

# WALDORF WORLDWIDE

NEWSLETTER OF

Freunde der  
Erziehungskunst  
Rudolf Steiners



## TOGETHER FOR EACH OTHER

**TOPIC:** How students, parents, and teachers around the world support other Waldorf schools

**CÔTE D'IVOIRE:** First Waldorf Initiative

**KENYA:** Purchasing a new school building in Kitale

SPRING / SUMMER 2019

## About us

Since 1976, the **Friends of Waldorf Education** promote Waldorfschools, kindergartens, social therapy initiatives, curative education facilities and social initiatives in general. Our goal is to open up new educational opportunities to people around the world. We have been pursuing this task quite successfully. So far we have supported more than 600 facilities around the world by forwarding donations and through our volunteering program.

## Areas of work

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

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

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Dear readers,

Welcome to the anniversary year! Until fall the worldwide Waldorf movement will be dedicated to 100 years of Waldorf. Of course it will be a very special year for us as well, and that is why we decided to turn WOW-Day into a WOW-Year. Waldorf-One-World is the motto of WOW-Day every year in fall, when students from Waldorf Schools all over the world work in different ways to help schools that urgently need support. In 2019, these events will take place throughout the entire year. "Together – for each other" is the motto my colleague and WOW-Day coordinator Jana-Nita Raker has chosen for this very special WOW-Year. Because that's what happens on WOW-Day: People come together to become active and to be there for each other. We'll tell you what this looked like on last year's WOW Day, for example, starting on page 26.

The reports about last year's WOW-Day are part of our special topic in this issue, which we have deliberately based on the motto of the WOW-Year. "Together – for each other": it is not just on WOW-Day that the students make this happen – it happens all the time, thanks to our donors, the parents who organize school bazaars, or the teachers who are actively supporting schools all over the world, in their spare time or together with their students.

There are wonderful stories behind this diverse commitment, stories we will tell you on page 17 in the context of our special topic. There is, for example, a school in Berlin that supports several schools all over the world every year with the proceeds from its Martinmas Fair (p. 18). Or a grade in Sorsum near Hanover that has taken over a sponsorship for a class at the Stellenbosch Waldorf School in South Africa (p. 20). Moreover, a teacher, who has been travelling to Pakistan regularly for many years to give seminars for the teachers at the Waldorf School in Lahore, tells us about his experiences (p. 24).

Of course, these are just a few examples – and we would like to share more stories with our readers. Tell us about your commitment, your educational sponsorship or the bazaar at your school. We will be happy to report on this in one of the next issues of "Waldorf Worldwide".

Christina Reinthal



## A future-oriented school: Linking life and learning more closely

September 2019 marks the 100th anniversary of the first Waldorf School, an occasion for great celebrations and many special events, also at the *Friends of Waldorf Education*. Over the past months, we have therefore devoted some of our time to the preparation of our contributions, in particular we developed two representations of the worldwide Waldorf education movement. With the coffee table book “Insights”, which was produced in cooperation with the Kaufmann family and Leica, we let you take a look at the colorful world of the international Waldorf school movement, the volume “100 Jahre Erziehung zur Freiheit” (Published in German, title translates as “100 Years Education towards Freedom”) presents the current state of development – to read more about it please go to page 14.

But above all, the 100th anniversary is an occasion to look ahead! What is to be expected in the next hundred years, for what kind of future must education prepare today’s children and young people? What can we already know about this future?

The child’s relationship to the world and the repercussions of this relationship on physical and mental health are changing enormously, above all through virtual experiences, through an unfiltered flood of images, increasing insecurity not only in society at large but also among the closest people, through rapidly spreading news about everything that goes wrong in the world.

Every child grows from real sensory experiences. It makes a difference whether a child is only allowed to touch plastic toys or whether the playthings are roots, leaves, nuts or sand. The Vietnamese government, for example, fears that wood may be contaminated with germs and therefore bans it in preschools. Only plastic toys are allowed there; and the inspectors check this regularly. In Greece,



Board member Nana Göbel.

the authorities fear the growing bond between students and teachers and therefore do not allow teachers in state primary schools to stay with the same children for more than two years. Research like that of the well-known Swiss pediatrician Remo Largo is clearly being ignored. He warns about lacking attachments, because, above all, learning takes place through relationship. What happens to the soul, to the morality of a child, when it is told a fairy tale by robots in the evening? Can we make the difference palpable without sinfully experimenting on the children? The task for the future becomes clear: to ensure mental and physical health we need real, that is true, honest, beautiful, pure, constructive experiences and relationships.

The relationship between the ego and the world will be the focus of attention in a future school. And that in at least three ways, because future challenges can only be mastered if a person has learned three important skills as a child: First, to treat people compassionately, because if the ability to feel empathy is further lost, human coexistence is no longer possible. Second, to discerningly illuminate and clearly judge things and events. Because if young people do not develop the ability of making sound distinctions, false news, convictions, and attitudes can spread at lightning



Mentoring at the East African Teacher Training:  
Drawing is also possible without paper.

speed. And third, to intervene by acting, because only when each individual takes action can we avoid all the harm that spreads almost by itself, e.g., through machines, because of complacency, because of old environmental sins etc. etc.

In order to work more intensively on the relationship between the ego and the world a school of the future will certainly have to link life and learning more closely.

Since the 17th century there have been schools in Europe outside church institutions. In many European countries, in the course of the 18th and 19th centuries, compulsory education was introduced and school programs were developed including curricula, timetables, methods, etc. With the founding of the Waldorf School, Rudolf Steiner placed an understanding of child development at the center of pedagogy, showing interest in the child. And that is life. With regard to the content, compromises were made with the conventions customary in Württemberg, Germany, at the time.

In this respect, Rudolf Steiner heralded a paradigm shift: from the programs to the child. From the orientation towards the child's development and from the interest in the very specific children in a classroom, the content should be drawn anew by the teacher in each case; that is how the curriculum should be developed. That was a rejection of all conventions. This rejection was radical. And because it was radical, there was often a lack of courage to implement it. In particular since about 2000, when education and upbringing in Europe and far beyond were to be designed uniformly, the courage to take such radical steps disappeared even more. After all, bringing real life into the classroom now meant rejecting the expectations of many parents and, above all, several legal requirements of some states.

To make schools fit for the future we need courage. Above all, we need the courage to reconnect and individualize life and learning. For that is precisely the task outlined by Rudolf Steiner: a teacher creating a new sort of lesson for his respective class, redesigning the teaching process. An enormous individualization that rejects the egalitarian trend of the norm school in Europe. Reconnecting life and learning also means attracting many more people to school, allowing much more learning to take place outside the classroom, a much more uncomfortable life for parents and teachers with much less predictability, much more openness to new things, the courage to take risks in the first place.

The current school situation does not seem promising in this regard. And the courage to take risks is also not prevalent. On the contrary, there are many signs that, under the pretext of safety for children and adolescents and the attainment of certain performance levels, schools are to be made even narrower, more leveling and more controllable. This is currently taking place in Great Britain, where a campaign is being conducted against Waldorf schools. If it were only a question of each school having enough fire extinguishers, everyone would accept that. But the aim of this campaign, at least for the members of Humanists UK, is to get the Waldorf School out of the way



Aspiring kindergarten teachers at the Central Asian Seminar in Kyrgyzstan.

because of its understanding of people, which also encompasses the spiritual and not just the physical dimensions. Such challenges will increase and create interesting tasks for the *Friends of Waldorf Education*.

In the past year, the International cooperation of the *Friends of Waldorf Education* focused on two main areas in addition to supporting many, many kindergartens and schools that submitted applications to the *Friends*: food or school meals on the one hand and the expansion of Waldorf schools in rural Africa on the other. There are separate articles on both topics in this newsletter (see pages 12f and 23). A third focal point was the training of educators and teachers. The success of preschools and grade schools still depends to a large extent on a solid preparation for the profession of educator or teacher. In this respect, the growth of the Waldorf movement crucially hinges on supporting the training of professionals. In many countries where Waldorf teacher training is not yet available,

new centers emerge under difficult conditions. This applies, for example, to western and northern Africa, but also to some countries in Central and South America and to a number of Asian countries. With the help of several generous donors, we were able to promote the training of teachers and educators in several countries. Traditionally, we participate in the operation of the Centre for Creative Education in Cape Town. Future Waldorf teachers can acquire a B. Ed. (Bachelor of Education) and an M. A. (Master of Arts) there, a prerequisite for a teaching permission in South Africa. The large so-called Educare department trains women that then go on to set up nursery and kindergarten units in the townships. Equally important is the East African modular Waldorf teacher training, supported by some lecturers of the Center for Creative Education, which could not be maintained without our help. Today, students come to this East-African Waldorf Teacher Training also from Zimbabwe, Zanzibar, Tanzania,

Madagascar, and the Republic of Côte d'Ivoire (see report on page 10f.).

The modular Waldorf teacher training in Istanbul, Turkey, can also be continued through our funding, as can the Central Asian Waldorf teacher training in Bishkek, Kyrgyzstan. In 2019 a three-year Waldorf teacher-training course will begin there for the fourth time. The so-called Periodic Seminar in Russia, on the other hand, needs only a small amount of support and is financed to 50% by supporters from Russia. For the trainings in Viet Nam and China we still make some funds available, but these are only contributions to the costs of inviting lecturers. In China this will no longer be necessary in the coming years. The situation is different, for example, with the Waldorf kindergarten training in Myanmar, which we support more extensively. It is now bearing fruit, because in the north of the country (Shan State) Waldorf kindergartens have been established at some Buddhist monasteries, as well as in villages and small towns. A very powerful impulse.

Since there are only a few full-time courses worldwide and above all no full-time courses in the English-speaking world, and since we believe it makes sense if there are at least one or two well-educated teachers at new schools, we are always committed to providing a few students with a scholarship for the International Master Course at the *Freie Hochschule Stuttgart*. This one-and-a-half-year training allows students to deepen their knowledge in a way that would not be possible in their home countries. For this reason, we hope that the *Freie Hochschule Stuttgart* will be able to continue the program.

For the future of Waldorf education it is crucial what kind of personalities become teachers and build an inner relationship with the children and young people – because it is on the wings of such a relationship that learning becomes possible.

*Nana Goebel*

### **From our work: Voluntary Services**

Diverse, rich in experience, meaningful and lasting. A volunteer year at home and abroad is a profound experience. For 25 years now, young people have had the opportunity to have such an experience with the *Friends* at the end of their third seven-year-cycle. In this very important phase of life, the *Friends* offer varied and now manifold opportunities in numerous programs: weltwaerts, International Community Service, European Community Service, German Federal Volunteers Service, Voluntary Social Year and hopefully any time soon the Voluntary Ecological Year.

As different as the fields of work and the Waldorf institutions may be, they all have in common an intensified awareness of world and self and the incomparable encounters that such a year brings with it. The final reports and the feedback from our volunteers at seminars confirm this. The young people grow with their challenges, learn to take responsibility for their tasks and overcome obstacles. They learn to interact with foreign cultures and thereby gain a different view of their own culture and of themselves. Above all, however, they experience themselves as having an effect on their environment and thus return with a completely new self-image.

The *Friends* support and accompany this development by means of intensive seminar work and continuous contact and quality work with the employment offices, for example within the framework of specialists days. This relationship work strengthens ties and constitutes the special quality of our voluntary services.

It is, however, very difficult to demonstrate these advantages to potential future volunteers. As in the last year, the number of applicants for long-term voluntary service is decreasing. As the supporting organization, we must somehow succeed in communicating in advance the experiences and adventures that one has really internalized only after having oneself rendered the service.

How can we get more young people interested in volunteering now? In a joint think tank at the Karlsruhe office, we have gathered many ideas and suggestions, which we would now like to implement.



One of these ideas is: We need the support of our volunteers and alumni. Only they can tell their peers about their experiences in the most authentic and convincing way and inspire other young people. This is where we come in and that's why we will again be conducting our Narrative Teams or the VW camper van tour. From March to Pentecost, former volunteers travel by bus through Germany, stop at schools, attend graduation classes there and aim to inspire others with their enthusiasm.

Each of us is also invited to take this valuable idea of young people volunteering out into the world and to inspire others to do their voluntary service at home or abroad through the *Friends of Waldorf Education*.

*Christian Grözinger*

### **From our work: Emergency Pedagogy**

The severe earthquake and tsunami in late September brought death and destruction to the Indonesian island of Sulawesi. To support traumatized people in coping with their experiences, we organized emergency educational missions to the crisis region in early October and in December. On page 32 we report further about our deeply moving fieldwork.

In Mexico, after the earthquake in September 2017 and the subsequent mission, a national emergency pedagogy team was formed. Experts from Germany and national specialists trained this team in the theory and practice of emergency and trauma pedagogy. In October 2018, following the third training unit, an emergency pedagogical intervention took place at Ciudad Deportiva in Mexico City. Hundreds of migrants are housed there in makeshift accommodations. As part of the cooperation between the Emergency Pedagogy Team Mexico and the NGO "Casa Espacio de los Refugiados", the first self-organized intervention of the local Emergency Pedagogy Team took place - a great development!

On 11 January 2019, wildfires destroyed large areas of the Camphill Farm Community and Camphill School Hermanus in South Africa. Winds and drought caused the fire to spread. No

one was physically harmed, and local partners immediately tended to all of the affected people. Emergency educators from Karlsruhe supported the local partners in South Africa. In California, too, devastating forest and bush fires claimed numerous lives and caused severe devastation in early November. In order to provide social and psychological support to the locals, an emergency-pedagogical intervention took place in the disaster region from 6 to 10 December with mainly American participants.

This year there are also several international seminars on the agenda. In Madrid in February, more than 45 participants received further training in psychotraumatology and mental hygiene. We have also started further training courses in Antwerp, Italy, and Switzerland as well as in the German cities of Stuttgart and Karlsruhe with various foci. For further information, please visit our website.

From 20 to 23 June, the eighth annual emergency pedagogy conference will take place in Karlsruhe. Numerous interested people from all over the world will gather under the heading of "Emergency pedagogy - How pedagogy can help the injured souls of children". This year's conference is international and the talks of the renowned experts will be interpreted into English and Spanish, and there will be workshops in all three languages. In addition, we will introduce the international emergency education network and the work of our network partners in more detail. In addition, the participants of the conference will have the opportunity to exchange ideas with one another. To find out more about the conference and to register please go to: [www.freunde-waldorf.de/nfp-tagung](http://www.freunde-waldorf.de/nfp-tagung).

*Reta Luescher-Rieger*

## L'ÉCOLE DES ENFANTS

“L’ecole des Enfants” is the first Waldorf educational initiative in the Republic of Côte d’Ivoire. In September 2018, a preschool opened with soon up to 300 children. Shannon Honigblum from the United States is mentoring the project. She was a Waldorf and high school teacher before working at the Austin Waldorf Kindergarten in Texas. She is the founder of a non-profit Waldorf educational organization in New York City and the author of several books on early childhood. For Waldorf Worldwide she writes about the recently founded initiative in Africa.



Surrounded by lush planted fields, a gentle river, palm trees, banana trees, and mango trees, *L’Ecole Des Enfants*, a Waldorf inspired kindergarten, opened its doors on September 10, 2018. The school is located on the outskirts of Bouaké, a city in central Ivory Coast, a country that is still reeling from the scars of recent civil war, but whose inhabitants have rallied to make this city and this country a vibrant and welcoming place once again.

Local residents have partnered with Swedish entrepreneur Maria Johansson in order to open this Waldorf-inspired preschool. After 2 years of

preparation, which included the purchasing of land, building a classroom, partnering with a local village in order to enroll needy students, hiring and training two teachers and a chef, sending the two teachers to Kenya for teacher training, and bringing in a Waldorf teacher trainer for a month-long on-site seminar, the school has gotten off to a strong start.

It’s been a collaborative effort. Maria Johansson and her Ivory Coast team worked with the local institutions and neighborhood organizations from the very beginning, educating the community about the tenets of Waldorf Education, meeting

with the local village chiefs in order to encourage participation and understanding, hiring builders to create a beautiful and unusual hexagon-shaped kindergarten classroom, and coming together to support this pioneering project.

This is the first Waldorf initiative in the Ivory Coast, and Waldorf education does not yet have a strong foothold in West Africa. However, the recent history of Ivory Coast, with civil war, violence, and unrest, underscores the need for a healing education. The inhabitants of Bouaké have gathered around this opportunity with warmth, love, and good will. Although the children enrolled in the school, and their parents, are deeply challenged by poverty, the joy they bring to the school and to all their daily activities is palpable.

Patience has been needed to navigate some of the early challenges and obstacles. These included obstacles in purchasing the land and difficulties finishing construction on the classroom: it actually wasn't quite ready for the first day of school. But school began joyfully anyway, first in a rented hotel room, and later in a rented tent. After two weeks of improvisation, the teachers and students were finally able to enter their finished classroom building. For each and every challenge, the community has risen to the occasion and demonstrated its commitment. And for the inaugural day festivities, the school community celebrated along with acclaimed musician Abou Nidal as well as with the mayor of Bouaké.

Eleven students from a local village have enrolled in the school. The school provides a Waldorf inspired education to these needy students, as well as two healthy and nutritious meals: a snack and a hot lunch. The current students are on scholarship, with funding provided by private donations and

foundations. The business model of the school also allows students to enroll who are able to pay, with the hope that the mix will help cover the running costs.

In every way, the joy of Waldorf education is apparent at this school. The teachers have lovingly tended to the space of the kindergarten room, decorating it with branches and craft items, and have developed daily rhythm which brings locally inspired songs, stories, work, and play to the children. The teachers also celebrate the cycles of nature, through daily nature walks, swims in the nearby river, outdoor playtime, and seasonal festivities, marking the local agricultural seasons.

Currently the school is looking towards digging a well and building latrines. In addition, the school plans to expand and grow year by year, with this first class of eleven students leading the way. This initiative has already demonstrated considerable perseverance in the face of many obstacles, and this perseverance is rewarded each and every moment by the shining joyful faces of the students and their dedicated teachers.

*Shannon Honigblum*

## Purchasing a new school building in Kitale

Last autumn, in our call for donations, we asked for contributions to schools in rural Africa. One of the schools we introduced is the Humane School in Kenya. The school urgently needs a plot of land on which they can reliably run their school in the future.



In Sirende, a village not far from Kitale in eastern Kenya, there is an unusual small Waldorf school: the Humane School. It is mainly attended by children of farm workers who work on the large plantations in this fertile area; the families live on small salaries and subsistence farming. They do not have the means to send their children to large schools.

The founding teacher Juliet Mia is one of the mothers who leave their children behind in this rural area to earn money in Nairobi as a livelihood for the family. As an employee of Nani Croze, the initiator of the Rudolf Steiner School in Mbagathi,

she got to know Waldorf Education and became enthusiastic about it. She brought her daughter and had her attend Rudolf Steiner School. Nani Croze encouraged Juliet Mia to complete a teacher training herself and to forge an initiative in her home region. So she participated in the courses at the Rudolf Steiner School and returned to her village.

The school began in rented premises not far from Sirende, moved several times, but could not afford its own buildings. Classes take place in two mud houses with classrooms of just 10 square meters, into which 14 children crowd. There is

no electricity, the water comes from a well, and vegetables are grown on a small piece of land. The Humane School now runs a kindergarten and classes 1 to 8. Since a school in Kenya must have its own solid buildings in order to receive state recognition, the Humane School is currently run as a self-help group. The next steps are the purchase of a plot of land and the construction of own buildings. Only then they can register as an official school.

In the meantime, Juliet Mia and her colleagues have found a nine acre property with a coffee plantation not too far away from the current location. They will acquire this property in the near future, mainly with the help of donors from the *Friends of Waldorf Education* (presumably the purchase will already have been completed when this article appears in the newsletter). This site will host the future buildings for the two planned kindergarten groups as well as for the planned primary school from the first to the eighth grade. Part of the land will be used for organic farming, to provide for the school meals. The school will keep the existing coffee plantation and the organically grown coffee will be sold in Europe to co-finance the school.

The nine-acre plot will cost about € 150.000, part of which comes from a call for donations by the *Friends of Waldorf Education*. The remaining sum is covered by other donors of the *Friends of Waldorf Education* and by Swedish donations. In order to secure the property in the long term, we will not purchase it through the school's association, but through the supporting foundation of the Rudolf Steiner School in Nairobi-Mbagathi. In this way, no one individual will have direct access to the plot. The Humane School will then conclude a contract with the Rudolf Steiner School in Mbagathi and will be fully responsible for the use of the land. Ownership and use are thus organized independently of each other.

With this step, the further expansion of the African rural school (The Humane School) will make great progress and will hopefully become a trailblazer for the fertile high-altitude region in the eastern mountains of Kenya.

Nana Goebel



We were able to support the Humane School with donations we received after our call "schools in rural Africa" in the autumn of 2018. A heartfelt "thank you" for your donations! For more information please go to [freunde-waldorf.de/spendenaufrufe](http://freunde-waldorf.de/spendenaufrufe)

# 100 Years of Waldorf Schools: Centenary Books

September this year marks the hundredth anniversary of the first Waldorf School. A great number of books have been written or reprinted for this occasion and will be published in the months leading up to the anniversary. We would like to present some of them to you here.

“Insights Worldwide” and “100 Years of Education Towards Freedom” – two books on the anniversary by the *Friends of Waldorf Education*

We take the centenary as an opportunity to publish two books on the worldwide Waldorf School movement. Eines davon wird ein besonderes Schmuckstück: „Insights Worldwide – Einblicke Weltweit“; which offers a unique snapshot of the world's largest independent school movement. We are very pleased about the great cooperation with the Leica Camera AG. For the book, Leica photographers like Dominic Nahr, René Perez, Herbie Yamaguchi, Fulvio Bugani, Sergej Melnitchenko, oder Laxmi Kaul are traveling around the world in order to present through their art the unique characteristics of each country and its connection to Waldorf education. Around 120 colour and black-and-white pictures show current insights into Waldorf schools in 40 countries, accompanied by quotations on Waldorf education – including some of Rudolf Steiner – in German and English.

The book “100 Jahre Erziehung zur Freiheit” (“100 Years of Education Towards Freedom – Waldorf Education in the Countries of the World”) is being published by the German publisher Freies Geistesleben. It will also appear in English, published by Waldorf Publications, USA. Here the doers, those who are actively involved in Waldorf Schools and Kindergartens all over the world, will tell us what Waldorf education means in their country. Teachers from 80 countries share their stories and the unique aspects of Waldorf Schools in their homeland. Some of these reports are illustrated with photos taken in cooperation with Leica Camera AG for the photo volume “Insights Worldwide”.

Both books show in their own way the different faces of Waldorf education and are at the same time a tribute to the work of teachers worldwide. They will be published just in time for the great centenary festivities in September 2019 and will make visible, each in its own way, the worldwide network of around 1,800 Waldorf Kindergartens and 1,150 Waldorf Schools in 80 countries.

## ① Insights Worldwide

– 100 Years of Rudolf Steiner Education

**Einblicke weltweit**

– 100 Jahre Waldorfpädagogik

Ca. 160 Pages

Hardcover, € 39,90

Erscheinungstermin: Juni 2019

## ② 100 Jahre Erziehung zur Freiheit.

**Waldorfpädagogik in den Ländern der Welt**

Edited by Nana Goebel und Christina Reinthal

Verlag Freies Geistesleben / Waldorf Publications / Freunde der Erziehungskunst Rudolf Steiners

ISBN 978-3-7725-2919-1

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Softcover, € ca. 25 Euro

Will be published in September 2019



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**❸ Rudolf Steiner**  
**Conferences with the teachers of the Waldorf School 1919 to 1924**

Edited by Andrea Leubin and Christoph Wiechert  
 Complete edition GA 300 a-c  
 Volume 1: The first and second school year  
 Volume 2: The third and fourth school year  
 Volume 3: The fifth and sixth school year

How Rudolf Steiner coached the teaching staff of the first school. The conferences with the teachers of the Freie Waldorfschule in Stuttgart are a unique document, because they are located at the pulse of school life, where pedagogy is, to a certain extent, newly developed on a daily basis. By responding to the questions, concerns and problems of the teachers, Rudolf Steiner individualizes what has been developed in the lectures and demonstrates the viability of the foundations. The conferences

have become an infinite treasure trove of pedagogical ideas, they demonstrate in an exemplary manner how pedagogical counseling can proceed; they introduce the phenomenology of human observation and they convey an impression of the groundbreaking atmosphere of the time. All three volumes have now been revised and offer an authoritative and extended version of the text. For those interested in history, the teacher's names have now been added to the text for the first time, while the students are reference by their actual initials.

**3rd, completely revised new edition 2019**  
 3rd, completely revised new edition 2019  
 Rudolf Steiner Verlag  
 Ca. 870 pages  
 Hardcover Ca. € 138,-  
 15,5 x 22,8 cm



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**4 Nana Göbel**  
**The Waldorf School and its people. Worldwide.**  
**History and stories 1919 to 2019**

Who were the first people to be inspired by this new education? Where were the first “Waldorf Schools” founded before the Second World War? How has this education, so committed to the development of each individual child, been realized and developed in such different cultures and societies? The result is an extensive and unprecedented work of living history and stories. It is the magnificent representation of a pedagogy for the world and the people living in it that is setting a precedent day by day!

1st edition 2019, Verlag Freies Geistesleben  
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 from 01.01.2020: € 129,-

**5 Tomáš Zdražil, Henning Kullak-Ublick (editors)**  
**The anthropology of Waldorf education in the**  
**diversity of cultures**

In the summer of 1919, Rudolf Steiner, in his first teacher course, developed the anthropology and the resulting methodology and didactics. In the following decades, Waldorf education with its consistent orientation towards the human being spread to more than eighty countries on all continents. The authors of this volume use concrete motifs from their different cultures to describe how they experience and understand the anthropology of Waldorf education.

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# Together – For each other: How students, parents, and teachers around the world support other Waldorf Schools

Over the past 40 years, the *Friends of Waldorf Education* were able to support more than 600 Waldorf Schools, nursery schools and day-care facilities, as well as curative education schools. In addition, we are very much committed to the training of teachers. It is only thanks to the active support of many people, which impresses us time and again, that this becomes possible.

On WOW-Day, at fairs, summer festivals, and other fundraising events, teachers as well as students and parents get involved. It is with great pleasure that we forward 100 percent of the collected donations to projects all over the world.

Some teachers also actively support us on site - for example as mentors at schools and kindergartens that are just in the process of establishing themselves.

A class sponsorship not only enables children whose parents can only afford a small fraction of the school fee to attend a Waldorf school, but also brings new perspectives to both classes involved.

There are many stories behind this kind of commitment. We would like to tell you some of these stories on the following pages.

*Christina Reinthal*



# Hustle and bustle for a good cause

Every year on the Saturday after Martinmas – sometimes even on the day of Martinmas – the Emil Molt School in Berlin Zehlendorf is very busy. For more than 40 years the fair has been a tradition - for the school community, for the Waldorf community in Berlin and the surrounding area, as well as for the entire neighborhood of the school, which is located at the outskirts of the city. As with many Martinmas fairs at Waldorf Schools, all of the proceeds are donated and in this manner supports many Waldorf Schools, Waldorf Kindergartens, and curative education institutions all over the world.



The parents, and of course the students themselves, are the ones who organize the stalls and activities at the school's Martinmas Fair. But some stalls also offer artisanal goods from external dealers. The school community is getting a lot going here: Each of the twelve classes takes over an activity or a food stand: Traditionally, the first class organizes the room where children can gently blow nutshell boats, accompanied by sweet and mellow lyre sounds. The second class is responsible for the autumnal handicrafts - the necessary material is collected in the surroundings of the school, in home gardens or already during a family vacation. In the classroom of the third class, you can do colorful gingerbread decorations. Each class has its own special task. There are also stalls that the parents run completely independently, such as the sausage or the pizza stall, where they use the pizza oven built by the children themselves during Housebuilding block. There is a lot for everyone to do in preparation: leading up to

Martinmas each family does some crafting for the different activities. In addition to that, they make a contribution to the buffet in the big auditorium and, of course, the parents also host the different activities offered at the fair.

Such huge logistical complexity has to be coordinated: this is the task of the Martinmas committee. "Two to three delegates from each class will be sent to the Martinmas committee", explains Rahel Bruns, mother at the school and a long-time member of the Martinmas committee. "Upper-grade students can also assume this office. The Organizing Committee now has 26 active members who are involved in the preparation throughout the year." This circle has a firm core of mothers and fathers who bring together the whole school community every year for this special event. One of them is Christine Fishedick. She explains to us why she and her fellow campaigners are so enthusiastic about it: "On the one hand, it is



important for us to continue the tradition of this fair. It is fun to see how the school community is committed to the common project. They meet for preparation across classes, bringing to life a great sense of community. The wintertime market in the schoolyard is very cozy and sociable and you come into contact with many new people. Besides, it is wonderful to see how the proceeds of the fair contribute to the development of new projects. In this manner the school can support other Waldorf schools in their founding process. Their grateful letters are touching and show how important it is to share one's wealth with others."

For from the very beginning the fair's purpose was to raise funds. She goes on: "The Martinmas fair is and has always been a pure fundraiser. The school community prepares and donates almost all offered goods and activities. The proceeds will be donated to charity organizations or for charitable purposes – one half for purposes within the school, the other half for external ones".

There is of course a good reason for the money to be split, explains Christine Fishedick: "Our model is that of Saint Martin of Tours. He divides his cloak and gives half of it to a beggar. In this manner, the students themselves experience this gesture already during their school time. Maybe they'll take it with them later on their own way."

In this vein, many schools abroad have been supported in recent years: for example Lakota Waldorf School in the Pine Ridge Indian Reservation, one of the economically weakest regions of the USA or the Rudolf Steiner School Mbagathi in Kenya. Both schools used the donations to provide the students with a healthy meal. Most students come from families who, due to low wages and

high unemployment, barely manage to feed their children adequately. Among the many Waldorf Schools and curative education projects that could be supported last year was the Humane School in Kitale, a small Waldorf school for children from the more rural areas of Kenya; the *Friends of Waldorf Education* had asked to support this school in the most recent call for donation (read more about it on page 12). But these are only a few examples. For several years now, a number of projects have regularly been supported with funds from the Martinmas Fair. The *Friends of Waldorf Education* forward 100 percent of the donations.

The parents jointly decide which projects receive support: "Each year, applications for donations may be submitted. There are fixed rules that are transparent for the school community as to which projects are supported", explains Türkiz Talay, an active member of the Martinmas committee – her job is also to make Martinmas Fair, which has always drawn large crowds, even better known by ensuring good public relations. The more visitors there are, the more donations can ultimately be forwarded to where they are needed. With this in mind she concludes: "We are always happy about new visitors. The next Martinmas Fair will take place on 16 November 2019 from 11 am to 5 pm".

*Christina Reinthal*



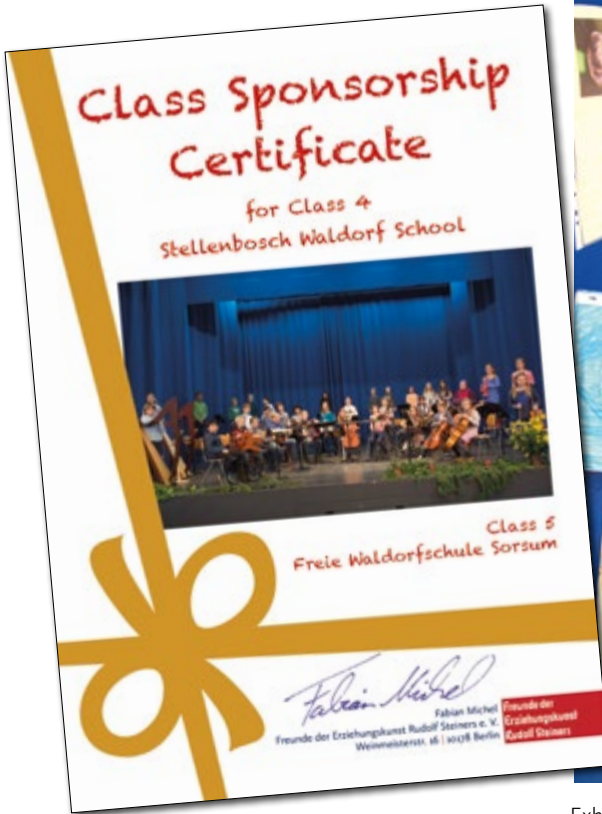
THEMA: TOGETHER – FOR EACH OTHER

## Waiting for snail mail: A very special class sponsorship

In summer 2017, I received a call from a father at the Sorsum Waldorf School, Germany. His enthusiasm and many ideas about how a class sponsorship could develop between his child's class and a Waldorf School in South Africa was and still is overwhelming. I was literally infected by his enthusiasm and together we worked out ideas on how a lively exchange could work out. After minor initial difficulties the contact developed wonderfully. I am following the contact between the two classes with great interest, as well as how the teacher at the Sorsum Waldorf School is integrating the class sponsorship into her lessons. I also admire the way the parents identify with the project. Together with the children, they come up with ever-new campaigns to financially support the Stellenbosch Waldorf School. I would like to use this opportunity to thank the students, the parents, and the teacher of the Sorsum Waldorf School. I am looking forward to more school classes, companies, and people embracing the idea of a class sponsorship. Gabi Fiedler, member of the sponsorship committee, tells us about “waiting for snail mail” and other special aspects of this class sponsorship.

*Fabian Michel*

Left: The third grade of the Waldorf School in Stellenbosch, South Africa. Below: Certificate of class sponsorship with a picture of the fourth grade in Sorsum.



Exhibition of the first letters at the Freie Waldorfschule Sorsum.

It was one day before St. Nicholas Day, when class teacher Katja Neubert entered the fourth class with a huge envelope. Many colorful paper stars, delicate pearl figures and 25 letters tumbled out in front of the 33 curious and excited fourth-grade students. From: South Africa. This letter is the long-awaited first contact with the third class of the Stellenbosch Waldorf School, located in the vicinity of Cape Town, and the beginning of a hopefully long-lasting class sponsorship.

The initiative for this sponsorship comes from a father, who wants to support this project up to the twelfth class, both financially and in non-material ways. Through this intercultural exchange he would like to give the students a glimpse beyond their own horizons and promote other important social skills such as cosmopolitanism and tolerance. A partial amount of the available sum is transferred annually to South Africa via the *Friends of Waldorf Education*

and is used to support the Waldorf School in Stellenbosch and the sponsored class, for example by integrating socially disadvantaged children. The other part is currently available for fourth-grade children in Sorsum. This can be used, for example, to finance various projects together with the sponsored class. With increasing age, students will develop their own responsibility for the use of the financial resources. Initially, the teachers and a team of parents will closely monitor the project.

The *Friends of Waldorf Education* in Berlin support and promote this initiative. Especially while searching for a partner school and during the first contact this help was very valuable.

For the children as well as for us adults, teachers and parents, this project is already very educational: We learn to endure long waiting times for the “snail mail”, which at the same time gives us an impression of the great distance between the two countries,

we learn to deal with setbacks and disappointments when parcels do not arrive because they do not pass the airport controls, but we also learn the amazement and great joy of both classes when they receive creative letters and exotic gifts.

By now, the exchange has progressed: The Sorsum class received a thick envelope with personal letters from Stellenbosch. Each student had chosen one or two German children to initiate pen friendships. They also gave us a thick cookbook in which all the children described their favorite African recipe. We are looking forward to trying these out and discovering new flavors!

The students from Sorsum were also creative and folded cranes, made soaps in a coat and – thanks to Ms. Drefs, the new class teacher of the current fifth class – wrote English profiles. The sponsorship became real when a Sorsum family returned from their visit to the Stellenbosch Waldorf School with many photos and impressive stories. South African souvenirs such as the flag, delicacies such as Chai Rooibos tea and biltong (South African dried meat), Guava and Cape Fig Jam as well as typical South African music enriched our first South African stand on open house day.

We are looking forward to further exchange with the sponsored class and its cultural and ethnic diversity of the rainbow nation. We will keep the school community posted – to be continued...

*Gabi Fiedler on behalf of  
the parents' class sponsorship committee*



Africa stand at the Waldorf School in Sorsum. Below: Initiator of the class sponsorship Marcus Kirschnick at the stand. Image: Margit Born

## Education needs nourishment: Thank you so much for your donations!

Not only the campaigns of students, teachers, and parents, but also the community of our donors form a supportive network around the world. Many people support certain projects over many years, many people respond to our fund-raising invitations with which we draw attention to certain institutions in need about twice a year. For example, after our call for donations last summer on the subject of school meals.

With our call for donations “Education needs nourishment” we made school meals our central topic last year. Our main focus was on Waldorf Schools and Kindergartens that have a high proportion of children who hardly get enough food at home. A healthy and balanced diet is important to learn well and can perhaps even break the cycle of poverty.

We could forward more than 140,000 euros in donations to schools and institutions. For example, the still very young Hebet el Nil School in Luxor received 3,000 Euros with which it was able to equip its school kitchen for the first time - finally the children can eat at school. This is especially important as the parents of most children work all day in the fields and are not at home to prepare lunch.

We received especially many earmarked donations for the Waldorf Kindergarten in the Ethiopian City of Hawzen. We could directly forward more than 9000 euros in earmarked donations. We were able to cover half of the annual costs for school meals in both 2018 and 2019 at the following institutions: the socio-pedagogical institution Salva Dor in Brazil, the Humane School in Kitale, Kenya, the École du Village, Haiti, and the Creative Education Foundation in Zanzibar. The Rudolf Steiner School Mbagathi in Nairobi received 20,000 euros from the call for donations for 2018; half of the annual amount the school needs to feed its 320 school students.

These are just a few examples that show the great contribution our donors have made to improve the nutrition of many children. But the need is still

acute. We are very grateful for further donations concerning our main topic “Education needs nourishment”.

*Christina Reinthal*



For more information on our topic “education needs nourishment” please go to: [freunde-waldorf.de/schulessen](http://freunde-waldorf.de/schulessen)

# A small but very bright light: Impressions from my trip to Pakistan

Founding new Waldorf schools is anything but alien to him: from the beginning of his class teacher career, Andreas Pelzer has been involved in the establishment of various schools. In 1989, about a year after its foundation, he came to the Freie Waldorfschule in Kaltenkirchen, Germany, where he completed a course for class teachers. In 1998, he participated in the foundation of the Waldorf School Aalen, Germany. After his first eight-year cycle as class teacher in Aalen he went abroad and in 2006 supported the newly founded Green Earth School in Pakistan with a four-week training course. Since then he has been providing guidance to this school on a regular basis.

How does one get to Pakistan to establish and remain involved with a school there? In 2006, in between two class teacher cycles, my former school had granted me a sabbatical month, which I wanted to make use of by supporting a school abroad. So I called the *Friends of Waldorf Education*, described my profile and the Friends promised to get back to me as soon as a school was in need of support. At about the same time, that is to say two days later, they received a request from Pakistan for initiative support and forwarded the request to me. The contact was quickly established and soon we were in contract. For the first time in April 2006, I gave a four-week training course for the teachers of the newly founded school.

Although the school was founded in February 2006, its history began a little earlier: When the World Trade Center collapsed in New York in September 2001, the curative education institution Roshni - translated: Light - began its work in Lahore/Pakistan, inaugurated by the founding couple Shahida Perveen-Hannesen (Pakistan) and Hellmut Hannesen (Germany). After some time the need for a Waldorf School became more and more apparent and thus in February 2006 - out of the curative institution Roshni - was founded the first and so far only school in Pakistan that works according to the methods and approaches of Waldorf Education:

The Green Earth School. Unfortunately, the impulse could not spread any further at that time, even though I believe the Pakistani school system urgently needs reformation. I attended schools that were anything but suitable for children. Whether a child gets support or not depends mostly on the financial situation of the parents. Those who have no money receive a poor school education, which leads to an even greater increase in the already existing social differences; and there is hardly any chance of reducing them.

The name "Green Earth" stems from a local plastics recycling company whose owner provides both the buildings and the land to enable children in the area to attend school. The owner of this company takes one of the five pillars of Islam very seriously: to share part of his possessions with poorer people. This was the only way the school could come into being.

The Green Earth School leads up to eighth grade and is attended by 225 children. Currently, the school is not considering further expansion beyond eighth grade, as there is a lack of teachers for the upper grades and of resources for setting up special rooms for upper-grade subjects, such as physics and chemistry. After eighth grade, most students transition easily to another school or learn a profession. The teaching staff at Green Earth





Top left: Monthly celebration at the Green Earth School. Top right: Seminar for the teachers. Bottom left: Press conference on the art exhibition of the curative education institution Roshni in the local museum. Bottom right: Excursion to the salt mine near Lahore.

School consists exclusively of women; and a steady group of teachers has been with the school for many years. There is also a regular influx of young female teachers joining the school, so the school has a good and balanced age mix – but without male colleagues. During all of my five stays, the teachers showed a very high level of commitment and great interest. They gratefully accepted the methods of Waldorf education and the seminars on child development and tried to implement their findings immediately during my classroom visits.

The student community is rural, as the school is located on the outskirts of Lahore. At first the students wore their private clothes, but school uniforms traditionally play a very important role. You only “really” go to school if you wear a school uniform, and the uniform is so important that everyone pays special attention to it and treats it very carefully. Another point in favor of the uniform was that it made the underprivileged circumstances of the school children less visible.

All children are very respectful towards the teachers, because in the Pakistani tradition the younger children respect and appreciate the older people. The school events are a special joy and a feast for the eyes: everyone puts on their best dresses in a great variety of colors. The shirts and blouses are accurately ironed and what is presented

on stage is rich in enthusiasm and joie de vivre. I have always enjoyed the warm hospitality of the Pakistani people.

I have never once experienced the image of Pakistan conveyed in the media – men screaming wildly against America and burning flags.

With each stay I delved a little deeper into the world of Islam and got to know a very spiritual side: the so-called Sufism. In a conversation with a Sufi, the following image of the rose got stuck in my mind: The thorns stand for the often rocky road of man, the stem is the direct way to the blossom, which is the symbol of truth and the scent of roses stands for the gained knowledge. The often-quoted “holy war” of Islam makes no sense to anyone who thinks and lives this way.

It is a great honor for me to be part of the special pioneering work that is being done at the Roshni curative institution and at the Green Earth Waldorf School. Every singly day, both institutions shine a small but very bright light.

*Andreas Pelzer*

## WOW-Day reminds us of who we are

On the big “Waldorf-One-World-Day” campaign, WOW-Day for short, children and young people directly and actively work for a better world. To this end, a large number of extraordinary fundraising campaigns take place that connect people on all continents. The proceeds will give children school time, a protective community or a warm meal. In the following we present three of the events from the year 2018.

### Germany

#### Heidelberg Waldorf School

**Because the Waldorf movement celebrates its 100th anniversary in 2019, the students of the Freie Waldorfschule Heidelberg have turned WOW-Day into a whole week – the WOW-Week, which took place from November 12 to 19, 2018.**

In order to collect as many donations as possible, all classes and employees planned various activities. The majority of high school students opted for paid work outside school in order to donate the salary. All proceeds go to the partner school in Windhoek, Namibia. There are still a considerable number of children who would not be able to attend Waldorf School without support.

In addition to the work of the high school students, numerous other activities took place at the school. The eighth and ninth-graders organized breakfast buffets in neighboring companies; the secretaries stuck Namibian motifs on countless matchboxes and sold them on the school grounds. The fifth grade went into the pedestrian zone of Heidelberg with an information stand, sang, performed, and juggled. The third grade had already sold self-made key rings to support the Namibian partner school on Thanksgiving a week earlier. Last but not least, the antiquarian bookshop sold books in support of the Waldorf School in Windhoek for one week.

The brilliant conclusion of WOW-Week was the benefit concert of the music group “Hit The Beat”. For ten years now, high school students of the



Waldorf School Windhoek have been going on tour with their musical project under the direction of Simone de Picciotto with several celebrated visits to Europe and Germany. With the concert, the group thanked the students from Heidelberg for their support over many years. “It was a very eventful and moving time, with many wonderful, enriching encounters and experiences”, reports Ellen Fischer, employee of the Waldorf School in Heidelberg. She concludes: “We are already looking forward to hosting Hit the Beat again”.



## Italy

Scuola Steineriana Colli Euganei

**After the great success of WOW-Day 2017, the Scuola Steineriana Colli Euganei continued their campaign in 2018 and organized a beautiful lantern walk. And this for a very specific reason, as first-grade teacher Fabio Montelatici explains:**

The idea of repeating the Martinmas lantern walk was a great pleasure for us. We have many new families at the school, and the procession was the first opportunity in the school year to come together and “breathe” the atmosphere of Waldorf education. To make the parade a WOW-Day tribute was also a special way to show the families, with deeds and not just with words, that our educational approach is spread all over the world and that we are connected through this community spirit. This is always the image we have when it comes to WOW-Day. It is all too easy to lose oneself in the details of everyday life in our communities, and sometimes we forget who we are: branches of a single tree, filled with life, colors, shapes, ideas, impulses, feelings, motivations of all the Waldorf schools in the world. It's a lot of work to be a part of WOW-Day at Waldorf Schools, whose everyday reality is usually busy enough. But it's worth the effort. If we don't remember who we are, we're just people working hectically in some small community. But when we remember that, when we call this fact to mind, then we can begin to become what we aspire to be.

## Taiwan

Quinghe Waldorf School

**The Quinghe Waldorf School in Taiwan is still a very young school. The initiative began three years ago in the northern part of the island state and now has six classes. In 2018, the school community took part in WOW-Day for the first time. Chi-Shan Lin reports about the campaign day:**

When we decided to take part in this event, the fifth grade was the first to become active – it was the very first class when we started in 2015. Their class teacher is always ready to try something new and to show the children the world. As a relatively new and small school, we hope that participation in this event will plant a seed in the hearts of the children, an open heart, a heart full of love for others.

So the activities began with notebooks, handmade by the fifth graders, which they sold at a fair. Then the third class also decided to participate, with bags made by the parents and some sewing sets. Later, the sixth grade added homemade Pomelo perfume oil, then the fourth grade contributed homemade food, drinks, and rice balls, and even the first two grades joined in and prepared desserts.

Everyone enjoyed working together, especially the children! They know they can do something for people on the other side of the world, and that is the most valuable thing!

## “Simply helping other schools”



Solveig Horst attends the ninth grade of the Rudolf Steiner School in Wuppertal, Germany. For her eighth grade project she studied Malala Yousafzai, the youngest Nobel Peace Prize winner and child rights activist. The Waldorf student then organized a fundraising campaign at her school and used the proceeds to support the Darbari Waldorf School in India, a young initiative that opens a perspective for children from poorer backgrounds. At the 27th Federal Students' Council Conference in Überlingen, Germany, our WOW-Day coordinator Jana-Nita Raker met the committed fifteen year old and talked to her about Waldorf School, WOW-Day, and her hopes for the future.

### **What is Waldorf for you?**

When I go to another school or visit friends who also attend Waldorf School, it feels a bit like coming home. Because when you grow up with it, it's like a home.

### **What do you like about Malala Yousafzai?**

What I like about Malala is that she had the courage and the strength to simply do what she wanted and what was important to her – and she didn't let terrorists intimidate her. And that even though she almost died after an assassination attempt, she still goes on. I admire her courage and self-confidence to stand in front of many people and voice her opinions.

### **How did you come to organize a fundraiser?**

Since I also had to do a practical part for my eighth grade project, I decided to do a fundraiser. I organized a first campaign on the advent fair of my school. There, I collected 410 euros. On the day I gave my presentation, I collected donations again. In total I collected 555 euros. I donated the money to the *Friends of Waldorf Education* and they forwarded the sum to the Darbari Waldorf School in India. This is a school for children of the so-called untouchables. I deliberately chose this school because it is not always a given for these people to go to school. The girls are never actually sent to school and are often married at the age of eleven. I hope the money will help the school to continue.

### **What happens at your school on WOW-Day?**

At our school the high school students or those aged 13 and over, as far as I know, earn money for one day. The wages they receive for their work are collectively donated. The lower and middle grades have a big charity race around our school and look for a sponsor who gives them a specified contribution per lap completed.

### **What inspires you on WOW-Day?**

I think it's just a totally beautiful thing to do, a beautiful opportunity to help other schools. Our school, for example, is doing well, we have enough teachers, enough supplies. And other schools don't. Or other schools don't even have a proper school building. And that's a good way to support it.

### **What are your hopes for the future?**

For the future, I hope that every child, regardless of origin, whether disabled or with other limitations will receive an education. So they can find a good job later on, thanks to their education, and that there will be a lot less the poverty in the world.

## WOW-Day: Together for each other

WOW-Day stands for Waldorf-One-World and is a campaign day uniting Waldorf Schools around the world. Even more special is that on this day Waldorf School students work towards making the world a better place. Therefore, they organize numerous extraordinary fundraising campaigns and work in companies with great enthusiasm, give charity concerts or fight for every mile at a charity run. The courage and will to be active together and to be there for each other unites all participants. The proceeds help Waldorf institutions worldwide provide children with schooling.

It is a special moment for me as WOW-Day coordinator to inform the institutions by e-mail at the end of a campaign period that they will receive donations through WOW-Day. In a very short time I receive answers from all over the world, combined with a heartfelt thank you for this great news, followed by exclamations of relief and pure joy: "The money comes at just the right time," writes a Brazilian facility, "now we can finally buy new water filters". From Georgia, a residential community for people with special needs reports: "We're so happy. The money helps us to pay our electricity bill." A last one is pleased: "The WOW-Day donations help us to pay the school fees for two children. Her parents are very poor and can't pay a contribution."

The institutions supported by WOW-Day are facing difficult challenges. While support helps some to make purchases that they cannot make on their own, for others it is "all or nothing": the rent for the next month or the teachers' salary, which in many countries is well below the average, so that they have to work two or three jobs to make ends meet.

The financial help - it is important for many institutions around the globe and yet only a part of what WOW-Day achieves. Many projects are impressed by the activities that school students come up with. "All this just to support our little initiative," writes a social project in the jungle of Brazil, for example. "It's good to know we're not alone!" wrote a newly founded Waldorf School in Egypt. Thus, besides financial support, WOW-Day sends light, courage, and confidence to all regions of the earth every year and creates little moments of togetherness and a deep awareness for each other.

*Jana-Nita Raker*



**The WOW-Year has started -  
participate now!**

Some schools have already participated in WOW-Year with wonderful activities. Until December 2019 we invite all students, teachers and parents to become part of the worldwide campaign and to organize their own WOW-Day until the end of 2019.

For more information please go to: [www.waldorf-one-world.org](http://www.waldorf-one-world.org)



Star Bridge Circus is a social project that looks after 20 disadvantaged children and adolescents from the outskirts of São Paulo, age 12 to 18. In January and February 2019, they toured the program “Santiago’s World” for 45 days with 16 children. They presented the program in 28 performances at 19 different locations and were able to entertain more than 7,500 people.

For an entire year before the trip it was not clear whether we would even get the passports for some of the orphans and half orphans or for teenagers whose parents were missing. Who should sign the applications?! But the experiences made on the first tour gave us the courage to proceed.

Everyone was able to take the trip and they made great experiences: The greatest thing is, of course, that faced with an inconceivable variety of people, languages, and ways of life that you can really communicate ... without words! This showed in the beaming faces of German and Brazilian students when they supported each other while unicycling at workshops or when showing one another how to juggle three balls. But the audience was beaming, too, even though it got to see a play that was, after a short introduction in German, entirely in Portuguese.

*A big thanks to EVERYONE who helped!  
Regina Klein*





## Tsunami of the soul

On 28 September 2018, a severe earthquake followed by a tsunami struck the Indonesian island of Sulawesi. The coastal town of Palu was particularly affected. In October and December, emergency intervention teams from the *Friends of Waldorf Education* travelled there to help affected children cope with their traumas. Since then, teachers and social workers in Palu have been working with great commitment to support the children. Our team has now successfully completed the teacher training in the field of emergency and trauma pedagogy.

Risky runs a small coffee roasting business in Palu. When the earthquake shook Palu, and several tsunami waves up to 40 feet high and with speeds of 500 mph bring death and destruction to the city, he and his wife are in his small café shop on the beach. When they see the waves coming, his wife runs in panic as he tries to get his scooter. The wave hits him. He loses consciousness and only regains it when a man shakes him. Risky runs to his house. The relief only comes about three hours later. His wife returns home. She survived, too.

Many others weren't that lucky. It is believed that over 15,000 people died and tens of thousands were injured. The district of Balaroa was hit particularly hard. There the earthquake pressed the groundwater into the upper sand layers. The resulting dissolution of the sand structure led to the rare phenomenon of soil liquefaction. Over a thousand houses with an estimated 5,000 inhabitants sank into the mud and were swallowed by the earth. The survivors live in makeshift plastic shelters and have to fight for their survival weeks after the quake. The weakest are always hit the hardest in such catastrophes: The poor, the old, the sick and, of course, the children. Many are severely traumatized.

After a trauma, nothing is as it was before. Risky and his wife have been suffering from panic, anxiety, nightmares, and sleep disorders since the

day of the earthquake. Many intense aftershocks repeatedly throw them back to the disaster in so-called flashbacks. Risky frantically absorbs himself in his work in order to repress the painful memories. His already teenage children have experienced regression symptoms such as bed-wetting or baby talk. In Palu, many other children show similar symptoms, but also eating and digestive disorders, memory and attention deficits, concentration problems, depressive tendencies or social withdrawal can be observed. Such symptoms are a completely normal reaction in the first weeks and months after extreme stress experiences. They're signs of mental injury. If it is possible to treat these wounds professionally, post-traumatic stress disorders can be avoided. In this sense, emergency pedagogy is first aid for the soul.

During the emergency pedagogical intervention we work in the school of the village of Lombonga north of Palu with almost 670 children and adolescents. The village was completely destroyed by the quake. With rhythmical exercises, movement games, and outdoor education, we try to release mental blocks and to re-harmonize the disturbed physiological and psychological rhythms. Artistic activities foster creative expression, providing an alternative mode of expression for what has left the affected people speechless.





Bernd Ruf (on the left in the middle picture) with his colleagues in Palu, Indonesia.

The Balaroa district, swallowed up by the ground, forms the heart of the Palu tragedy. Thousands of victims still lie in the soil, beneath the rubble. The school Madrasah Ibtidaiyik Negeri is located directly at the edge of the fissure. How many children, parents, and teachers of this school community are among the victims of the disaster is still unknown to this day. After such a collective traumatization, the school takes on a central function for the mental health of children. In a special way the school must become a safe place for children, where traumatic wounds can be treated and healing is possible. Above all, loving attention, reliable relationships, inner images that can provide healing, such as fairy tales, stories, and biographies, the re-establishment of everyday structures and rituals that provide new orientation in a world immersed in chaos are now necessary, helpful, and healing.

Any adult who wants to help traumatized children after a catastrophe must be psychologically stable. But of course not only the children suffer from the consequences of their often terrible experiences, but also their parents and teachers. In addition, they are usually not able to understand the trauma reactions of the children properly. This is why psycho-educational parent counseling is also being offered in Palu and, in cooperation with SKP-HAM, a partner organization of Caritas-Germany,

emergency training courses for teachers and educators are held at the University of Palu.

Every crisis is always both a danger and an opportunity. Unresolved traumas have the destructive potential to throw a life off course. Traumas that have been overcome, on the other hand, can form equally lasting resilience and contribute to personal maturation. Also in the Indonesian earthquake region of Palu, emergency educators try to support the children in coping with the often extreme stress experiences and thus ward off possible trauma diseases through early interventions. They are trying to transform the painful crisis that has occurred into a future biographical opportunity.

*Report by Bernd Ruf,  
Head of the acute intervention in October*

## A culinary journey around the world

We created the WOW-Day cookbook as part of the 2018 campaign. From Egyptian lentil soup to Georgian flat bread to Nepalese rice pudding, the book is a culinary journey around the world and contains a variety of recipes from 20 countries. In addition, the brochure provides fascinating insights into Waldorf institutions worldwide

### Ukraine

#### Wareniki – filled dumplings

##### What you need:

400 g flour  
 1 egg  
 200 ml water  
 1 pinch of salt  
 Filling as desired  
 for example mashed potatoes, onions,  
 sauerkraut, cherries and sour cream

##### How to make it:

Bring the water to a boil with a pinch of salt and mix with half the flour. Once the dough is homogeneous, add the remaining flour and the egg, mixing it to smooth dough. Roll out the dough thinly on a floured work surface and cut out circular shapes with a large water glass.

Cover the cut out circles with one tablespoon of filling each. Fold the circles in the middle to form a half moon and glue the edges together by pressing them together firmly. For even better results, you can brush the edges with a little water. Cook the raw dumplings in boiling salted water, stirring



occasionally. When they float on the surface, take the Wareniki out with a skimmer and enjoy them warm. You can fill the dumplings any way you like: for example with mashed potatoes and onions or with sauerkraut. Our students love Wareniki with cherries and eat them with a bit of sugar and sour cream.



## Brazil

### Bolacha de casca de banana – Banana cookies

#### You need:

- 2 eggs
- 1 cup cane sugar
- 200 g butter
- 5 or 6 peels of ripe bananas
- 1 tbsp. cinnamon
- 1 tbsp. baking powder
- 5 cups flour (half of which can be whole grain)

#### How to make it:

Mix butter, eggs, sugar and banana peels in a blender to a thick mixture.

Take a second bowl and add the cinnamon, baking powder, and flour and then the thick banana mixture. Mix everything by hand to a firm, non-sticky dough. Now sprinkle some flour on the worktop or the table and roll out the dough with a rolling pin. Now you can use cookie cutters to make cookies. Place them on a baking tray lined with baking paper and bake at medium heat for about 30 minutes. Bom appetite!

In Brazil, some sweets are made with the skins of fruit. Since there are many bananas, often their peels are left over, but sweets are also produced with melon skins. Of course you can take the bananas instead of the peels and mix them with butter, eggs and sugar.



WOW-Day cookbook

Recipes from Waldorf institutions  
worldwide

Advance order by e-mail to  
[wow-day@freunde-waldorf.de](mailto:wow-day@freunde-waldorf.de),  
until 31 May 2019,  
shipping from mid-June 2019

We send the WOW-Day cookbook free of charge to the recipients. Nevertheless, production and shipping costs are incurred. Therefore, we would like to ask you to support the work of the *Friends of Waldorf Education* with a donation. This enables us to organize WOW-Day and to pass on 100 percent of the collected WOW-Day donations of the students to institutions abroad. The cookbooks will be shipped in June 2019.

Freunde der Erziehungskunst Rudolf Steiners e. V.  
GLS Bank Bochum  
IBAN: DE47 4306 0967 0013 0420 10  
BIC: GENODEM1GLS  
Reference: Cookbook+ Your Address  
(for your donation receipt)

## Barefoot every day: a year in an Asoke

As part of her voluntary service, Carla Dörr spent a year in an Asoke, a self-sustaining Buddhist community in Thailand. In her book „Zwischen Stromausfall und Erleuchtung“ (Between Blackout and Enlightenment) she reports on her experiences. Four years after her trip, she looks back on this time, which had a formative influence on her.

“Good moorning teeeacher, how are you today?” My students welcomed me with this chant at the beginning of each English lesson. One morning, a student approached me excitedly. „Teacher, I would so much like to travel to France“, she told me. “What would you like to go and see there?” I asked. “Just once, I would so like to see how apples grow!”

It has been now already four years since I completed my voluntary service. With three other volunteers, I spent one year in the Sisa Asoke, a Buddhist community in Northeast Thailand. The community owns fields and plantations in the area,

which are cultivated organically. Besides growing grains, fruits and vegetables, they also produce tofu, mushrooms, herbal medicine, baskets and organic fertilizers.

There is a school, a little library with Internet access, a vegan canteen kitchen and the “Dhamma” hall, where assemblies, festivities, and services are held. The community meets here every morning for breakfast. The 150 members are connected by the practice of Buddhism and by having chosen a simple life with strict rules. They try to consume little and practice not to be attached to material objects and thoughts.





The community lives, as best it can, in harmony with nature and supports the mostly poor population of the surrounding villages by selling their products at very affordable prices. A simple temple complex, in which six monks live in tiny huts, forms the spiritual center of the community.

Us four volunteers also lived in simple huts, slept on the floor on thin rice mats and washed our laundry by hand.

The days begin early with the chants and speeches of the monks, which can be heard throughout the village. When the sun rises as a big red fireball over the lush green rice fields, the whole village is usually already up and about. The old, friendly and warm-hearted smiling women sit together in front of their small, beautifully decorated wooden houses with green corrugated iron roofs. They weave baskets, separate rice grains from the husk or mash papaya salad, listen to the monks or tell each other stories.

When I stepped out of my hut, the smell of fresh sticky rice, lime blossoms, and burnt plastic was in the air. Huge bamboo sticks creaked eerily in the soft wind.

One of our tasks as volunteers was to give English lessons. The bunch of lively middle school teenagers presented me with ever-new challenges. I had just completed my Abitur and had accumulated a lot of what is called "general knowledge". But all that was of little use to me. Suddenly, other skills were important, which no one at school had taught me: fantasy, spontaneity, empathy, forbearance,

creativity, and humor were much more in demand than knowledge. How can you inspire a bunch of cheeky teenagers to come back to class the next day? How to be a good role model?

"My" students were called Phet ("valuable"), Tschaang ("elephant"), BaiBua ("lotus blossom") or Cartoon... Most children live without their parents in the Asoke. Many were sent by their parents to receive a religious education, for other families financial reasons play a role: They can't even pay for the school uniform that's mandatory in state schools. In the Asoke, on the other hand, the training and meals are free of charge, but everyone has to get involved. Some children have to earn the money for the bus that takes them home for the holidays themselves.

Especially in the first weeks, I had trouble communicating with my students. Their knowledge of English was minimal and we had neither a curriculum nor textbooks. But more and more I learned to speak and understand the Thai language; and with the language the people, their stories, their special humor, their ideals and desires.

Academic education is not as important in the Asoke as it is in Germany. Often my lessons were cancelled because the children were needed in the fields or in the kitchen. Every hand was needed to harvest the rice. The hard physical work in the blazing midday heat exhausted me after a short time. For a moment I let myself sink to the ground in the shade and watched the children, with their faces covered in masks and yellow straw hats on

their heads, swinging their iron sickles without a grumble and collecting the ears of corn. The next morning I felt every fiber of my body. The hard straw had scratched my feet and my hands were covered with blisters.

Living with the rhythm of nature, knowing exactly where the food you eat is growing, doing one thing after another instead of many at a time – I got used to that quickly and it was these things I missed most painfully back in Germany. Even today I sometimes miss the warmth, walking barefoot every day, the tranquility, and the friendly community.

I felt comfortable in this culture, where the quiet, reserved, graceful receive more recognition than the loud and self-confident, where it is not so much a matter of self-fulfillment and asserting oneself, but rather of serving the community. Where you have time - because what you can't do in this life, you can do in the next life. "Daam sabai!" - relax - became a ubiquitous mantra and instead of "How are you?" one greets by calling out: "Have you eaten yet?"

I immersed myself deeply in Thai culture and learned a lot about my own cultural influences, my strengths, weaknesses, and limitations, my privileges as a European.

It struck me that I do many things because I have always done them this way, but that other people do them quite differently. It surprised me at first that you can laugh instead of being angry or sad when your new mobile phone falls down and breaks, and that funerals can include a candy shower. Many things were strange and puzzling to me, and many things triggered real resistance in me. That, for example, women should not laugh loudly, are supposed to walk with small steps, and are not allowed to bathe and have to wear ankle-length wrap skirts.

With all the ups and downs, my voluntary service was an intensive time that I would never want to forget or miss. Since the end of my voluntary service I have returned twice and each time it felt like coming home. And it still sounds in my ears sometimes: "Weee stand up: respect to the teacher. Thaaaank you teeeeach, see you tomorrow!"



Carla Dörr

Her book "Zwischen Stromausfall und Erleuchtung" ("Between blackout and enlightenment") was published at traveldiary Verlag, Germany. ISBN 978-3-942617-32-1



### 30 years of Nadyeshda

The curative educational institution Nadyeshda in Bishkek, Kyrgyzstan, celebrated its 30th anniversary in April. The Center for Alternative and Free Pedagogy takes care of children and young people in Kyrgyzstan who have been classified as "not capable of education", which means that they

do not receive any public funding for kindergartens, schools and corresponding therapies and are not integrated into society. The teachers do curative education work with these children and young people, including elements of Waldorf education, the pedagogy of Janusz Korczak, and other forms of therapy, so that in the course of time half of the children can transfer to state institutions.

### Hebet El-Nil in Luxor: First construction stage completed



In summer 2017 the small school Hebet El-Nil opened with a first kindergarten group, from which already in the following year a small school developed with one first class. The school is primarily aimed at children of farm workers who work in the surrounding area. Many of them are

dissatisfied with the educational system in Egypt - here often 70 children go to one class and they learn by repeating everything the teacher says in unison. The need for an alternative is great and the school continues to grow. Now a first school building could be finished. Another construction phase is scheduled to begin in summer.

### International Students Conference 2019

Is it courage that guides you, or is it fear that shapes your actions? How can we manage to let courage guide us through our lives? What is it that makes it so difficult? These were the questions addressed at the International Students Conference held in Dornach from 23 to 27 April 2019. Students from all over the world met at the Goetheanum to celebrate the 100th anniversary of the Waldorf Schools. In addition to interesting lectures and working groups, there was also a colorful program of workshops and cultural events. WOW-Day was also represented with a workshop and a Changemaker Talk!

### Petition for a right to screen-free daycare centers, kindergartens and primary schools



The alliance Eliant, a coalition of European initiatives of applied Anthroposophy, and the Bündnis für humane Bildung (Alliance for humane education) have jointly launched the petition "For a right to screen-free daycare centers, kindergartens and primary schools". The petition demands, among other things: "Kindergartens and primary schools must have the right and the freedom to work only with analogue media. Screen-free institutions must not be neglected and less well financed. The autonomy of kindergartens and schools must be strengthened by allowing the greatest possible

freedom of choice to the individual institutions." One million signatures will be needed by the end of the year. More than 30,000 are already in place. The petition is not identical to a petition for screen-free kindergartens launched two years ago. Since these two are often confused, many think they have already signed, possibly resulting in the loss of signatures to this petition. More information can be found at [eliant.eu](http://eliant.eu).

## Second International Waldorf Youth Conference in Yerevan, Armenia

In September 2018, the International Waldorf Youth Conference took place for the second time with the motto "Man and Freedom". The idea for a youth conference first came up during working group discussions at the First Regional Waldorf Teachers' Conference in Yerevan in 2016. The main idea of the youth conference was to strengthen the relations between the Waldorf communities and to involve students from the upper grades in the process. In 2017, the first youth conference took place in Odessa with participants from Armenia, Georgia, Germany, and Ukraine. Since the first conference was very successful and received a great response, a second one was planned immediately, and the Waldorf School Yerevan agreed to host the conference in fall 2018 - with equally great success: a total of 82 young people from six countries participated.

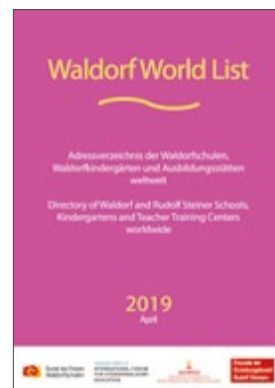
## New Website for the *Friends of Waldorf Education*



Our Website has a new look. After a long preparation we were able to put our newly designed website online in early March 2019. Here we report on the latest developments from all departments of the *Friends of Waldorf Education*: Waldorf Worldwide, WOW-Day, voluntary services and emergency pedagogy. Also new is an interactive world map where you can find all the Waldorf schools in the world. And of course you will still find all the important information about our calls for donations, educational sponsorships, and Waldorf education worldwide. For more information please visit: [freunde-waldorf.de](http://freunde-waldorf.de)

## 2019 List of all Waldorf Schools around the world

The latest version of the List of all Waldorf Schools was published in April 2019. In the Waldorf World List you will find the addresses of all Waldorf Schools, Waldorf Kindergartens, Waldorf Associations and Waldorf Teacher Trainings worldwide. It is updated at least once a year and published as a PDF on our website. For more information please go to: [freunde-waldorf.de](http://freunde-waldorf.de).



*Wording:*

*Nana Göbel, Christina Reinthal, Jana-Nita Raker*



## EDUCATIONAL SPONSORSHIPS

“50 years ago they were already doing what we have been doing for 20 years.”

Since 2014, Angela Malz has been the educational sponsor of Mesi, a student at the Waldorf School in Gödöllő, Hungary. Since Ms. Malz herself has Hungarian roots, she particularly enjoys interacting with the family of her sponsored child. Last summer she visited the family. She was accompanied by her granddaughter Inka, who had already joined her on her first visit, as well as by her daughter Maya. They are letting us experience this meeting from four perspectives. The sponsor Frau Malz, her daughter Maya, the sponsored child Mesi and her mother Emese tell us about their experiences in letters.



On Monday, July 30th, we picked up Inka and her family together with my father from the train station in Budapest. We were very happy when they arrived. We were immediately in sync with Inka. The communication was quite interesting. We had mixed conversations in Hungarian, English, and German.

We drove to Noszvaj near Eger and visited both Noszvaj and Eger for several days. Inka and I did a lot of shenanigans. I taught Angela and Maya Hungarian, and in return they taught me German.

On one day they went alone, without us, to Budapest; they were there for a very long time. My mother was worried to death what could have happened to them.

Inka's birthday present was that we were allowed to go to the cinema together to watch the movie Mamma Mia 2. Inka understood a lot of it, and I explained to her the parts she didn't understand. I was very happy that they visited us again. It was excellent; it was very nice with them!

*Mesi (sponsored child)*

My granddaughter Inka and I visited Gödöllő for the second time and we again felt a great familiarity with “our” family, with whom we spent a happy week.

Also my daughter Maya, who was in Gödöllő for the first time, had friendly interactions with the whole family from the start.

In the almost two years, my godchild Mesi has evidently developed a great deal, as has my granddaughter - both now teenagers.

Our last words of farewell were: “See you soon!”

*Angela Malz (educational sponsor)*

Meine Enkelin INKA + ich haben nun das 2. x Gödöllő besucht + fühlten uns wieder ganz vertraut in unserer Familie Laura + Beatrix mit denen wir eine fröhliche Woche verbracht haben. Auch meine Tochter Maya, die in Gödöllő, hatte von Anfang an einen freundschaftlichen Kontakt zur ganzen Familie. In den fast 2 Jahren hat mein Patenkind Mesi in der...

Mesi's educational sponsor came to visit us again, Angela with her granddaughter, but this time together with her daughter, Maya. Three generations. Angela's mother descended from Hungarian parents, so she remembers many Hungarian words.

Her daughter Maya is also learning Hungarian; she has a very good sense for languages as she speaks English, Spanish, Swedish, and also Finnish. We had a lot to talk about with Angela, it's like she is my second mother. I got a lot of advice from them about our lifestyle. They eat much more consciously; Maya bakes very tasty breads and cakes.

They wanted to go to the country, so we rented a house from a dear Waldorf family in Nosvaj, where we could spend two days together. It was very nice; by staying together we could get even more insights into the life, the way of life and the school life of our sponsoring family.

Angela Malz and her husband are one of the old Waldorf families, who used to spend most of their life in school. They invested a lot of energy into the school; 50 years ago they were doing what we have been doing for 20 years.

I very much hope that we will meet again in one or two years, until we still have our correspondence, which is very intimate and in which many photographs are exchanged.

*Emese (mother of the sponsored child)*

### What an honor!

It was a searing hot day in August, the school was asleep during the summer break, the only signs of life were the janitor, the secretary, and the goats outside.

Keshke's Júdit, the contact person for educational sponsorships at the school, gave us the honor of a special guided tour through the school. I am a school mother at a large, renowned German Waldorf school and have also got to know many other (and very different!) Waldorf Schools in Germany and Europe. This is how I would like to summarize my impressions at the Gödöllő School:

A spacious area that welcomes visitors freely, gives them room to breathe and invites them to act. Inside the corridors, floors and walls remarkably designed. Especially the artistic carvings on the wooden doors and the floor mosaics: very individual and lively. Many of the details are loving, creative and personal (e.g., class photos, classroom, cozy library).

The materials and colors give an awareness of quality, light and friendliness (as does the cafeteria that is currently being enlarged).

... and of course again and again, faithfully Waldorf, familiar elements, subjectively delighting, which were to be discovered also here: poems, illustrations, sculptures, paintings, work pieces ... Respect for your "multifunctional hall": I'd like you to have it at least four times bigger!

Finally we walked through the wild and romantic school garden and tasted the delicious tomatoes, grapes, plums, apples, and blackberries!

*Many thanks to Judit and the school.  
Sincerely, Maya (daughter of the sponsor)*

*Welch eine Ehre!*

*Es war ein glühend heißer Tag im August,  
die Schule lag im Ferienschlaf, allein belebt durch  
den Hausmeister, die Sekretärin und draußen die  
Ziegen.  
Keshke's Júdit erntet uns die Ehre einer Sonderführung  
... meine Inka, Bódi, Emese*

## Dear educational sponsor, dear school class,

*In most countries Waldorf Schools do not receive state support and parents often cannot afford school fees. Through an educational sponsorship you can enable children from financially underprivileged families to attend a Waldorf school. In this way you help the school take in children from different social backgrounds and support the entire school organism. You can select the amount of your donation freely, since every contribution helps. The full tuition fee is usually between 35 and 200 euros per month. As an educational sponsor you will receive a photograph and a letter or short report from the sponsored child twice a year.*

*We would be delighted if you considered becoming an educational sponsor! Simply fill in the form "Donate and Help" (p. 46) and note the name of the child and the school. Since every sponsorship is something individual and every educational sponsor has different ideas, I would be happy to have a short personal conversation beforehand.*

*Fabian Michel  
Tel. + 49 (0) 30 617026 30  
f.michel@freunde-waldorf.de*

### SOUTH AFRICA



**Khanyisa Waldorf School in Cape Town**  
**Aphelele (12)** has only started attending Khanyisa Waldorf School this year. Together with his older sister, he lives in a group home for children from difficult family backgrounds. Right now he's very interested in Greek mythology. Due to his open-minded, helpful, and joyful nature, he is popular with many children at school.



**Zenzeleni Waldorf School in Cape Town**

**Babalo (7)** lives together with his four siblings and his mother in very modest circumstances. Right after school he wants to show his mother what he learned at school. On weekends he often goes shopping with his family and to church. Since he likes to help other people, he wants to become a policeman when he grows up.



**Hermanus Waldorf School**  
**Mivuyo (7)** Mivuyo or Mimi, as everyone calls her, lives with her mother in Zwelihle. Her mother works as a cleaner in a hotel. Mimi is a very quiet, introverted girl and has very high expectations of herself. She has a small group of friends at school, with whom she likes to share her food. Her mother attaches great importance to giving her daughter a healthy snack every day with plenty of fruits and vegetables.

### MOLDOVA



**Liceul Teoretic Waldorf in Chişinău**  
**Alexandra (12)** lives with her parents and her older brother in the village of Coshnitsa. At home she helps with the housework and with preparing the dinner. She is an open-minded and sociable girl. She particularly enjoys the artistic subjects and designs her epoch books with special care. The whole family regularly takes part in school events with a lot of commitment and joy.

## ARMENIA



### Yerevan Waldorf School

**Lilit (10)** Together with her parents, Lilit lives in a town neighboring Yerevan. She is a little girl with fiery eyes and a big smile. Lilit is very efficient and diligent and likes to do her homework. On the weekends

she makes little works of art, which she likes to give to her parents or her best friend in class. In her spare time, Lilit attends music school, plays the piano, and loves to dance folk dances.

## POLAND



Janusz Korczak Waldorf School, Krakow

**Jagoda (13)** is a very musical girl and loves to play the flute and the piano. Her mother is the class teacher of the 1st grade at the

Janusz Korczak Waldorf School. Jagoda loves all animals, without exception. She takes loving care of her cat and now urgently wants a dog. Painting and knitting give her special pleasure at school, and she proudly wears her self-knit socks.

## HUNGARY



### Gödöllő Waldorf School

**Marton (11)** Together with his parents, his younger sister, and many pets, Marton lives in a small apartment. He is a quiet, cheerful, and fun-loving boy. At school, his favorite activity is drawing.

He learnt to read and write very quickly and likes to help his classmates when they have difficulties. He spends many weekends building aircraft and ship models. He has already won a prize in a competition for model making, of which he is particularly proud.

## RUSSIA



### St. George School in Moscow

**Dascha (11)** has a severe genetic disorder. Although she is a very dainty and tender girl, she has immense power and energy, which is expressed above all in her loud

and bright voice. When Dasha is at school, everyone knows where she is and what she's doing. The mother works a lot, and Dasha spends most of her time with her grandmother; their relationship is very good. Her great sense of humor helps her learn and in many everyday situations.

## ISRAEL



### Ein Bustan Kindergarten

**Fiad-Messi (2)** Messi is a very bright and fun-loving boy. He loves his four dogs and can recognize each dog by its bark.

With his charming manner he often gets exactly what he wants from the teachers. On weekends he loves to build large sand castles with his father. The parents participate very actively in all the festivities at kindergarten.

## CLASS SPONSORSHIP

# The third grade of Imhoff Waldorf School in Fish Hoek, South Africa

South Africa has been undergoing social changes, similar to those in many other parts of the world. The focus of the parents' lives is increasingly outside the family. As a result, children spend more and more time in playgroups, kindergartens, and schools. Very often they are also left to their own resources. In order to live up to this responsibility, education must go beyond the traditional understanding of teaching.

Overcrowded classrooms, stubborn rote learning, and a lack of pedagogical support are commonplace at state schools in South Africa. Waldorf Schools are breaking with this pattern.

The Imhoff Waldorf School is half an hour's drive from the Cape. It was founded in 1996 and has been expanding ever since. It is very important to all teachers to convey to the children an independent and creative way of thinking, a love of learning, social awareness and trust in the future. Cultural, linguistic and financial differences still often lead to problems in South Africa. At the Imhoff Waldorf School this diversity is lived in a positive way.

At present, the parents of about 10 percent of the students cannot pay the school fees or can only pay a small part of them. These disadvantaged children are financed by school sponsorships, partly also by school parents. In order for the school to be able to continue welcoming children from parents who are in financial difficulties, the school is very grateful for every new educational sponsor.

For example, the third grade of the school is looking for sponsors or even an entire sponsoring class. Numerous children in the class are growing up bilingual. In order to be able to follow all of the conversations in class, it is best to be able to speak



English, Afrikaans, isiXhosa, Shona, and even Italian. "This exploration of all the different languages within the class has created a sense of pride in our differences and love for everything we do together," says teacher Ms. Webb.

At the moment, the children are enthusiastically reading a story about Sam Cat and Nat Rat, a friendship with ups and downs between a cat and a rat.

The children can hardly wait to perform a small play soon. Since the children are allowed to choose a play themselves, they talk about it again and again during the breaks. The "creative minds" have not yet reached a decision as to what they would like to present on stage together.

At the end of a school day, many children find it difficult to go straight home because they would love to keep playing with the other children on the school grounds.

*Belinda Fellion (Coordinator for educational sponsorships at the Imhoff Waldorf School)*

# Donate and Help

Yes! I would like to donate \_\_\_\_\_ €

once

My donation is for:

six-monthly

the International Relief Fund

the following project/godchild: \_\_\_\_\_

Yes, I would like to participate in the 10% campaign and donate an additional 10% of the amount mentioned above towards the budget of the *Friends*.

My donation is for the work of the *Friends of Waldorf Education*.

With my donation I become a sustaining member of the *Friends of Waldorf Education*.

\_\_\_\_\_  
First Name, Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Postal code (Country)

\_\_\_\_\_  
Phone, Fax number

\_\_\_\_\_  
Email

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

## The 10% campaign

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

\_\_\_\_\_  
Date, Signature



## FOR OUR DONORS

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**Privacy Policy for Donors:** Your privacy is important to us and we treat your data in a strictly confidential manner. In order to provide you with a tax receipt, we will save your address. Your contact details will not be disclosed to unauthorized third parties. In addition, we will inform you four times a year about our work with our "Rundbrief" and member newsletter. If you do not wish to receive information from us, please let us know. We forward donors data to our partner initiative, so they can thank you directly. Our partners are not authorized to release the information to third parties. You can object to the transfer of your data at any time.



## How can I help?

With non-dedicated donations for our International Relief Fund, the *Friends of Waldorf Education* can respond to urgent requests and support initiatives worldwide. As a sponsor you can give children the opportunity to attend a Waldorf school. And through their commitment on WOW-Day, students can raise money for disadvantaged children in Waldorf initiatives worldwide.



## Does my donation reach its intended purpose?

Sponsorship donations, contributions for the International Relief Fund and donations without specified purpose, as well as the money collected on WOW-Day, are all forwarded to the intended projects directly at 100%, i.e. without deduction of administrative costs. We are also in close contact with our partners, who inform us regularly about their work.



## How do I contribute as a supporter?

As a supporter, you can contribute to ensure that donations are forwarded at 100% to Waldorf initiatives around the globe, that our partner projects receive support in difficult situations, as well as ensure that our global commitment will be published through our publications. As a sustaining member, you will receive our member newsletters that inform you about new developments in our work. We appreciate every donation that helps us realise our important work!

## Forwarding 100 % And financing our work

Since 1971, we are succeeding in forwarding all earmarked donations at 100% to projects abroad. In order for this to succeed in the future, we kindly ask for your support.

### There are several possibilities for doing this:

- Join the 10% campaign by donating 10% for the work of the *Friends of Waldorf Education* in addition to your earmarked donation.
- Become a supporting member by donating an amount of your choosing on a regular basis. This provides a dependable foundation for our work.
- You can help us with a single donation for our work.
- A more effective way to secure our work even for the children of coming generations is to include us in your will as a beneficiary (I would be happy to advise you on this matter, please give me a call: +49 30 / 6170 26-30, Eleonore Jungheim).

**Only with donations from people who have confidence in our work, can we help.**

Therefore, our sincere request:  
Stay committed.

### Community Service, Emergency Education

Parzivalstraße 2b | D-76139 Karlsruhe  
Germany  
Phone: +49 721 / 20111-0  
Fax: +49 721 / 20111-16  
freiwilligendienste[at]freunde-waldorf.de  
notfallpaedagogik[at]freunde-waldorf.de

### Waldorf Worldwide, WOW-Day, Sponsorships

Weinmeisterstraße 16 | 10178 Berlin  
Ph +49 (0)30 617026 30  
Fax +49 (0)30 617026 33  
berlin[at]freunde-waldorf.de

### OUR DONATION ACCOUNTS

*Please state: Purpose of donation + your address*

#### Germany

*Beneficiary: Freunde der Erziehungskunst,  
Weinmeisterstrasse 16, 10178 Berlin, Ger-  
many*

GLS Bank Bochum  
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SWIFT / BIC: GENODEM1GLS

Postbank AG, Stuttgart, Germany  
IBAN: DE91 6001 0070 0039 8007 04  
SWIFT / BIC: PBNKDEFFXXX

#### International

Switzerland  
Freie Gemeinschaftsbank  
Postcheck Account: Basel 40-963-0  
Account: EK 115.5  
IBAN: CH97 0839 2000 0000 0115 5  
SWIFT / BIC: FRGGCHB1

Netherlands  
Triodos Bank NV, Zeist  
Account: 21.22.68.872  
IBAN: NL TRIO 0212 2688 72  
SWIFT / BIC: FRGGCHB1

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