together with others, to learn from a teacher who is present in person and who you can rub up against, has grown by leaps and bounds. Some of the really good 'findings' of this enforced

Photos: Agricultural Era
in the Aregnazan Waldorf
School in Yerevan, Armenia



Learning needs encounter!
 Learning needs relationship!
 We need the other
 to become human.

experiment are: Learning needs encounter! Learning needs relationship! This is a crucial lesson for the next 99 years. We need the other to become human.

Between the last newsletter and this one there were months without travelling, without meeting teachers and at the same time a growing anxiety about the economic and social survival of the Waldorf movement. In spring I mentioned that in view of the pandemic that was just beginning to take hold, inner balance of mind and a healthy ability to judge would certainly be of great benefit. Inner soul balance became more and more necessary, because in its absence, it is not possible to live a fearless existence in these times. A healthy ability to judge also seems to be increasingly lost if one looks at the events of the past months. Practising this 'healthy judgement' is certainly a very helpful strategy to stay well and inwardly strong. The pandemic is calling for these skills worldwide. It is quite astonishing how much imagination and commitment has been put into kindergartens and schools to find ways of enabling children and pupils to lead a life of learning. Certainly, mistakes have been made in some places, but on the whole, we can see a tremendous effort to consciously shape this situation before us and not slip into the gaps that may have opened up due to widely-differing views on how to deal with the predicament and how to respond. This is new for everyone. Our joint action: Corona Aid played an increasingly important role for many kindergartens and schools, as it enabled salaries to continue to be paid and thus ensured survival.

The work of recent months has been dominated by this joint action: Corona Aid. We are very grateful to the donors and the foundations and organisations that have contributed to raising the funds. Thanks to these donations, we have been able to support kindergartens and schools in Argentina, Armenia, Ethiopia, Bosnia-Herzegovina, Brazil, Chile, Colombia, Costa Rica, Croatia, Guatemala,

Hungary, India, Ireland, Kenya, Latvia, Lebanon, Mexico, Nepal, Peru, Philippines, Slovakia, South Africa, Tanzania, Turkey, Ukraine and the United Kingdom. We assume that we will continue to deal with the effects of the Sars-CoV-2 virus for quite some time, both in the association and in the Waldorf movement.

Some important changes have taken place in the work of the *Friends of Waldorf Education*. In 2019, we established the Stiftung Freunde der Erziehungskunst gGmbH and are now able to offer a new fund especially for inheritances. Money from past legacies flowed into this foundation in order to ensure long-term international cooperation. Within the association itself, we made a change and adapted the statutes to future requirements. In particular, we supplemented the bodies of the association with a supervisory board, which will monitor the guidelines in terms of content and appoint the association's executive board members. Members of the supervisory board must have certain essential qualifications, both in terms of their relationship to anthroposophy and their



knowledge of the worldwide Waldorf movement. We hope that this addition will lead to a stronger connection with the inner impulse of the Waldorf movement, which will also be visible to the outside world, and that cooperation will be based on holding responsibility for this impulse. Whether the next general meeting, at which many things are to be decided, can take place with members present online, is as yet, unforeseen, due to the situation in which we live. If the restrictions increase due to the growing number of infections, the probability of a face-to-face event will decrease.

During the school closures some faculties took important steps to expand their schools. The extension of the Waldorf School in Chişinău (Moldova), which is so important for the school, is described in a separate article in this newsletter (page 5). We are currently trying to acquire the site of the future Trianemi School building in Athens (Greece), together with the school, and hope that this will succeed. Then the Trianemi School will have a real chance to continue its promising development. And whether the construction of the Aregnazan Waldorf School in Yerevan (Armenia) will be successful, depends very much on whether the school will work with us to raise the considerable sums of money that are necessary. With the planned construction, some parallel classes, which are already being taught in school corridors, due to overcrowding, could move and a second school campus could be created. We are very pleased that a number of pilot schools in Southern and Eastern Europe are on such a strong path of growth and will hopefully, one day, contribute to innovation in the state education systems in their countries. In any case, the Sars-CoV-2 virus will not prevent us and our colleagues in these schools from planning the next steps.

Due to the economic consequences of the pandemic being felt in so many family homes, our work that focuses educational sponsorship is



becoming even more important; we are already concerned that children are simply being de-registered because their parents can no longer afford the school fees and yet avoid talking about it. It would be wonderful if we could encourage classes in publicly-funded Waldorf schools to support individual pupils in situations of hardship to remain in class and at school. This is because in the end it is not about the kindergartens and schools, but about the young children and the pupils. We are contacting Waldorf schools in receipt of state support with flyers, and in the hope that interest and support will develop in those places. These would be encouraging signs. Truly, courage is needed to fight for the cause of free education.

Nana Goebel

The volunteering work and the impact of Covid-19

» There was increased attention in Germany and we were a little ahead of society's perception of what might come," said Claudio Jax, Head of The Friends' International Voluntary Service, explaining the situation in connection with the Covid-19-related worldwide recall of volunteers last spring. This meant that many volunteers were still able to start their journey home on regular flights. "We acted out of necessity, and also in response to varying political conditions in different places. In some cases, we met with incomprehension from the volunteers and their parents concerning the return flights, but in other cases the concern was also very great and the pressure to get home quickly placed a great strain on the people. There was a whole range of understandable emotions we had to deal with," he adds.

For more than two weeks, approximately 40 colleagues from the international department in Karlsruhe worked day and night on the operation to return volunteers. Thousands of telephone calls and emails were necessary, alongside contacts with the operational centres and the authorities in the respective countries. There were also adventurous transport experiences; for example, when there were no more buses in Argentina and because of the strict curfew, a permit was also required for car journeys.

The *Friends* had already gained experience with repatriation operations; for example, during the Asian tsunami, which also affected volunteers. "But a simultaneous worldwide return operation - that was a completely different dimension," emphasises Claudio Jax.

A completely different picture emerges in 2020 regarding domestic services in the Voluntary Social

Year (FSJ) and the Federal Voluntary Service (BFD). There, the number of applications received reached record levels from February of this year, presumably also due to the uncertainty that the Corona crisis would constrain or even prevent "weltwärts" - the worldwide volunteer service. This placed special demands on the colleagues in the domestic services. Here, too, the work could not have been done without considerable additional effort.

Overall, however, with mutual support and a high degree of flexibility on the part of the colleagues, it was possible to respond well to the various developments. The imminent prospect of part-time working, which affected other supporting organisations, was fortunately averted by negotiating special arrangements with the supporting ministries. So today, we can be confident that the voluntary services sector as a whole will get off lightly in economic terms by acting and organising prudently. It is pleasing to see that placements in Europe and a number of other countries are once again possible, so that, despite Corona, many young people who want to volunteer under the set conditions can take up their service abroad.

This year, the countries we serve beyond Europe will be the ones to suffer the most, and especially those who anticipated the arrival of our volunteers in September 2020. Unfortunately, these placements have not begun. Overall, however, we hope that the developments in the Federal Voluntary Service and the Voluntary Social Year will help to compensate for this.

Andreas Schubert & Christoph Herrmann

Emergency education

The work of the emergency education department had to adapt flexibly to the changing challenges posed by the Corona pandemic. Projects had



In cooperation with our partner organisation Young Men's Welfare Society (YMWS), many parcels of basic food and hygiene articles for improved protection against the Corona virus were distributed to around 1,700 families in West Bengal.

to be planned and implemented differently than we had done before. During the initial restrictions, we responded quickly and produced over 150 videos in 8 languages, which were intended to give as many people as possible worldwide access to information, advice and concrete examples from emergency education practice. With these 'support' videos we offered help and practical advice for current and future challenges and the aim was to strengthen frightened and worried children and young people and their parents. In addition, an emergency pedagogical counselling helpline has been set up, which is aimed at all people who feel overwhelmed, insecure, frightened or destabilised. Further hand-outs and materials with practical suggestions and tips were made available to the public. In Greece, an outreach operation to the refugee camps was envisaged and planned. At the beginning of March, however, two emergency educators on the islands of Samos and Lesbos carried out an assessment of the situation on the ground, in order to prepare for an emergency educational intervention. Thousands of people are now living in the camps, including many families with children who, in addition to their traumatic history, are currently facing additional serious fears about COVID-19. Due to the Corona crisis, planning had to be revised and, as a

result of the restrictions, only emergency pedagogical training courses for staff, in cooperation with Aktion Deutschland Hilft, were possible. These courses were conducted by two German and one local emergency educator. The seminar was aimed primarily at NGOs working in the Malakasa camp near Athens.

We also became active in India. The country had to endure much suffering due to the spread of the Corona virus and the devastation caused by Hurricane Amphan. This natural catastrophe within a public health disaster poses great challenges for the population and in many places, the local self-help structures are overburdened. A large number of the people are severely traumatised by the current events and need psychosocial support. In cooperation with our partner organisation Young Men's Welfare Society (YMWS), many parcels of basic food and hygiene articles for improved protection against the Corona virus were distributed to around 1,700 families in West Bengal.

Reta Luescher-Rieger

WOW 2019 - A Review of the Year

Thank you for WOW-Year 2019

"365 days - a whole year to do things". This was the motto for WOW-Day 2019, which was a very special one. On the occasion of the 100th birthday of the Waldorf School, the usual campaign period for WOW-Day, from 29th September to 29th November 2019, was cancelled in order to make WOW-Day campaigns possible throughout the year. This year, young people from 114 Waldorf institutions in 22 countries undertook joint activities. Through their extraordinary commitment they collected a total of €250,898.26 in donations. A special highlight of the anniversary year was the Waldorf100 relay race, held in cooperation with WOW-Day. More than 4,000 pupils took part in the event. A total of €25,084.12 was raised through the relay race alone. It was great to see schools from Estonia, Georgia, Mexico and Denmark taking part for the first time, and to witness the growing participation of schools and centres in Canada, the Czech Republic and Hungary.

The pupils worked with great diligence in various companies, gave benefit concerts, or fought for every kilometre in the 'fundraising marathon'. Around 45 Waldorf and social institutions have been supported by the pupils' efforts. The donations have been hugely beneficial on a local level.

In comparison to the previous year, the global situation has changed a lot. The restrictions due to the Corona virus have become part of our everyday lives. As a result, many of the Waldorf and social institutions supported by WOW-Day are also facing great challenges. Some of the schools are still closed. At the same time, the loss of school meals poses another health problem for many children. On WOW-Day this year, we want to reduce the consequences of the Corona crisis and act together. The action period for this year is from 29th September to 29th November 2020 and will take place under the motto: "Your day, your activity!" On our website we have put together some ideas for fundraising campaigns that can also be carried out under the current health and hygiene conditions.

With these lines I would also like to say goodbye to you as WOW-Day coordinator. I already handed over my duties to my successor, Johanna Ruber, in September. I would like to thank you very much for your cooperation. I had the opportunity to get to know some of you personally during school visits or conferences, and others during friendly conversations on the phone or via e-mail. I was impressed by the energy and joy with which you organise the WOW-Day at your school and the radiant and symbolic power that even the smallest of actions develops in the world.

The financial help is important, of course, for many institutions around the globe and yet it is only a part of what WOW-Day achieves. In the emails I receive, the feeling of not being alone, the cries of happiness and the joy of having friendships all over the world are clearly expressed. Thus, especially in these times, WOW-Day weaves an invisible bond of solidarity and courage, that as a community, we can meet every challenge with confidence, inner warmth and humanity.

Jana-Nita Raker





Lebanon Explosions, a deep crater and much more

The images sent from Lebanon around the world in early August are shocking. Two powerful explosions shook the port of Beirut, completely destroying large parts of it and causing severe damage to surrounding residential areas. In order to support people on the spot, a nine-strong team of emergency educators, under the leadership of Bernd Ruf, travelled to Beirut in mid-August.

The consequences of the explosions were devastating. Over 150 people died, more than 6,000 people were treated for injuries, and some people are still missing today. Even before the current catastrophe, Lebanon faced many challenges, which were further aggravated by the Corona pandemic. For years the country has been in a severe economic and currency crisis. Added to this is the large number of refugees – no country in the world has taken in more refugees (per head of the population) than Lebanon. Medical care, electricity and water supplies have almost collapsed. Most of the people living in Lebanon have experienced war and violence and some have been resettled several times. They have experienced traumas on a scale that is rarely encountered. The dramatic explosion added to all this and will have considerable and enduring economic and social consequences.

The emergency education team encountered a variety of problems on the ground: families who had lost loved ones, people who needed hospital treatment and others who needed priority assistance in the event of damage to buildings, and also, in the medical services where, due to Covid-19, funding had dried up. The emergency educators

No country in the world has
taken in more refugees
(per head of the population)
than Lebanon



were prepared for the fact that not only the consequences of the explosions would be the focus of support, but also the various long-term issues that are omnipresent in Lebanon.

In the mornings, the initial focus was to meet with staff from local partner organisations and emergency education seminars. Around 30 participants took part. In the afternoons, home visits were carried out, in order to care for individual families. The partner organisation, First Step Together, had already made an assessment of the welfare and corresponding needs of the families. In addition, our team visited the site of the explosion to get a better feeling for the disaster and to talk to the local people. There, as well as during the seminars and house calls, it became clear that many people are still in shock. They find it difficult to realise what really happened and they are severely traumatised. This makes it clear how important it is to support them in coping with the trauma.

For the *Friends*, this outreach has a special significance because emergency education began in 2006 with the first Lebanon outreach. At that time, staff members from the *Friends of Waldorf Education* accompanied a group of young, disabled peo-

ple back to Beirut. In Lebanon, 14 years ago, the team experienced something they had previously only known about from television – war up close. And they met traumatised children in the refugee camps – distraught, pale, apathetic children, with dull, empty gazes; children robbed of their childhood. Every therapist and special education teacher knows how relatively easy and sustainable it is to help these children process their experiences in the early stages of traumatisation and how difficult sustainable help will be at a later stage, when trauma-related symptoms and reactions have already become chronic. This is how the idea for exactly this "first aid for the soul" came about when, in 2006, the *Friends' Emergency Education* programme was launched in partnership with the First Step Together Association (FISTA).

Reta Luescher-Rieger

LETTERS OF THANKS : WOW-YEAR 2019



GHANA

Dormaa Ahenkro, Cosmos-Center

Dear students,

I would like to thank you from the bottom of my heart for your commitment on WOW-Day! Thanks to your donation we can look forward to this year with confidence! We are still a rather small institution in Ghana, West Africa. At the moment, 17 children and young people live in our centre, all of them with a severe disability. Thanks to your donation we can now pay all salaries for one year and are sure that there is enough money for all the meals. Believe me, this is a wonderful feeling!

Thank you very much again!

I greet you all very warmly,

Patrice Reinhardt

PAKISTAN

Lahore, Green Earth School

Dear students,

Thank you very much for your donation for the cooking facility at our Green Earth School. Your support is much appreciated by our students as it will help us to strengthen our programme. Your donation will be used to provide nutritional support to children at school in our newly established kitchen. The school already offers free food to the students. The nutritional workshop will be introduced in the school, taking into account the needs of the students, with the aim of promoting a healthy lifestyle in our area.

Once again on behalf of all students and teachers, we thank you very much for your kind support.

Your Green Earth School

[continue on page 27]



Across the world, **114 Waldorf schools** in **22 countries** participated in WOW-Day 2019.



250.898,26 Euro were collected



As a result, a total of **45 Waldorf and social initiatives...**



...in 25 countries received support.



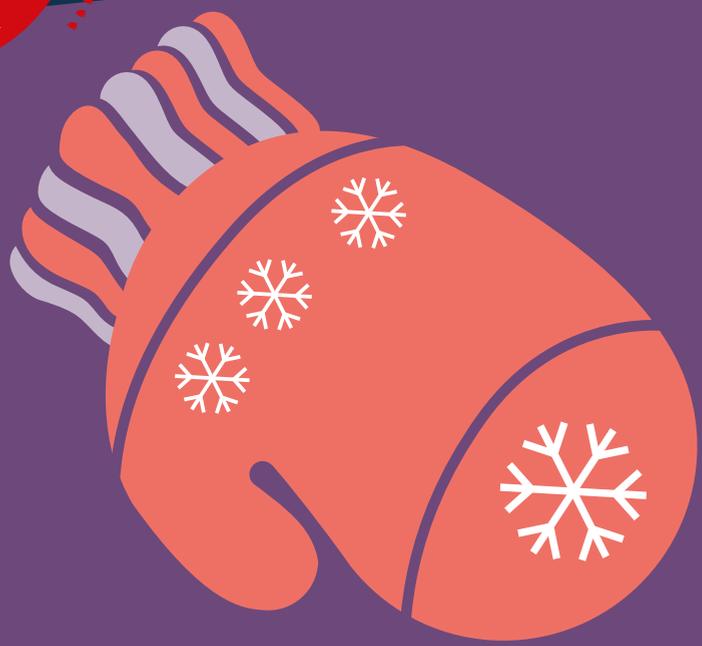
Ukraine:
Therapeutic centre
Phoenix,
Kharkiv



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

The mitten

A UKRAINIAN WINTER FAIRY TALE



Freunde der
Erziehungskunst
Rudolf Steiners

THE MITTEN

Once, long ago, an old man wandered through the forest and his puppy trotted after him. As he walked, he lost a mitten. Then a little mouse came running and crawled into the mitten. "This is where I want to live," he said. Then a frog hopped up and asked: "Well, who lives in that mitten? And who are you, little mouse Scharreifein?" "I am Jumpin Legs, the frog. Let me in!" "Come on in!" Then, there were two of them.s.

Next a little rabbit jumped up and asked, "Well, who lives in that mitten?" "The little mouse Scharreifein and the little frog, Jumpin' Legs. And who are you?" "I am little Hop Along. Let me in!" "Come on in!" There were three of them. A little fox crept up and asked, "Who lives in that mitten?" "The little mouse Scharreifein and the little frog, Jumpin' Legs, and the little rabbit, Hop Along. And who are you?" "I am the little vixen, Packspeed. Let me in!" So, the four of them crouched together in the mitten. Next, a little wolf trotted along, but he stopped in front of the mitten and asked: "Well, who lives in the mitten?" "The little mouse Scharreifein and the little frog, Jumpin' Legs, the little rabbit, Hop Along, and the little fox, Packspeed. And who are you?" "I am Curly Fur, the Wolf. Let me in!" "Come on in!" And then there were five of them. Now, a boar came crawling in. "Who lives there in that mitten?" "The little mouse Scharreifein and the little frog, Jumpin' Legs, the little rabbit, Hop Along, the little fox, Packspeed and the little wolf, Curly Fur. And who are you?" "I am Sniffing Fast, the boar. Let me in!" It was terrible, everyone wanted to live in the mitten! "But you don't fit!" "It'll be alright, just get together!" "If you must, crawl in!"

And so, the boar crawled in too. Now there were six. Oh, dear! It was so cramped they couldn't turn or move! Then suddenly the brushwood cracked and a bear rumbled along the path towards the mitten. "Well, who lives in that mitten?" he growled. "The little mouse Scharreifein and the little frog, Jumpin' Legs, the little rabbit,



Hop Along, the little fox, Packspeed, the little wolf, the Curly Fur, and the boar, Sniffing Fast. And who are you?" "Hum, hum, hum, yes you are many. I am Father Bear. Let me in!" "How could we let you in? We're already in over our heads. "Well, I suppose we can do it halfway." "Then come in, but only on one hind leg." The bear crawled in and then, there were seven of them, but they were so close together that the mitten split at the seams.

By now the old man realised he had lost a mitten. He turned around and went to look for it. But the little dog ran ahead. He ran and ran and saw the glove lying there, wriggling. Then the puppy barked: "Bow-wow, bow-wow!" The animals got frightened, tumbled out, took flight and ran into the forest. And then the old man came and picked up his lost mitten.

**The story comes from
the therapeutic centre Phoenix,
in Kharkiv, Ukraine.**



In 2008, the Phoenix institution was founded as the first therapeutic school in Ukraine. Children with severe or multiple disabilities come to the school. Through the lessons they have many opportunities to learn. Through a range of art projects, excursions, visits to music concerts and theatre plays, the children experience themselves as full citizens of society. The school receives no state support and is solely dependent on the support of parents and friends.

WOW-Day: Tales

12 months - 12 fairy tales: An action by the Friends of Waldorf Education

Around the world in twelve stories. The *Friends of Waldorf Education* invite you to join their campaign, "12 Months - 12 Fairy Tales", and take readers on a colourful journey of stories, fables and fairy tales from all over the world. You can find more stories on our website at: <https://www.freunde-waldorf.de/en/wow-day/fairy-tales/> They are available both as text on the website and in PDF format for download. The tales are illustrated with drawings, paintings and photos. Each story is accompanied by a brief description of the school or centre from which the story comes. All twelve places need continuous support to enable children from poorer backgrounds to receive education based on Waldorf principles.



Fairy Tale of the Month - August 2020

A Tale from Guatemala: The Great Jocote Tree



Fairy Tale of the Month - September 2020

U.S. american literary tale: A Story of Michael

You can find our collection of tales here:

waldorf-one-world.org/maerchen

Get involved now: WOW-Day 2020

This year's WOW-Day will take place from 29th September to 29th November 2020. We warmly invite all schools and therapeutic education institutions to take part in a range of colourful activities! The proceeds of the WOW-Day fundraising campaigns will be passed on 100 percent to Waldorf and social initiatives all over the world, giving children a warm place to learn and grow

up, regardless of their often-harsh social reality. Tips for fundraising campaigns, which can also be carried out under "Corona conditions", are available on our website.

www.waldorf-one-world.org

»...we have renovated
the roof of our
school and a handwork
room.«



SOUTH AFRICA

Madietane, Lesedi Waldorf School

Dear students,

Thank you very much for your donation! Your WOW-Day efforts are very welcome and will be well used this year. Our little school is located 300 kilometres from Johannesburg. Our small village is called Madietane, where goats and cows run freely through the village and graze on the mountain slopes. Last year, the children visited a farm and saw how to grow vegetables. It was there that the idea was born to expand our vegetable garden to a reasonable size. Have a look at our beautiful vegetable garden, which was made possible by the donation for the water pipes. Now, we just need new curtains for our classrooms. And your donation makes this possible. And if we have any money left, we will buy new jerseys for our sports teams.

We thank you with all our hearts!

Your friends from the Lesedi Waldorf School

TAJIKISTAN

Chudjand, Chudjand Waldorf School

Dear students,

On behalf of our school we would like to express our great gratitude for your WOW-Day support. Our school is growing from year to year; we currently have nearly 3,000 students. Thanks to your support, we have carried out many school projects: we have renovated the roof of our school and a handwork room, and we also have a beautiful subject room for German lessons. We would be very happy to be in touch with you. Many students speak German and would like to have pen pals from Germany.

We would like to thank all the people who took part in WOW-Day 2019 at their schools!

Best regards,

German teacher Rano Okhunova

»Have a look at our beautiful
vegetable garden, which was
made possible by the donation
for the water pipes.«

India

Arrive, work, help shape the future: the three phases of voluntary service

Hannah Dilling travelled to India in autumn of 2019 to undertake voluntary service working at the Uday Waldorf-inspired School in Jaipur. She travelled together with two other volunteers. Due to the Corona Pandemic, the planned 12 months was reduced to just seven. In her final report she describes her experiences during this time and how she was able to develop and contribute, despite the shortened duration of her stay.

» Seven months in India - the time went by incredibly fast. One of the reasons for this was certainly that we had all expected to do a whole year of volunteer service. From the outset I simply got used to the everyday life with the children and the weeks flew by. Looking back, I can divide the time in Jaipur into three phases. The first was the 'arrival'. It took us - three volunteers - about two months to get the feeling that we were no longer overwhelmed by all the new things and that we didn't have to take a nap every day to get used to it.

The second phase I would call 'working'. In the period up until the end of December we observed a lot and got involved within the existing routines and procedures, mostly without asking. However, during these three months, we noticed again and again certain things that did not go quite smoothly, or where we had ideas to improve or adapt things. But we found that it was important to first understand the existing structures and working methods before we burst out as newcomers and guests with "smart ideas", so to speak. We saved that for the phase three!

Of course, 'helping to shape' was already taking place quite naturally on a smaller scale, by putting forward ideas about the implementation of various tasks, but I only became aware of it in January. We

then used one of the weekly meetings with all the teachers to share the impressions of our first experiences and to share things that were close to our hearts. Before the meeting, we were a bit worried about how the teachers would take it all, as we had prepared a rather long list of sometimes delicate points. As it turned out, these concerns were completely unfounded.

During the discussion it became clear that we had become three members of the school who were both accepted and respected. All our suggestions were taken seriously, problems were identified and we worked together to find possible solutions.

For example, we implemented the plan to divide the older group; at that time about 28 children. The idea of a separate room for each kindergarten group, so that fewer changes of room have to take place in one day, met with approval. We proposed developing and introducing a weekly work-plan for teachers and class helpers, to make it easier to see who might need help and who might be able to offer, in which week.

In this third phase we were able to stand up for ourselves and we were able to see that we were able to cope with our tasks in the first months of the volunteer service.



The biggest and most important gain I have gained from this year is the knowledge and the ability to listen to my own needs. After all, who better than myself can know what I need to do to feel good? Another point is the love for small children and how they can also enchant my world through their wonder. Before my voluntary service I always thought that I could get along better with older children, but I have found that the youngest ones, especially, always surprise me.

And last but not least, during the seven months we were there I noticed that it makes a huge difference whether you travel to a country as a tourist, or visit it for a longer period of time and consider it your home during that time. As a tourist you only have a limited time to experience everything. It is a brief immersion in a world that was previously foreign to you and in which you do not live long enough to recognise not only the differences and novelties, but also the similarities. A holiday is a bit like a movie, where you marvel at the exotic and then carry on as usual. However, if you look at the country as a new home, you instinctively look for familiar points and will, in any case, be able to recognise similarities and thus experience that the people who live here who are not so foreign to me as they might appear at first glance. On future journeys I will make in my life, I will try to switch

between these two perspectives and become aware of the different perceptions.

All in all, although it was shortened, the voluntary service was an incredibly colourful and eventful time with ups and downs, and a lot of self-reflection and self-knowledge, which enabled me to grow on different levels. Especially, my sense of independence has grown and I have the impression that it is easier for me to approach people and the world openly, and without judgement.

Last, but not least, I have met many great people during this time, who have influenced me in their own way and with whom I will probably have contact for a long time to come.

I am glad to have had the opportunity to have this experience and I would recommend everyone to do a voluntary service abroad!

Hannah Dilling

Volunteers fundraise for their places of work

Many volunteers remain in touch with their placement abroad after they have returned from their work in a therapeutic education centre, kindergarten, or school. Some return to their place of service years later, others raise awareness of the institutions by fundraising and thus offer support, even after their return to Germany.

This commitment has become increasingly evident since the worldwide spread of the Corona pandemic. Due to the current situation, in March and April of this year, almost the entire volunteer cohort had to leave their places of work abruptly and return to Germany. Many people found the departure of volunteers very difficult, as most institutions depend on the cooperation of volunteers, and especially during this difficult situation. Once back home, the returnees organised phone calls, showed films and wrote blogs to continue supporting their institutions. Here, we would like to briefly introduce some of these fundraising activities.

Colombia: help during the Corona crisis

The Corporación Educativa y Social Waldorf (CES Waldorf) is a non-profit organization in Ciudad Bolívar in Bogotá, Colombia. Inspired by Waldorf Education, CES Waldorf implements a unique educational programme for children, young people and families from at-risk and socially marginalized backgrounds. The aim is to create new opportunities for the people through art and culture, as well as medical and psychological care.

Some of our volunteers have been working in Bogotá since the autumn 2019 until the Corona-related cessation of the service in the spring of 2020. The departure of volunteers has hit this institution very hard, because particularly at these difficult times, staff members try to maintain support for families in need; amongst other things, by providing them with food packages. As the organisation relies on donations for this work, the returning volunteers got together and produced a powerful video to raise awareness and appeal for funds.



South Africa: A fourth grade for Bhongolethu

Six German volunteers travelled to work in the Masiphumelele Township near Cape Town in South Africa for a year-long placement, but in mid-April they had to leave the country and their institution abruptly, and with heavy hearts.

The organisation Bhongolethu Foundation runs a kindergarten, a pre-school and a school for classes 1 to 3. The school is planning to add another grade, but there is no room for this yet, and the financial means are very scarce in the current situation. Following their return to Germany, the volunteers are now fundraising in order to make this long-cherished dream come true, despite the economic difficulties caused by the various measures taken to



stem the spread of Covid-19. To draw attention to the current situation of the school and to raise funds, they have produced a highly informative video and launched an appeal for donations.

Brasil: Volunteers for the people of Brazil

Brazil is one of the countries most affected by the Corona virus. Due to great social and economic inequalities, the inhabitants of the favelas and deprived areas generally, are unprotected and exposed to the virus and its economic consequences.

33 volunteers from our Brazilian institutions joined forces, at short notice, after their return to Germany to continue to support the institutions

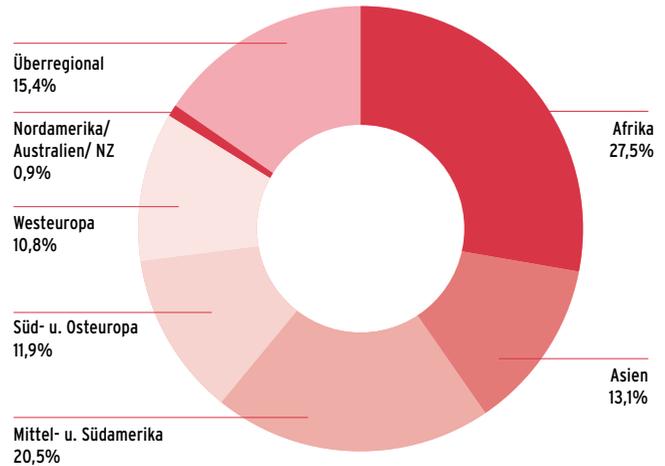


which - as they themselves say - "have given them so much and have become friends". They calculated the financial needs of the institutions to survive the crisis and wrote reports highlighting the current situation in the respective institutions. Thanks to the doubling campaign of the Software AG Foundation, they have already raised €36,000, thus reaching over 90% of their initial fundraising target.

Most of the funds raised are spent on food parcels for the needy, but also money has been designated to cover teacher salaries, material costs and building costs, thus enabling the facilities to survive.

- Reports, films,
- links and photos
- of the initiatives can be found here:
- freunde-waldorf.de/spendenaktionen-von-freiwilligen

Allocation of Funds According to Region



Financial Report 2019

50 years - 100 million euros

2019 was marked by the great anniversary of the Waldorf School movement. This provided a wonderful opportunity to celebrate the worldwide network of Waldorf schools and kindergartens, whose threads the *Friends of Waldorf Education* have been weaving for almost 50 years. The Friends reached a further milestone during the year: in 2019 we passed the €100 million mark. Since the association was founded in 1971, we have been able to disburse a total of more than €101,000,000 to Waldorf Schools, Waldorf Kindergartens and other anthroposophical educational institutions worldwide.

In 2019 the programme of festivities to mark the 100th anniversary of Waldorf Education was the focus of our activities. We published the books *Einblicke Weltweit* and *100 Jahre Erziehung zur Freiheit* and supported the publication of Nana Göbel's three-volume book, *Die Waldorfschule und ihre Menschen*. In cooperation with Leica Camera AG we staged an exhibition at the celebrations in Stuttgart, Frankfurt, Hamburg and Berlin, in some of the regional Waldorf100 celebrations and in some Alnatura branches. .

Without too much fuss, in autumn 2019, we transferred the 100 millionth euro to projects abroad. The fact that we did not celebrate this milestone in international cooperation speaks for the nature of our work: we want to serve the world movement and always ask what the institutions abroad need. Our central task is to be a mouthpiece for the institutions abroad, to create awareness of diversity, but also of their needs. It is all too easy for us to forget to talk about ourselves.

At the end of 2019, the sum of donations and grants that we have passed on and used for the international school movement since our foundation in 1971 reached a proud €101 million.

Where did this money come from? Over the years a network of friends and supporters has de-



Our board member, Henning Kullak-Ublick, once wrote that we are "a forwarding agency for world interest".

veloped whose hearts beat for the Waldorf movement and who share an aspiration that Waldorf education should be open to children from all income levels, even in countries without state support. The entire €101 million, which we have been able to pass on over the years, have been gifted to us, initially.

The *Friends of Waldorf Education* thus plays an intensive role as a mediator, perceiving the current needs of projects abroad, reporting on them and asking for donations. Naturally, we can only support to the extent that we receive donations. Our great thanks for the €101 million that we have been able to make available to the international Waldorf movement, therefore, go to our donors who have made this possible at all.

Our board member, Henning Kullak-Ublick, once wrote that we are "a forwarding agency for world interest". The freight forwarding company accepts goods and makes sure they arrive safely and completely at the correct destination. This is how we accept donations and forward 100% of them to our partners abroad. To make this possible, we check the grant applications, and of course the non-profit status of the recipients, and keep records of the use of the grants. We often solicit the donations, and then arrange contacts between educational sponsors and schools, and issue the do-

nors with a donation receipt.

We carry out all this work for the recipients of the donations free of charge. This is a decisive difference between us and a traditional forwarding agency, which issues an invoice for the services rendered. Of course, we also incur costs, because we need employees to accompany and advise the institutions abroad, to advise donors, to handle donations, to arrange educational sponsorships, to organize the WOW-Day campaign, and so forth. We do not want to charge these costs to either the institutions abroad, or the donors by an automatic donation deduction. Instead, we rely on the conscious decisions of people who want to support our personnel and material costs with membership fees and donations.

This approach is also expressed in the presentation of the figures in the adjacent table covering the origin and use of funds. The Category A International Cooperation is divided into two separate areas. Firstly, the funds for the international Waldorf movement are listed with their own sums under the heading "International Aid Fund". Separately from this, the expenditure for work and the income for its financing are shown under the heading "Work of the Association (Int. Cooperation)".

In 2019 the International Cooperation achieved

International Cooperation Fund

Grants	2019
Waldorf Schools	114
Waldorf Kindergartens	30
Therapeutic education & social therapy	40
Social work	26
Teacher seminars	30
Other / intra-regional projects	15
Projects supported	255



revenues of €4.481 million for the support of the international Waldorf movement. More than half of the funds come from private donations, a good third from foundations and 10% from the Waldorf school movement. 96.4 % of the donations we receive are clearly earmarked. Only 3.6 % of the donations for the International Relief Fund can be used freely. In 2019, this corresponded to a sum of €160,808.47, with which the association was able to respond immediately to requests for help.

Donations amounting to €2.4 million came from 4,291 donors. As a result of our appeals for donations, we received €102,609.50 for scholarships and €136,093.47 for the establishment of new school initiatives, which are also included in the total donations, as well as regular support from 800 education sponsorships.

We received donations of €1.6 million from 51 different foundations. Grants are usually subject to clear guidelines for their use, compliance with which must be verified by means of our own accounts. Through cooperation with foundations, important construction projects or, for example, training institutes abroad can be financed for which we ourselves do not have sufficient funds.

The income from the school movement comes from two very different sources. We receive direct donations from Waldorf schools, kindergartens and therapeutic education institutions, which come from money raised at markets and bazaars, or from the institutions' own budgets. Often, these funds are earmarked donations for institutions abroad and a personal connection with the project is often maintained. In 2019, these were €204k.

A special campaign is WOW-Day (Waldorf One World), where pupils spend a day working for the international Waldorf school movement. In preparation, the classes learn about the living conditions in regions of the world where the economic need is great. On WOW-Day itself, the pupils then go to work, organize a flea market, or undertake a sponsored run, sing in public places and donate the WOW-Day proceeds. These joint activities demonstrate effective ways to face the challenges of the world positively. Everyone can do something! Finally, on our website, students as well as parents and educators can follow which schools are participating, how WOW-Day proceeds are growing, and which projects are supported. In this way, the international Waldorf school movement becomes tangible. On WOW-Day 2019, students from 116 schools and 23 countries generated €243,5337.31 and 57 projects in 27 countries were supported.



Left: WOW-Day action by the Colegio Flor de Lys in Mexico

right: The Hebet el Nile Waldorf School in Egypt was able to continue its construction in 2019.

From WOW-Day, for example, school lunches in Waldorf schools in Zanzibar and Haiti were supported, the roof of the school in Chudshand / Tajikistan was renovated and water pipes were installed for the new vegetable garden of the Lesedi School in Madietane / South Africa. (see page 22)

USE OF FUNDS IN THE INTERNATIONAL ASSISTANCE FUND

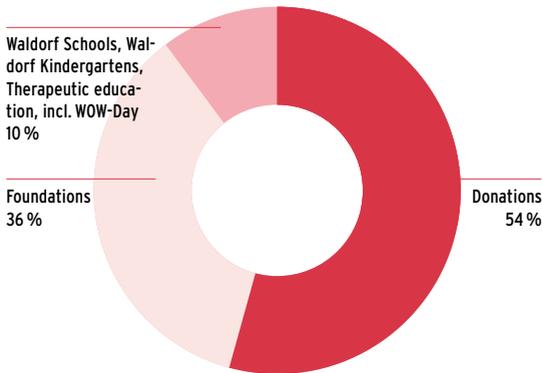
In 2019, donations and grants totalling €4,677,412.78 were awarded to Waldorf schools and kindergartens, therapeutic education and social therapy institutions, training centres and scholarships. Most of the grants were given to Waldorf Schools and kindergartens that have to work with zero, or very small levels of state subsidy. In 2019, €2,256,753.91 went to 114 Waldorf Schools and 30 Waldorf Kindergartens.

Often this activity involves investments; for example, the purchase of land for the Humane School in Kitale / Kenya (€135k) and the school initiative in Dakar / Senegal (€35k), buildings of the Hebet-el-Nil-School in Luxor / Egypt (€119k), the Escuela Raices in Puebla / Mexico (€40k), the Waldorf School Irkutsk (€50k), the Homkwan Kindergarten in Chiang Mai / Thailand (€15k), the development of the upper school of the Steiner School Cardiff / Wales (€40k) and Kildare/Ireland (€10k).

However, there are also institutions that we help with the financing of their running costs because they cannot cover them from parental contributions alone. Examples of these are the Caracol School in San Marcos La Laguna / Guatemala, the Hermanus Waldorf School in South Africa, the Dieu Giac and Than Lan Kindergartens in Ho Chi Minh City / Vietnam and the Gamot Cogon School in Iloilo / Philippines. 61 schools worldwide participate in our education sponsorship program. The donations from our education sponsorship programme enable these schools to teach children regardless of their parents' income.

€438,014.81 were donated to 30 training centres, such as the Centre for Creative Education in Cape Town / South Africa, the Eurythmy School in Budapest, Hungary, the Waldorf Kindergarten Seminar in Moscow, Russia and the Turkish Teacher Education Seminar – ESDD – in Istanbul, Turkey. This fund also includes 35 scholarships, which we were able to disburse directly, and the assumption of travel costs for mentors who are accompanying the development of schools and kindergartens. Examples are the kindergarten in Pyin Oo Lwyn in Myanmar, the schools in Vilnius, Lithuania, Kishinev in the Republic of Moldova, Ramallah, in the Palestinian Authority and Kathmandu in Nepal.

International Cooperation Fund – source of funds (4,481,049.70 €)



In the Therapeutic Education / Social Therapy and Social Work area, a sum of €945,369.68 was donated to 40 therapeutic education and social therapy establishments and 26 social work establishments. The focus of our support in this area is on financing the running costs; for example, for the therapeutic education school First Step Together (FISTA) in Beirut / Lebanon, where promised state subsidies have not been paid out for two years, or for the Michaelschule in Tbilisi / Georgia, where state subsidies are based on per capita funding for regular schools, which in small classes are by no means sufficient to pay the teachers. Another example is the pioneering Cosmos Centre in Dormaa, Ghana, which operates entirely without state support.

In the field of overarching tasks, a sum of €1,037,274.38 was allocated and includes support for international bodies such as the Pedagogical Section, IASWECE, the International Conference (former Hague Circle), but also donations to Swiss institutions such as the Goethean, Eurythmeum, Bio-Stiftung Arlesheim and a prisoner support project in Wilton / USA, for which we receive earmarked donations.

Spending on the overarching tasks also included support for the Hungarian Federation of Waldorf Schools and the Romanian Federation, as well as expenditures in connection with the Waldorf 100 celebrations, including the exhibition and a range of publications, the support of the Class Teacher Conference in Bangkok and the Upper School Teacher Conference in Buenos Aires.

With grants of €4.6 million in 2019, a total of 255 institutions in 70 countries were supported.

ESTABLISHMENT OF THE FOUNDATION

In 2019, the non-profit "Stiftung Freunde der Erziehungskunst gGmbH" was founded. It is intend-

GEPRÜFTE
TRANSPARENZ.



Spendenzertifikat
Deutscher Spendenrat

DONATION CERTIFICATE OF THE DEUTSCHER SPENDENRAT

Since 2019, we have been a member of the German Donation Council, whose members have set themselves the goal of promoting ethical principles in the the fundraising and donation system and the proper, responsible handling of fiduciary donations. Our documents regarding transparency, the annual financial statements and the multi-divisional accounts were audited by an auditing company commissioned by the German Donation Council. As a result, we have been allowed to carry the donation certificate "Audited Transparency" since April 23, 2020.

ed to secure the work of the Association for the International Waldorf School Movement in the long term and has been endowed with a capital reserve of €1.5 million, which comes from legacies and donations that the Association received for this purpose from 1995 to 2018. The Foundation will use the interest income to support the work of our association in the future.

WORK OF THE ASSOCIATION IN INTERNATIONAL COOPERATION

The running costs of the association amounted to €553,244.39 last year, the largest part were personnel costs (€377k), for the activities described above. Concerning material costs (€177k), the main items are the costs for our public relations work. For example, the newsletter and the website, in which, among other things, reports about institutions abroad and the WOW-Day campaign are published (€46k), and the postage (€46k) for sending the newsletter and donation receipts. Other large items are travel expenses for visiting and advising foreign partners, participation in international conferences and board meetings (€30k) and legal and consulting fees (€19k).

This expenditure was financed out of the association's income amounting to €478,044.18, primarily from membership fees and donations received specifically for our work. Thus, a deficit of €75k remained for the year 2019.

For the risks from completed construction projects for Waldorf facilities abroad, a provision of €265k had to be made and the working capital reserve increased by €5,030.28. Finally, reserves amounting to €345,230.49 had to be released to cover these expenses and the deficit.

Fortunately, we do not have to form a reserve every year, and so the "only" worry that remains



EMERGENCY PEDAGOGY

In 2019, the Emergency Education Department was responsible for expenditure of €1.46 million, which was balanced by revenues of €1.28 million and the use of funds from the previous year amounting to €210k. The largest donors were UNICEF (€477,000), Aktion Deutschland Hilft (€219k) and the German Society for International Cooperation GIZ (€70k), which financed missions abroad. The income from donations (€325k) increased significantly compared to the previous year (€201k). Most of the expenses are project costs (€758k) and personnel costs (€455k).

In 2019, two acute missions to Mozambique and Zimbabwe, and four training missions in South Africa, Lebanon, Zimbabwe and Uganda were carried out. In addition, in cooperation with the Freie Hochschule Stuttgart, four modules of the advanced training course in emergency education were offered in Stuttgart and Karlsruhe.

Emergency Pedagogy

Acute missions 2019	Missions 2018
Mozambique	Kenya
Zimbabwe	Nepal
Training missions 2019	Bangladesh
Lebanon	2 missions in Iraq
Libanon	Philippines
Zimbabwe	2 missions in Indonesia
Uganda	



left: The kindergarten Than Lan in Ho Chi Minh City, Vietnam

right: Volunteers in the small Waldorf School of Bhongolethu in the township of Masiphumelele, South Africa

is how we can cover the difference between current income and expenses in the future. Interest income will continue to fall, and the newly established foundation will only be able to provide effective help once the ongoing phase of low interest rates is over. If we were a normal forwarding agency, we would simply issue invoices for our services.

As a forwarding agency for world interests, we want to continue to forward 100% of all donations to the international school movement abroad. We have been adhering to this principle for over forty years and so, we hope for more people who find joy in supporting our work for the international movement of Waldorf schools and kindergartens, therapeutic education and social therapy institutions and the training courses that go with them.

Everyone who appreciates that every donation creates work is hereby cordially invited to contribute to the work of the association by making a donation to cover the costs.

Eleonore Jungheim



Pupils of the Gamot Cogon Waldorf School in Iloilo, Philippines



VOLUNTARY SERVICES

The volunteers perform their service not only in Waldorf schools, Waldorf kindergartens, therapeutic education and social therapy institutions, but also in social projects, or on biodynamic farms. They are prepared for their service in seminars and receive mentoring support during the whole time.

Compared to last year, about 5% fewer volunteers were sent abroad. This development reflects a trend that affects almost all organizations that run international volunteer services: the first cohorts of so-called 'digital natives', or rather, young people who grew up with smartphones and other digital media for large parts of their childhood and youth, are now leaving schools. As a result, we are encountering phenomena such as a limited ability to encounter the wider world. Fewer young people are prepared to embark on the adventure of a year abroad. This is a major task for the future. After all, the Year of Volunteering with its encounters and experiences offers an ideal framework in which human qualities can develop and mature. The costs of €6.2 million were financed primarily from government grants (€3.9 million) and donations to the Förderfonds FWD development fund (€1.9 million), which prospective volunteers collect in the run-up to their period of service. We are glad that we were able to halve the general decline in the number of volunteers from an average of 10%

Voluntary services

Voluntary services abroad	2019	2018
Voluntary year abroad	477	548
program "Weltwärts"	214	201
European Solidarity Corps	24	5
Volunteers per year	715	754

Voluntary services in Germany	2019	2018
Federal Voluntary Service BFD	496	566
Voluntary social year FSJ	117	153
Incoming	205	217
Volunteers per year	818	936

and cover the costs.

A significant decrease was recorded in the entire field of provision for voluntary services in Germany, which was also visible in our case in a 12% decrease in volunteers. We had fewer volunteers from the EU who started a federal voluntary service. For many German applicants, the location of the desired placement is of crucial importance. Achieving a fit between the desired locations and the possible places of employment is a major challenge. Last year, we were able to place a total of 818 volunteers in Germany. The number of volunteers from non-EU countries remained almost stable at 205. The costs of €6.2 million for volunteer services in Germany are financed primarily by contributions from the volunteer centres (€2.1 million), plus €1.5 million from government grants. €2.25 million are allocated for pocket money and travel expenses, which is paid to the volunteers and reimbursed by the volunteer organizations. Due to the lower number of participants, the income fell to €6.04 million, resulting in a deficit of € 166,271.04.

Freunde der Erziehungskunst Rudolf Steiners e. V. 01.01.2019 – 31.12.2019 in Euro

A International Cooperation Fund

ALLOCATION OF FUNDS	2019	2018	SOURCE OF FUNDS	2019	2018
International Cooperation Fund			Donations	2.421.336,38	2.383.293,07
Waldorf schools / kindergartens	2.256.753,91	2.080.479,29	Schools / kindergartens / therapeutic education	204.513,00	162.603,70
Training/ seminars/ scholarships	438.014,81	441.024,85	Special campaign WOW Day proceeds	243.537,31	314.377,00
Therapeutic education/ social therapy	945.369,68	706.342,74	Special campaign collection/class acc.	12.973,16	12.586,00
Overriding tasks	1.037.274,38	728.705,13	Sp campaign fund / Operational centres	245,00	270,00
Subtotal	4.677.412,78	3.956.552,01	Grants from foundations and others	1.598.444,85	1.316.993,00
Special-purpose operation Publications	0,00	5.721,50	Government grants BMZ	0,00	0,00
Used shares from government grants	0,00	21.383,42	Subtotal	4.481.049,70	4.190.122,77
Reallocation to emergency education WOW	1.129,20	21.281,56	Special purpose operation publications	0,00	0,00
FdE Foundation endowment capital RL	1.500.000,00	0,00	Guarantee reserve	0,00	0,00
Default on loan	0,00	53.000,00	Reserves	1.500.226,88	16.937,70
Increase RL Israel fund	15.694,82	7.328,28	Exchange rate gains (Israel fund)	14.564,82	3.869,68
Disposals from int. cooperation funds	6.194.236,80	4.065.266,77	Additions to int. cooperation funds	5.995.841,40	4.210.930,15
Work of the association (international cooperation)			Donations Members	184.475,57	187.974,56
Personnel costs	376.959,60	383.045,65	Donations	201.689,09	185.063,68
Material costs	175.992,67	148.586,90	Reimbursement of expenses	921,20	825,40
Costs asset management	292,12	15.122,19	Extraordinary income	10.693,99	0,00
Subtotal	553.244,39	546.754,74	Administrative expenses BMZ	0,00	21.383,42
Creation of provisions	265.000,00	0,00	Interest + income asset management	79.928,20	59.505,86
Creation of reserve BMRL	5.030,28	4.296,45	Economic operations	336,13	0,00
Formation of reserve, estate fund IZ	87.111,92	101.000,65	Subtotal	478.044,18	454.752,92
Disposals Association work	910.386,59	652.051,84	Estate allowance Grant IZ	87.111,92	101.000,65
			Consumption of reserve	345.230,49	96.298,27
			Additions Association work	910.386,59	652.051,84

B Emergency education

ALLOCATION OF FUNDS	2019	2018	SOURCE OF FUNDS	2019	2018
Employees international	316.568,69	402.595,07	donations	326.171,87	201.751,66
Travel expenses/ room and board	283.099,73	337.056,22	Grants from foundations	67.805,89	161.353,77
Information/ publicity campaigns abroad	10.928,32	18.403,97	Reclassification f. aid fund/WOW+Nepal	1.129,20	21.281,56
Equipment	86.694,24	74.441,55	Grants Aktion Deutschland Hilft	219.533,64	254.028,23
Office/ administration abroad	60.779,68	88.955,99	Grants NGOs	477.058,60	218.533,33
Project costs	758.070,66	921.452,80	Government grants /GIZ	70.026,68	265.553,65
Personnel costs	455.767,04	507.477,84	Reimbursement of costs	17.086,90	5.200,35
Material costs	226.025,33	101.880,63	Special purpose operation NFP	61.341,51	0,00
Economic operations	20.180,46	8.309,37	Other income	9.335,59	50.049,86
Subtotal disposals	1.460.043,49	1.539.120,64	Economic operations	26.437,30	12.145,69
Creation of reserves	26.059,82	0,00	Subtotal additions	1.275.927,18	1.189.898,10
Disposals emergency education	1.486.103,31	1.539.120,64	Utilisation of funds carried forward	210.176,13	0,00
			Utilisation of reserves	0,00	0,00
			Additions emergency education	1.486.103,31	1.189.898,10

Since 1971, we have succeeded in forwarding abroad 100 percent of all earmarked donations!



C Voluntary services abroad

ALLOCATION OF FUNDS	2019	2018
Travel expenses	515.465,09	625.755,28
Insurance	434.585,10	440.247,83
Pocket money	852.425,23	702.465,29
Cost and accommodation allowance	589.502,04	524.213,02
Seminars/Ped. Accompaniment/alumni	1.181.569,31	1.151.210,74
Non-applicable programme costs	13.719,57	47.747,46
Program "Weltwärts - und danach"	0,00	0,00
Repayment of public funds	69.618,60	106.100,19
Project costs	3.656.884,94	3.597.739,81
Fund for operational centres / relief fund	0,00	0,00
Personnel costs	2.052.089,55	2.035.458,87
Material costs	527.593,22	426.151,93
Subtotal disposals	6.236.567,71	6.059.350,61
Construction expenses	-	476.152,13
Creation of reserves	1.204,09	73.686,73
Disposals FWD abroad	6.237.771,80	6.609.189,47

SOURCE OF FUNDS	2019	2018
Donations promotion fund	1.692.111,79	1.783.224,10
Grants	91.823,82	20.018,30
Government grants	3.914.940,54	4.056.935,48
Placements abroad	319.575,62	203.300,00
Reimbursement of costs	202,20	58,69
Contributions to cover costs Volunteers	28.850,38	20.304,51
Other income + interest	267,45	0,01
Subtotal additions	6.047.771,80	6.083.841,09
Consumption of funds carried forward	190.000,00	0,00
Utilisation of reserves	-	475.348,38
Additions FWD abroad	6.237.771,80	6.559.189,47

D Domestic voluntary services

ALLOCATION OF FUNDS	2019	2018
Seminars / pedagogical support	1.489.782,55	1.614.042,66
Flight scholarships	59.974,79	89.719,95
Project costs	1.549.757,34	1.703.762,61
Pocket money + travel expenses	2.237.534,53	2.434.626,99
Personnel costs	1.821.761,36	1.819.865,84
Material costs	496.836,85	401.296,49
Economic operations	98.533,80	6.964,69
Subtotal disposals	6.204.423,88	6.359.551,93
Creation of reserve	0,00	19.059,82
Disposals voluntary services domestic	6.204.423,88	6.378.611,75

SOURCE OF FUNDS	2019	2018
Donations / flight scholarships	4.382,51	3.118,00
Donations	54.000,00	0,00
Government grants	1.549.261,54	1.693.316,76
reimburse. pocket money + travel exp.	2.255.298,39	2.461.162,04
Sp.-purpose operations/depl. agencies	2.078.825,80	2.220.956,54
Other income + interest	0,00	58,41
Economic operations	96.384,60	6.964,69
Subtotal additions	6.038.152,84	6.385.576,44
Utilisation of reserve	166.271,04	0,00
Additions vol. services domestic	6.204.423,88	6.385.576,44

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

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→ Donate online

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

**Freunde der
Erziehungskunst
Rudolf Steiners**

Friends of Waldorf Education
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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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 BIC: GENODEM1GLS
 Please Indicate:
 Intended use + your address
 (for your donation receipt)



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Educational Sponsorships

Class 3 at the Hermanus Waldorf School in South Africa

The Hermanus Waldorf School is located right between the communities of Zwelihle, Mount Pleasant and Sandbaai in Hermanus, a central meeting place for three different cultural groups that make up this township in the Western Cape. Most of the children attending Hermanus School come from disadvantaged families in the area. Households of up to eight people living in two rooms in a corrugated iron hut are not uncommon.

At school, children from different social classes come together in a supportive and creative environment. School is a lively place where the difficulties and barriers of language and finances can be overcome.

At the beginning of the school year there were 30 children in the Class 3. After all the changes brought about by the Corona pandemic, there are now just 24 children in the class.

The children are divided into two groups, so that the children can attend school two or three days a week.

Even though playing with each other has changed a lot due to the current situation, the children have found new ways to play together joyfully, while avoiding close physical contact. The children love to run, and play hide and seek. Or, they stand in a big circle and play dancing and singing games.

In addition, the children spend a lot of time in the school garden and lovingly take care of the planted corn, pumpkin plants and tomatoes. The children look forward excitedly to visiting a nearby large farm with many cows, sheep and horses.

The school library is in frequent use by many students. The children like to borrow books and later tell their friends and families about the exciting stories they have read.

Educational Sponsorships

Dear Educational Sponsor,

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

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

from your sponsored child or class twice a year.

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

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



BRAZIL

AITIARA Waldorf School

Felipe (15) is always in a good mood and happy with himself and the world. He loves beauty and a real artist lives in him. He paints very beautiful and creative pictures. He gets on well with his classmates and likes to tell stories he has made up himself. When he grows up, he wants to be either a football player, or a doctor. Members of Felipe's family live in quite simple circumstances and experience financial difficulties because of his father's illness. It is almost impossible for the family to pay school fees.



KENYA

Rudolf Steiner School Mbagathi

Zuri (4) Together with her older brother and single mother, Zuri lives in very modest conditions two kilometres from the school. The family has only recently moved from Uganda to Kenya. Zuri is a warm-hearted and open-minded young girl and, after just a short period of time, she has integrated well into the kindergarten group. After dinner she is almost always the first to help clear the table, as cleanliness and order are important to her. Unfortunately, her mother has been able to find a permanent job. She works as a freelance accountant. With a low and unreliable salary, Zuri's mother can contribute very little to the school fees.



SOUTH AFRICA

Hermanus Waldorf School

Sandisiwe (10) lives with her single mother in Zwelihle, a township near the school. Her friendly, bright and loving nature is highly appreciated by all students, and also by the teachers. Sandisiwe always enjoys the mathematics lessons, and creative work is also easy for her. When she grows up, she would like to work as a nurse. Since Sandisiwe's mother has to take care of the family alone, she is unable to pay a contribution to the school.



SOUTH AFRICA

Zenzeleni Waldorf School in Cape Town
Likhona (7) likes to draw animals with his colourful wax crayons. His favourite colour is green.

During the break-times, he plays with his friends and he loves to sing! His funny, light-hearted manner, his fantastic sense of humour and his laughter are a great enrichment for the whole class. He is fascinated by cars, but also likes to watch birds and butterflies flying in the sky. Likhona has a younger brother and three older sisters. He lives with his parents, siblings and grandmother in a township near the school.



SOUTH AFRICA

Camphill Hermanus Siboleke (10) is a very friendly boy who often has a broad smile on his face. He has been at Camphill Hermanus since January 2018 and lives with his mother in Zwehlile, a small village in the

Hermanus region. Siboleke has been diagnosed with various conditions that affect his motor development and his cognitive ability. He loves music and particularly enjoys listening to the sounds of the marimba - then he jumps up to dance. He also likes ball games - despite his difficulties in walking. For his therapeutic education he receives speech and language, eurythmy and riding lessons.



BEIRUT
FISTA

Tatiana (16) is a cheerful and affectionate girl who is extremely popular with her classmates. She loves to go to school and, when encouraged, she increasingly makes contact with other people.

At school she receives individualised support due to a developmental delay with cognitive impairment. Together with her older brother, she lives with her single mother, who is a bus driver. Tatiana's mother is very grateful that her daughter is able to attend the therapeutic education school but faces considerable difficulties in raising the school fees.



HUNGARY

Waldorf School Gödöllő Andor (12) particularly enjoys sports: climbing, badminton and jogging are great fun for him. He also likes reading and takes guitar lessons. At school he is one of the quieter students. He lives

with his two siblings and his parents in a small house on the outskirts of the city. At home, Andor likes to help in the garden, pruning trees or chopping firewood. Andor's family is very committed to the Gödöllő Waldorf School.



PHILIPPINES

Gamot Cogon School Jilliane (10) is an inquisitive and clever child, who loves to go to school. Her favourite subjects are mathematics and languages - English, Filipino and Hiligaynon (her mother tongue). She has

started to learn to read on her own initiative. She still finds it difficult to speak in front of the whole class, but she is mastering this challenge with regular repetition. During the breaks she likes to go on the climbing frame. Jillian is the youngest of four siblings and lives with her parents in the city of Iloilo. Her mother works as a cook and her father as a gas station attendant. As they earn only a small income, they can only pay a small contribution to the school.



TANZANIA

Hekima Waldorf School in Dar es Salam James (5) After a few teething troubles, James is now entering kindergarten with great joy. He is a very attentive and attentive

child and is very much liked by the other children. Whenever there is a dispute somewhere, he tries to clarify and help the situation with his words. He likes to paint, especially with his favourite colour red. James's family is very grateful that he is allowed to attend the Waldorf Kindergarten, even though they - like many families in the area - have a very low income.



GUATEMALA

Escuela Caracol Braydon (9) In class Braydon sometimes loses himself in day-dreams and his rich imagination. But as soon as he takes on a task, he masters it with great attention

to detail. His social charisma and his empathetic nature towards his fellow students are highly appreciated by all. His parents earn little money, as his father works in the building trade and his mother is a cook. Every day, after school Braydon tells them the stories and tales he has heard in class.

Dear Readers,

Autumn Festivals, St. Martin's Markets, Advent Bazaars, benefit concerts - every year we receive donations of about €180,000 through such wonderful activities at Waldorf Schools in Germany. We pass on 100% of these donations to Waldorf Schools, Waldorf Kindergartens and therapeutic education institutions all over the world. Every year we are delighted anew by the diligence and energy of parents, teachers and pupils.

As you can read in this booklet, the Corona pandemic has changed people's everyday lives all over the world - including at Waldorf Schools in Germany. At some schools, with heavy hearts, festival and fund-raising committees had to cancel their annual autumn and winter bazaars and markets. Yet, the funds that can otherwise be collected with such diligence and hard work continue to be urgently needed by the institutions right now. Through our campaign, "Angesagt!" Waldorf schools can continue to support these schools and institutions, despite the loss of their fund-raising events. For example, we are happy to provide an individual donation page for schools that wish to collect donations. You can find all information on this at waldorfweltweit.org/angesagt.

Remember to stay active this year too. In doing so, you will help provide and maintain a good education for children and young people, and at the same time you will strengthen the sense of community at your school. If you would like to make a donation, please call me, or send me an e-mail. I look forward to hearing from you.

As usual, we will report on where we send your donations in the next issue of "Waldorf Weltweit", which will be published in spring 2021. Until then, I wish you all the best from my heart. Stay healthy!

Christina Reinthal
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Abgesagt!

Wir spenden auch ohne Basar

Freunde der
Erziehungskunst
Rudolf Steiners

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

- Participate in the campaign 10% and donate an extra 10% to the work of the *Friends* in addition to your earmarked donation.
- Become a supporting member and support us regularly with a freely chosen amount. In this way you create a secure basis for our work.
- Help us with a single donation for our work.
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We can only help thanks to contributions from people who have confidence in our work.

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

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