

A NEWSLETTER OF THE FRIENDS OF WALDORF EDUCATION

WALDORF WORLDWIDE

Freunde der
Erziehungskunst
Rudolf Steiners



100 YEARS OF WALDORF SCHOOLS

TOPIC: BEGINNING THE CENTENNIAL YEAR 2019

SOUTH AFRICA Mentor Trevor Mephram on his visit to the Cape

SRI LANKA The Rainbow Foundation in Baddegama

FALL 2018 / WINTER 2019

Cover: Cixin Waldorf School in Dongshan, Taiwan,
Photography: Li Yanan, Leica Camera

This picture will be part of the coffee-table book
published by the *Friends of Waldorf Education* on the
occasion of the 100th anniversary of Waldorf Schools.
Read more on page 25.

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,

With this edition of "Waldorf Worldwide," we are moving into the centenary year 2019: 100 years of Waldorf Education. It began as a school for the children of the workers of the Waldorf-Astoria cigarette factory and became a worldwide school movement, very soon after the founding of this first Waldorf School in Stuttgart: A Waldorf School was founded in The Hague in 1923, a school in London in 1925, then in Basel, Budapest, and Oslo in 1926. In 1928 the first Waldorf School was founded in New York - so it took less than 10 years for the movement to expand beyond the confines of the European continent.

The founding of the schools was driven by the desire for a good school that provided a respectful and loving education based on the children's needs and developmental steps. The *Friends of Waldorf Education* have been accompanying and supporting the founding of schools all around the world for over 40 years. We are constantly witnessing the special energy with which people are founding schools and kindergartens all over the world to give children a safe place to learn and grow. We would like to express and honor this energy in two books that we will be publishing on the occasion of the centenary. (Read more on page 25.)

Without this energy, the strong global network of Waldorf schools would not exist. In the anniversary year 2019, we will also be duly celebrating this network. Starting on page 26, as part of our special topic "100 Years of Waldorf", you can find out more about the many activities and projects that are traversing the borders of countries and continents.

Already in February 2019, Nana Göbel's three-volume book on the history of the World School Movement will be published after four years of preparation. Nana Göbel, board member of the *Friends of Waldorf Education*, has been advising and supporting Waldorf Schools around the globe for over 40 years. In her book "Waldorf School and its People. Worldwide. History and Stories. 1919 to 2019". (German Title: Die Waldorfschule und ihre Menschen. Weltweit.

Geschichte und Geschichten. 1919 bis 2019") she describes in great detail the history of Waldorf Education and gives a fact-filled overview of the historical developments in the individual countries over the last 100 years. We will be presenting the book to you in detail in our spring edition of "Waldorf Worldwide".

I wish you an informative reading experience and look forward to entering the anniversary year with you.

Christina Reinthal



Explore the World with Confidence

In recent months, the public has been confronted with more and more events that mark a clear shift in people's relationships to themselves and to the world. Obviously, a retreat is taking place into the protected sphere of private life, which at the same time is accompanied by dissociation from a world experienced as increasingly alien. These trends are leading to a major shift in what is considered important with regard to education and upbringing.

Every young child must first become at home in its most immediate environment and build intensive relationships with the people to whom it has entrusted itself. If it is in the way, it will be pacified and its immediate relationship will be interrupted. This implants harmful germs into the child's spiritual relation to the world. Recently at a restaurant, I observed young parents at the table next to me, who were keeping their child quiet during dinner by playing a movie on their smartphone, placing the smartphone in front of the child and letting the child be sucked in by the action of the movie. They had a quiet dinner. In a phase of its development, where the child is exploring the surrounding world more and more eagerly and is thereby conquering an initial relation to the world warmly suffused by curiosity, such interruptions of a relationship have a dramatic effect. If the child experiences more and more such dismissive gestures by adults rejecting her interest, an inner disappointment will grow early on, which will later manifest itself as lack of initiative and resignation. In order to enable a healthy development of children today, more than ever before, it is necessary to focus on maintaining solid, trustworthy, unwavering relationships - in families as well as in kindergartens and schools.

After one hundred years of Waldorf education, we must grasp the purpose of schools anew and make it much more comprehensive. It would be beneficial if we could overcome the separation



Board member Nana Göbel.

between learning and life and integrate much more life skills into learning. Waldorf education provides suitable means for this purpose. Children long for order and reliability. If they experience these, they develop a basic trust in themselves and in other people. Children long for repetition and rhythm. Unlike adults, not every story has to be new, no; it can and should be repeated. Only a rhythmic daily life forms the rhythm of the organs; and this creates an important basis for later in life: a healthy physical body. Children long for faithful and lasting relationships. Through them they get to know the world with confidence. Children and adolescents long for meaning. Meaning in one's own activity, meaning in learning, meaning in one's own life. All these adequate means for healthy development are no longer a given, but rather demand strong decisions and increased spiritual exercise from adults. Teachers and parents must work together to find these adequate means, only then do they become stronger. They are partners in education, not opponents - both sides. After one hundred years of Waldorf education, we need new momentum in this partnership for the child - everywhere.

Whenever we as *Friends of Waldorf Education* are asked to support a kindergarten or a school, it is very important for us to make sure that both sides consciously work on this partnership to plant as many



New buildings for Waldorf Schools in Mexico:

The new school in Playa del Carmen (left) and the new building needed by the already established school of Tlaxcala. S. 7 The École de la Mhotte needs support to repair the structural defects in their building. Still young schools and their kindergartens: The Hebet-el-Nil School in Luxor/Egypt (above) and the Waldorf School in Pyin Oo Lwin/Myanmar (below).

health germs for the child as possible. We regard the crises that naturally occur as opportunities for new developmental steps. But they must be seized. And that often requires courage.

Sometimes we get the impression that there is more courage to pursue this partnership in more distant parts of the world. Because of the work being less legally regulated, there is more courage to be curious and to try and do things differently from how they were usually done. In countries like Mexico, Chile or Argentina, in other words in countries whose economic and social situation can hardly be described as simple, we see a great deal of courage in pursuing new initiatives. And we were able to support new schools such as the Colegio Calli in Coatepec and the Waldorf school in Playa del Carmen, both located in Mexico, as well as the old Mexican Waldorf School in Tlaxcala. Last year we once again supported the Escuela Caracol in San Marcos La Laguna with sponsorship donations and construction aid. The school focuses on integrating indigenous cultures into the Waldorf curriculum. Furthermore, we were able to support some of the many new Waldorf schools south of Santiago in Chile. These are schools like the one in Pichilemu, founded by parents who left life in the capital and found jobs in the provinces. They

are driven by their concern about how education and upbringing should be shaped today, so as to stimulate the above-mentioned health forces. The Colibri School in Arequipa, a desert city in southern Peru, is a pioneering school in that megacity and thus needs on a strong impulse. This is not only about organizing good schools, but also about bringing new ideas to the public. Each of those involved there must be deeply convinced of their impetus otherwise they will not persevere. Waldorf schools in the Argentinian provinces are also growing, both in Patagonia and in Córdoba. We were able to support the new school in Cipoletti and the Escuela Aguaribay in Mendoza thanks to some wonderful donors who gave us freely disposable funds.

But things are happening in Europe, too. In the third attempt, the Waldorf School in České Budějovice managed to get permission to run its new senior grades. Against the resistance from the education ministry but with the full support of the local industry. Sometimes old established schools run into difficulties and have to be basically re-established if they are to survive in the long run. The Waldorf Schools in Irkutsk/Siberia, in Odessa/Ukraine and the École La Mhotte in Saint Menoux/France, had to remedy deficiencies in their buildings;



or, as in Irkutsk, first develop some prospects for construction. We were also able to help solve the challenges of these schools.

Whenever Waldorf Schools are established for the children of a poorer population or when Waldorf Schools are established in countries where there were none before and all issues, including curriculum, recognition, diplomas, have to be solved for the first time, the possibility of international help is a blessing. We support the founder of the new school in Luxor/Egypt in her fundraising efforts and are happy about the strong personalities who are driving this school forward. In Pyin Oo Lwin/ Myanmar a small Waldorf school has been founded, whose founder is pursuing a grand vision of civil society and hopes to be able to open this impetus of a spiritual education in inner harmony with Buddhism to other children as well. We helped the Homkwan School in Chiang Mai/Thailand to move and we are in the process of financing a plot of land for the Humane School in the Kitale/Kenya area in order to build up in the long term an educational, agricultural, and cultural center.

Teacher training continues to be a focal point of our work. There are training courses such as the Center for Creative Education in Cape Town/ South Africa, which we regularly support financially, and others such as the Waldorf training centers in East Africa or Zimbabwe, which we support not

only financially but also by helping to shape their structure. This sometimes takes real staying power. Many years ago, a teacher from Zimbabwe who had gone into exile in South Africa asked us if we could support his education at the Center for Creative Education. And we did. During this time he taught at a small Waldorf school in South Africa and became increasingly involved in Waldorf education. Gilbert Guvakuva had a goal. He wanted to bring that impulse to his country. And as soon as political conditions changed to such an extent that life in Zimbabwe seemed possible again, he moved back to Harare with his wife, the Waldorf kindergarten teacher Hleksani Guvakuva. Together they are now setting up a training for kindergarten teachers.

We are also actively involved in the training of Waldorf teachers in Kathmandu/Nepal. On our initiative, the Israeli teacher Michal ben Shalom regularly travels to the Kathmandu Valley and gives intensive training seminars, primarily to working teachers. We now have to work on transforming this training into an even more intensive program. It is with great pleasure that we see the development of kindergarten training in Vietnam (both in Saigon and in Hanoi) and in Lashio/Myanmar, through which the Waldorf educational impetus flows into a highly materialistic, competitive society (Vietnam) on the one hand, and into a traditional Buddhist society on the other. And in these two so different

social situations Waldorf Education is experienced as helpful, healthy, and open to the future.

After almost one hundred years, Waldorf education has reached all parts of the globe. Now, with the 2019 celebrations, conferences and meetings, we want to push for this pedagogy to not just arrive but to also unfold over the next hundred years and to take a strong stand for the well-being of children and adolescents against the social trend (e.g.: digitization, commercialization).

Nana Göbel

Current issues in Voluntary Services

You have certainly followed the current media coverage of the possible introduction of a compulsory community service. Of course, we also discussed this highly controversial subject. The former *Zivildienst* (alternative service for conscientious objectors in Germany) had the great advantage that young men were won over to social work and sensitized to the problems and challenges in this field. On the other hand, with voluntary services the focus is on self-motivation and selfless volunteering for one year. Since the introduction of the Federal Voluntary Service, 100 000 people have been doing such a voluntary service every year. This has not compensated for the *Zivildienst* entirely, but to a considerable extent.

Politically and operatively, we work in close collaboration with the German Welfare Association *Deutscher Paritätischer Wohlfahrtsverband* (DPWV), the German Nature and Biodiversity Conservation Union (NABU) and the Federal Agency for Family Affairs and Civil Society (*Bundesamt für Familie und zivilgesellschaftliche Aufgaben, BAFzA*), as well as the Task Force for Learning and Helping Abroad (*Arbeitskreis Lernen und Helfen in Übersee, AKLHÜ*), the chairmanship of which I had the honor to take this year. On behalf of the federal government, these organizations all manage contingents of volunteers abroad, as so-called *Zentralstellen* (central offices).

In our political work, we are promoting the further expansion of voluntary social work, as well as working towards improving the general conditions for such voluntary services.

In doing so, we focus on the following topics: Increase financial contributions to volunteers to ensure their livelihood. Find more uniform and less bureaucratic rules for these grants. Volunteers should be able to use public transport free of charge. Make working hours and length of service more flexible in order to better meet the different needs and circumstances of potential volunteers. To open up voluntary services to previously under-represented groups such as people with special needs or migrant backgrounds, and in particular young people who have completed lower secondary school or intermediate secondary school. Rewarding voluntary social work through preferential treatment when applying at universities or for other forms of professional training.

The AKLHÜ has also turned the entire discussion around and suggested introducing a legal right to voluntary service.

A further demand of the central offices is to transfer the financial resources from the special project „Voluntary Work with Refugees“, which is coming to an end, to the general voluntary service and to increase federal funds for the educational support of the executing agencies, support that has remained at the same level for years in spite of an increase in standards.

On another political stage, people are struggling to introduce the Voluntary Ecological Year (FÖJ). For the Voluntary Ecological Year, the *Friends* would need a new license for each *Bundesland* (federal German state). At the same time, the federal ministries are against new executing agencies for the FÖJ: because of funding from the federal states this would lead to rising costs or the reallocation of existing spots. Consequently, our first application in Baden-Württemberg was denied.

In 2019, we will renew our efforts and continue trying to get recognized as an executing agency for the Voluntary Ecological Year, together with the Free Professional Training of the Demeter Association (*Freie Ausbildungen des Demeter-Verbandes*). By participating in the Voluntary Ecological Year, we would have the opportunity to have Demeter companies, which are not non-profit in the fiscal

sense, recognized as hosts for voluntary service and thus enable young adults to do voluntary service there. There is a great demand for this.

Overall, due to the current demographic situation - the generation currently finishing school was born during the years with the lowest birth rates - and because of the tense situation on the labor market, the voluntary services are going through a lean period, which we have mastered quite well so far and have taken as an opportunity to reflect in order to further improve the quality of our services.

Christian Grözinger

From our Work: Emergency Pedagogy

The seventh annual emergency pedagogy conference took place from 1 to 3 June this year. Under the title „War, Ruins, Traumata – Emergency Pedagogy – More than methods 2017“, we again had a gathering of very many interested people, this time in Karlsruhe. Kristina Wojtanowski, head of emergency pedagogy in Karlsruhe, kicked off the event on Friday with her general introduction to emergency pedagogy. After a musical performance and the official opening of the conference by Bernd Ruf and Melanie Reveriego, the pediatrician Georg Soldner, MD, gave the lecture „Trauma Origination and Trauma Consequences“. In the evening, Henriette Dekkers-Appel dealt with the topic of the conference on the basis of practical case studies. Afterwards, Christian Schopper, MD, gave a talk on the topic “From the destroyed self to healing the soul—what is possible?”

Prof. Dr. Dr. Jan Ilhan Kizilhan gave a talk on the theory of transgenerational trauma and possible treatment strategies. In the concluding lecture, Bernd Ruf talked about aspects of anthroposophical trauma pedagogy in transgenerational trauma. In the workshops, the participants were invited to choose from a wide range of topics: Outdoor education, trauma therapy with animals, healing activities, movement as a part of trauma processing, sculpting, and painting or storytelling in emergency pedagogy.

We also already held various international seminars. From 7 to 15 July an emergency pedagogy

team was working in Colombia. They supported the local specialists and the people living there: war-torn families and former child soldiers. This was followed by further training in Oakland.

We are also supporting the development of a trauma clinic at the Mosul General Hospital. In July 2017 the city was liberated from ISIS. The occupation of Mosul by ISIS and the consequences of the liberation almost led to the collapse of the local infrastructure and of the health care system. The Mosul General Hospital was also badly damaged. In August, Bernd Ruf and his team held a first seminar introducing physicians to emergency and trauma pedagogy. We are also pleased that the training of the local educators in northern Iraq, who work with the children every day in the refugee camps, has been completed and everybody passed their exams. They can now pass on their knowledge and train further educators locally.

In Kenya, our sustainable support is also going well. The teams trained by our international emergency educators continue to offer daily activities for the children in the Kakuma and Kalobeyi refugee camps. In addition, these local teams carry out training courses for staff of other aid agencies and for teachers in the camps and schools of the refugee host communities. This project is pursued in cooperation with UNHCR and the local education authority. It is financed by UNICEF.

Reta Lüscher-Rieger

The Friends by Numbers

2017 was a very active year for the *Friends of Waldorf Education*. We were able to support a total of 289 projects abroad, 50 more than in the previous year. We were able to dispatch 785 volunteers abroad (22 more than in the previous year) and arrange 905 volunteer services in Germany (73 more than in the previous year). In addition, our Karlsruhe branches moved into their newly constructed building. This industriousness has of course left its marks in bookkeeping and is reflected in the final balance.

From our International Aid Fund we could support 289 projects abroad with a total of € 4.1 M. This was a marked increase of € 865 K compared to the previous year. More than half of this sum (€ 2.3 M) went to Waldorf Schools and Waldorf Kindergartens abroad. Some schools need regular support to cover their running costs, because they receive no state subsidies and teach children from families that can give hardly any financial contribution. We supported the Mbagathi School in Nairobi with € 64 K, the Escuela Caracol in Guatemala with € 53K,

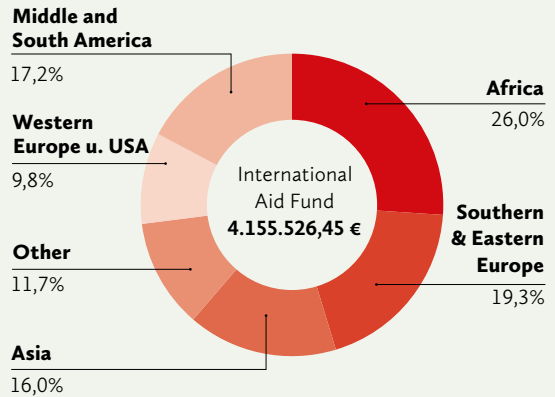
FRIENDS OF WALDORF EDUCATION, E.V. 01.01.2017 bis 31.12.2017 in Euro

ALLOCATION OF FUNDS	2017	2016	SOURCE OF FUNDING	2017	2016
A. INTERNATIONAL COOPERATION (INT. AID FUND)					
			Donations	2.255.692,24	2.087.932,97
Waldorf Schools/Kindergartens	2.315.176,68	1.838.066,89	Schools/Kindergartens/Curative Education	194.874,80	116.767,68
Training/Seminars/Scholarships	528.440,26	395.310,05	Proceeds special campaign WOW-Day	304.824,12	395.310,64
Curative education/Social therapy, social work	878.488,87	870.278,06	Special campaigns collect/class accounts	16.538,62	17.853,46
Supraregional tasks	<u>394.106,90</u>	<u>153.091,60</u>	Speical campaign/placement funds	0,00	<u>1.703,33</u>
Subtotal	4.116.212,71	3.256.746,60	Foundations and others	869.445,05	1.153.939,39
Special purpose catalog/video	0,00	797,30	Government grants BMZ	<u>51.120,00</u>	<u>120.480,00</u>
Use of government grants	0,00	5.493,29	Subtotal	3.692.494,83	3.893.987,47
Reclass. to emergency pedagogy WOW	5.377,49	4.247,38	Special purpose catalog/video	0,00	0,00
Loan default (Israel fund)	0,00	16.346,74	Release of provision for guarantee	42.768,13	17.231,87
Increase Israel fund	<u>33.936,25</u>	<u>7.033,90</u>	Liqu. Israel fund (bc. of loan and banking charges)	489,00	16.569,79
Outflow int. Aid fund	4.155.526,45	3.290.665,21	Capital gains (Israel fund)	<u>17.501,44</u>	<u>7.033,90</u>
			Inflow int. aid fund	3.753.253,40	3.934.823,03
Work of the association (int. Cooperation)					
			Member contributions	175.193,91	167.643,17
Personnel costs	361.666,16	331.167,25	Donations	167.287,04	147.371,56
Material costs	161.373,47	147.658,57	Reimbursements	3.079,33	1.536,22
Costs for asset management	<u>2.517,91</u>	<u>338,30</u>	Exceptional income	0,00	175,63
Subtotal	525.557,54	479.164,12	Administrative share of government grants (BMZ)	0,00	5.493,29
Allocation to reserve fund	<u>55.519,64</u>	<u>0,00</u>	Interest & income from asset management	232.016,90	85.889,82
Outflow operations	581.077,18	479.164,12	Business operations	<u>3.500,00</u>	<u>6.704,85</u>
			Subtotal	581.077,18	414.814,54
			Release of pension provisions	0,00	52.150,92
			Dissolution of reserves	<u>0,00</u>	<u>12.198,66</u>
			Inflow operations	581.077,18	479.164,12
B. EMERGENCY PEDAGOGY					
			Donations	210.383,00	244.667,84
International personnel	333.835,10	507.843,31	Foundations and others	169.600,00	26.000,00
Travel expenses/room and board	307.470,48	224.425,92	Reclass. From aid fund/WOW+Nepal	5.377,49	4.247,38
Information/public relations abroad	22.186,58	18.773,26	"Deutschland hilft" campaign	373.556,25	225.898,21
Equipment	61.206,79	60.413,75	UNICEF/NGOs	109.276,77	400.296,64
<u>Office/Admin. Abroad</u>	<u>70.203,35</u>	<u>75.432,89</u>	Government grants /GIZ	612.528,43	477.376,09
Project expenses	794.902,30	886.889,13	Reimbursements	3.245,49	4.438,68
Personnel costs	511.663,07	345.963,01	Other income	31.147,58	48.989,51
Material costs	115.400,82	126.834,41	Business operations	<u>12.281,06</u>	<u>12.823,23</u>
Business operations	<u>5.116,00</u>	<u>0,00</u>	Subtotal inflow	1.527.396,07	1.444.737,58
Outflow emergency pedagogy	1.427.082,19	1.359.686,55	Dissolution of reserves	<u>68.136,47</u>	<u>0,00</u>
			Inflow emergency pedagogy	1.595.532,54	1.444.737,58

Allocation of funds by regions

the Tashi School in Kathmandu with € 55 K, the Hekima School in Tanzania with € 30K. The names of these schools appear regularly in our newsletter, because we are providing them with long-term support, are facilitating educational sponsorships, and are helping with teacher training.

But there are also schools that are establishing their own network of sponsors and which we are supporting by collecting and forwarding donations. This includes the Waldorf School in Windhoek/Namibia (€ 405K), the school in Montreal/Canada



ALLOCATION OF FUNDS	2017	2016	SOURCE OF FUNDING	2017	2016
C. VOLUNTARY SERVICES ABROAD					
Travel expenses	642.235,81	629.194,19			
Insurance	470.013,80	433.365,16			
Pocket Money	793.276,03	842.138,44			
Room and board allowance	490.273,19	462.851,59			
Seminars, Alumni work, etc.	1.092.744,67	974.615,88			
Non-eligible program costs	29.769,90	72,43	Supporter circles and donations	1.924.405,68	1.845.932,95
"Weltwärts - und danach" program	32.113,93	34.964,73	Grants	19.960,00	0,00
Repayment public funds	<u>80.267,75</u>	<u>11.685,82</u>	Government grants	4.109.074,86	3.753.174,99
Project costs	3.630.695,08	3.388.888,24	Foreign placement facilities	269.268,72	293.666,72
Placement funds/help funds	0,00	1.703,33	Reimbursements	698,60	58,75
Personnel costs	1.867.260,51	1.797.504,79	Contributions to expenses by volunteers	9.511,58	9.973,11
Material costs	<u>349.454,85</u>	<u>450.348,96</u>	Interest	<u>124,34</u>	<u>169,02</u>
Subtotal Outflow	5.847.410,44	5.638.445,32	Subtotal inflow	6.333.043,78	5.902.975,54
Expenses for construction	1.574.498,75	0,00	Carryover of funds	170.000,00	0,00
Allocation to reserve fund	<u>0,00</u>	<u>178.085,92</u>	Dissolution of reserves	<u>1.158.865,41</u>	<u>83.555,70</u>
Outflow volunteering abroad	7.421.909,19	5.816.531,24	Inflow volunteering abroad	7.661.909,19	5.986.531,24
D. DOMESTIC VOLUNTARY SERVICES					
seminars/pedagogical support	1.521.027,13	1.413.756,49	Donations/air travel fund	6.408,00	8.432,00
Air travel funding	<u>65.075,10</u>	<u>37.109,53</u>	Grants	4.800,00	23.000,00
Project costs	1.586.102,23	1.450.866,02	Government grants	1.468.658,32	1.201.327,03
Pocket money + SV	2.583.944,51	2.257.071,39	Reimbursement - TG/RK	2.548.563,62	2.256.161,19
Personnel costs	1.687.086,25	1.453.700,15	Domestic placement facilities	2.279.656,57	2.085.083,30
Material costs	<u>383.986,16</u>	<u>400.627,51</u>	Contributions from volunteers	490,00	1.003,00
Subtotal Outflow	6.241.119,15	5.562.265,07	Interest	1.027,13	79,97
Allocation to reserve fund	<u>68.484,49</u>	<u>12.989,49</u>	Business operations sponsoring	<u>0,00</u>	<u>168,07</u>
Outflow domestic volunteering	6.309.603,64	5.575.254,56	Inflow domestic volunteers	6.309.603,64	5.575.254,56
E. KARLSRUHE OVERLAPPING					
Personnel costs	0,00	0,00	Reimbursements	0,00	0,00
Material costs	0,00	64,23	Interest	0,00	64,23
Subtotal outflow	0,00	64,23	Subtotal inflow	0,00	64,23
Allocation to reserve fund	<u>0,00</u>	<u>0,00</u>	Dissolution of reserves	<u>0,00</u>	<u>0,00</u>
Outflow KA overlapping	0,00	64,23	Inflow KA overlapping	0,00	64,23

Voluntary Services and Emergency

Emergency Pedagogy: our revenues increased to € 1.53M (€ 1.44M in the previous year). This increase is due to successful grant applications to foundations, which contributed a total of € 169K (€ 26K in the previous year). The main part of our revenues comes from state subsidies and from the campaign "Deutschland hilft" and are earmarked for specific missions abroad. Personnel costs amounted to € 512K. In order to cover the deficit arising from the basic costs, we released € 68K in reserves.

Voluntary Services Abroad: the number of volunteers we sent abroad increased to 785, a renewed increase by 22 volunteers compared to the previous year. The funding is mainly from state subsidies (€ 4.1M) and donations collected by the volunteers (€ 1.9M). Our expenses include the costs for the construction of our new offices in Karlsruhe (€ 1.57M). On the other side we have € 170K from funds carried forward and € 1.15M from reserves released.

Domestic Voluntary Services: in 2017, 905 volunteers began their service in Germany, 73 more than in the previous year. Funding continues to be mainly through the hosting institutions in Germany (€ 2.3M) and through state subsidies (€ 1.5M). The surplus of € 68K (approximately 1% of total revenues) was used to build reserves. It is interesting to observe that the number of foreign nationals among the volunteers has risen to 217.



Emergency Pedagogy

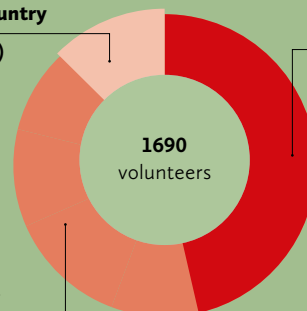
	children reached	adults reached
Missions: 10		
Italy	0	30
London	0	10
Kenya Kaboleyei	500	30
Mexico	400	850
2 Missions in Nepal IV-V	900	145
4 Missions Iraq XII-XV	405	301
people reached	2205	1366
Seminara: 14	Participants	
7 Seminars Abroad	570	
7 Seminars Germany	650	
Total participants	1220	

volunteers in 2017/18

217 volunteers from foreign country
(Incoming)

785 volunteers abroad

688 domestic volunteers

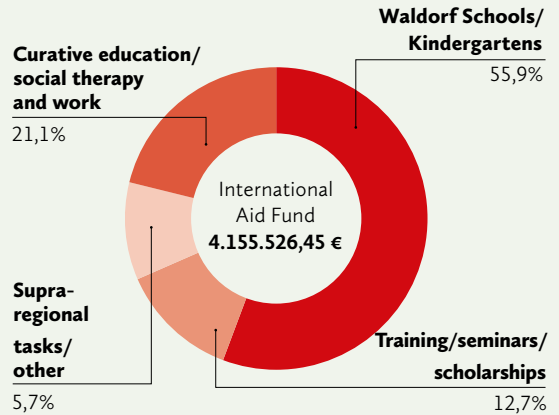


International Aid Fund

Support from Int. Aid Fund 2017

Waldorf Schools	119
Waldorf Kindergartens	31
Curative Education & Social Therapy	37
Social Work	24
Teacher Training Centers	36
Other / transregional projects	42
Supported Projects 2017	289
direct scholarships	42

Allocation of funds by fields



(€ 124K) or the Roseway Waldorf School in Durban/ South Africa (€ 69K), for which we have received an inheritance.

But we also supported schools that can usually cover the running costs by themselves and now need support to finance construction work. This can mean additional classrooms, because the school is growing, support for compliance with fire safety regulations, so the school can get its license, or help with reconstruction after natural disasters, such as the floods in Haiti or the Philippines. To support construction work, we forwarded € 80K to the kindergarten in Temesvar/Romania, € 71K to the Institut Pomar in Cassange/Brazil, € 30K to Iasi/Romania, € 25K to Palermo, € 20K to the school in Alsace/France, € 20K to Verona/Italy, € 11K to the El Trigal School in Argentina.

Supporting Waldorf Schools abroad is the original domain of the *Friends of Waldorf Education*, whose members joined forces to create a warming circle around these schools, all of which are legally independent – that means responsible for themselves. In Germany, the Association of Waldorf Schools supervises the founding of schools, which also support teacher training, organize the legal set-up, and coordinate the joint public relations work. This is possible, because the German Waldorf schools also collectively finance these tasks.

In many countries, there are not enough schools to form such an association. So the pioneers not only need to found a school, they also need to set up the concomitant infrastructure. Teacher training is one of the greatest challenges, since no training centers are available there yet. Faced with this situation, they ask us for help, and we then support the integration into the international school community. We support the exchange between teachers, as well as teacher training events, such as the AWTC Asian Waldorf Teacher Conference, the Central Asian Seminar in Bishkek, the East African Teacher Training or the conferences in South America. Our support can be administrative or financial; often we support participants or speakers with their travel costs.

In some countries an association has been established, but the financial situation of the individual schools is not sufficient to provide the association with an acceptable budget to tackle the collective tasks. We therefore supported the Hungarian and the Romanian association in covering their running costs; in Poland we covered the travel costs for foreign speakers at teacher training seminars; and supported the intermittent seminar in Russia by helping with the travel costs of the participants. We recently had visitors from Russia and heard that most of the teachers of a

small Moscow school attend these training events three times a year, during the school holidays, to refresh their everyday work by engaging with the foundations of Waldorf education.

Sometimes we are able to find experienced teachers to work as mentors and accompany young schools during their founding. It is important to us that these are long-term collaborations. Our means are sufficient to cover travel costs; the schools cover room and board locally. It is important that the schools can rely on teachers with a lot of experience, as well as social and language skills. We are always happy when we can bring together suitable enthusiasts with initiatives on the lookout.

In the fields of curative education, social therapy and social work, we were able to forward a sum total of € 878K. This includes construction support for Khedeli in Sighnaghi/Georgia (€ 68K), Talisman in Irkutsk/Russia (€ 48K), FISTA in Beirut/Lebanon (€ 48K). At the Michael School in Tbilisi/Georgia, we subsidized teacher salaries and lunch (€ 31K). We also supported Arca Mundial in Medellin/Colombia (€ 11K), the orphanage Baphumelele in Khayelitsha/South Africa (€ 39K) and the Daycare-Centre in Baddegama/Sri Lanka (€ 31K). Many of the projects we support work in Brazil, e.g., El Pequeno Principe (€ 108K) and AC Monte Azul (€ 51K) in Sao Paulo or the Fundacao Pavel (€ 26K).

Sources of Funding for the International Aid Fund

In 2017, we received € 3.7M in donations for projects abroad. In total, we thus transferred abroad € 402K more than we received this year. This was possible because we had earmarked donations from previous years that we were only able to use in 2017. After the earthquake in Nepal, real estate prices skyrocketed and our partner had great difficulties in finding a suitable building plot. Other projects had to wait for building permits or school licenses before we are able to transfer the funds. Last year we used such "old" donations to support, e.g., the orphanage Paorc in Kathmandu/Nepal (€ 60 K), the

renovation of the classrooms of the Shanti School in Kathmandu/Nepal (€ 20K), the newly founded school in Athens/Greece (€ 50K), and the Ecole du Village in Haiti (€ 13K).

The revenues for the International Aid Fund went down by 5 % compared to previous year, due to reductions in donations from foundations and in state subsidies for construction projects. At the same time, however, private donations have risen to € 2.25M, € 167K more than in the previous year. The number of donors also increased, from 4,374 to 4,496. This additional support from our donors makes us very happy. It is this warm money that carries our work!

That means we also need to thank our educational sponsors. The number of sponsors remained approximately constant, but the average donation in the context of an educational sponsorship increased by 10%.

We are equally grateful for the commitment of the German School Movement. In 2017, we received less proceeds from WOW-Day and instead more direct donations from schools, kindergartens, and curative education facilities, as well as through craft fair fundraisers. 146 schools in 28 countries participated in WOW-Day 2017. The proceeds helped us support 58 projects in 28 countries.

The work of the association

The funding of our work toward international cooperation is completely separated from the donations for the international Waldorf Movement, which we forward abroad to 100%.

Our work includes advising schools abroad, evaluating requests for assistance from projects and students abroad, coordinating the WOW-Day campaign, supervising educational sponsorships, applying for and managing funds from foundations, publishing reports on the international School Movement in our newsletter "Waldorf Worldwide" and on our website, calls for donations, ensuring



In 2017, we were also able to support the Rudolf Steiner School Mbagathi in Kenya.

compliance with the legal requirements for non-profit organizations transferring funds to foreign countries, accounting for donations, issuing donation certificates, etc. Last year, the costs for our work increased by nine percent, reaching a sum total of € 525K, of which € 362K were personnel costs. Every day, our staff is connecting donors with supported projects in many different ways. These processes can be automated only to a small extent, since each donor is different, every project abroad has its own history, each country has its own legal specificities.

Our work is primarily funded by donations from members (€ 175K) and other friends (€ 167K) who want to enable our work. Last year, these donations slightly increased. We are very grateful for that.

As we already wrote last year, the decrease in income from interest represents a major problem for the funding of our work. The projected income from interest (€ 80K) led us to expect a large deficit for 2017. But things turned out differently.

We were able to cover the costs for international cooperation thanks to a friend of Waldorf Education who included us in her will. She was a pharmacist

and held stock of a pharmaceutical company, which she bequeathed to us in 2010. We held this stock for several years, and the annual dividend helped us fund our work. In 2017, the pharmaceutical company started buying back stock, significantly boosting its value. At the same time, we were in danger of not being able to cover our costs, so we decided to sell the stock. The resulting gain of € 150K not only allowed us to cover our budgetary deficit, we were also able to put aside € 55K for the future. The gift we received in 2010 thus kept on giving. The inheritance then was just as much of a surprise for us as last year's increase in the value of the stock. We can only be grateful and amazed and confidently continue our work.

Eleonore Jungheim

“Glimpsing the Light”

In March, *Trevor Mepham*, a Waldorf Teacher from the UK, spent 3 weeks in the Cape Region, working at the *Centre for Creative Education* and visiting the schools in *Imhoff*, *Gaia* and *Zenzeleni*. Here, he gives an account of some of his experiences and impressions gleaned.



Lesson at the Zenzeleni Waldorf School in Khayelitsha (Images from 2009).

I had just finished my short talk to the 45 members of Class 3 – one pupil was absent – and now the questions began to pop up, like the snow-drops in the wet, muddy fields of Somerset (England) that I had left behind just a few days before.

“What do you like to eat?”

“Are you a teacher?”

“Do you have any pets?”

“How much do you earn?”

“Do you have a wife?”

“What is your football team?” Easy that one, since I have been an ardent follower of *Tottenham Hotspurs* for 52 years! In fact, ever since my parents took me to *White Hart Lane* in north London for my seventh birthday to see *Spurs* beat *Arsenal*.

“Are you coming tomorrow?”

“Do you have a mother?” This last question had

a bit more to it than I had imagined. At home time, some of the children came nearer to shake hands and probe a bit further. I explained that my mother was 87 years old and still alive, but not so well. My father, however, had died nearly 10 years ago.

Then, one child at first – a small boy with a penetrating gaze – then others, began to tell me of their own situations. And I heard about mothers who had died, fathers who had been killed and others who had just melted away, leaving *Granny* to hold the fort and run the home. I began to realise that, beneath the waves of warmth and lively interest that had flowed towards me from the moment I had stepped into the room, I was now peering through a quite different window. Come to think of it, the assistant teacher in Class 3 had not been at work that morning, her daughter

having passed away in childbirth. A series of jolts to my working-day, north-west European consciousness became a defining characteristic of my time in the Cape.

This was my first visit to Africa and new words were part and parcel of the experience. Words like *Zenzeleni* – ‘do it yourselves’ - and *Khayelitsha* – ‘new home’ – had a strange and far-away ring about them. They are also laden with poignancy and, sometimes, a splash of irony.

In conversation with a Class Teacher, I asked whether former pupils ever came back to re-visit their days at the school, in the sandy cabins and containers on the Flats. She told me that two former students had paid a visit quite recently, while many others drop by and keep in touch. The two visitors are now undergraduates at the University of Cape Town. They identified the ability and the will to learn independently as the greatest gift they had received at the school. Not just a gift, but a high-level, much needed skill for life in our times.

As many readers will know, *Zenzeleni* opened its doors nearly 20 years ago, in 1999. The first 2 years the school was hosted by the neighbouring Kindergarten, *Noluthando*, and moved to its own site in 2001, when the first Class 1 began. The land was purchased for R24k and the school was conjured into life by the brave endeavours and bold imagination of colleagues at the *Centre for Creative Education*. This autumn, there are 288 children on roll, with lengthy waiting lists. Class 7 is the end-point for those who learn there. In addition to their lessons, children are offered art therapy sessions by a skilled volunteer, massages are available on a semi-regular basis and eurythmy is also on the timetable.

The children are sick quite often, with sores, skin problems & stomach problems due to weak immune systems. Many children have coughs and despite government immunisation schemes there is a little bit of TB in the community.

Between 0 and 7, all children are expected to attend a health clinic on a regular basis. Because of crowding and the shortage of health care professionals, routine check-up for eyes, ears, jabs and TB screening can involve the parent and the child waiting and queuing all day long – meaning no work and no school. Accordingly, the children’s medical records are often full of gaps. At home, it is normal for 20 families to share one tap and a toilet. That can be over 100 people. The population density in *Khayelitsha* is high. 60% of the pupils live in congested squatter camps: tin shacks with no sanitation, the others in the township itself.

The children need lots of reassurance and, most important of all, to feel safe. Many of the children are exposed to verbal and physical violence at home and in the community. It is a cultural norm in the community not to look an adult directly in the face; this is considered rude and insolent. Yet, the culture that is nurtured at school encourages eye-contact between the children and their teachers, while the older children are taught how to argue their point of view and debate things with each other and their teachers.

As many as 70 children live near enough to walk to school; the reality is that it is hardly safe to do so. Normal day-to-day life is crowded and intense; horizons are narrow and oppressive. In the townships, there are ‘unofficial’ zones and so for a child to walk to school this might entail passing from H Section to J Section, thus passing through ‘boundaries’. Travelling to and from school in the ubiquitous white mini-bus taxis is not that safe either. Most drivers carry guns; when relationships break down, shooting might be an expression of anger and feuding over territory, pay-rates or fares. As a result, parents often worry and are anxious about getting their children to and from school.

A back-window from one of the classrooms was missing. One evening a rock had been thrown from the road that runs alongside the school. At the end of my visit, as we were leaving, I noticed



Images from the Zenzeleni Waldorf School in Khayelitsha (from 2009).

quite a few children were milling around the buildings, and one boy was steadfastly leaping from one sunken tire to another. I asked about the 'late-stays' at school and learnt that some children tend to stay on after school, until 4.30 or 5 pm. Just being there makes them feel safer. The school offers "*rhythms, routines and knowns*". Just across the street outside the school, gangs have been known to have fights and stand-offs. On occasion, the school has been forced into 'lock-down' mode and the children have a tendency to respond nervously to banging doors and raised voices. I learnt that crippling levels of unemployment (50%), a high school drop-out rate with no follow-up, alcoholism and drugs create and feed a culture of despair and violence among young men. Angry and frustrated teenage boys turn to gangs, gangsterism and turf-war in order to find some identity and, perhaps, some meaning in life. Recently, someone tried to steal the school's rubbish bins. Then, the school's computer went missing and was found in someone's home.

As a way of addressing the security of the school and to tackle the burglaries and break-ins, the school is working with a group of unemployed parents, who keep a round-the-clock watch.

From time to time, down the years, there has been a garden patch and the children have grown vegetables. Routinely, the vegetables are stolen at night, before the children have the experience of harvesting them. With the protracted drought, the garden patch is now reduced to sand and there are just a few blades of grass.

Following my visit to the school, I heard about the exciting and transformative work of *Lufefe Nomjana*, the *Spinach King* of the township; an entrepreneur who has opened a bakery from a renovated shipping container and produces spinach bread, as well as spinach-based muffins and sandwiches. His company also has a bicycle delivery service to supply local offices and consumers with healthy meals.

I was struck, stirred, shaken and moved by many of the things and the people I met in the Cape.

The sparkling 'up and over' drive across the peninsula along the *Kaapse Weg*; the radiant celebration of humanity that rays out of the beautiful and painful *District 6* museum, the sober and simple brick building of *Jetty 1*, from where the prisoners and their families made journeys to *Robben Island*. The contrasts are so vivid; the colours so rich, the paradoxes – human and natural



– are, in turns, joyfully and painfully apparent, if not physically graspable!

As in other parts of the world, it seems there is now a degree of political freedom in South Africa, yet fraternity in the economic realm lies far away. Poverty is a yawning and grinding reality; social justice is a shining light on a far-away hill. At *Zenzeleni*, the programme to feed the children is budgeted at 1 Rand a day, per child. At the traffic lights on the main drag into *Muizenberg*, a man approaches; he limps and holds aloft a piece of cardboard on which is scrawled the situation and the plea: “I have three kids. Can you help me feed them?”

In South Africa, the presence of the material and the spiritual are very strong; they face each other in a way that is direct and powerful. The oceans, the mountains, the warmth from the gold in the sky and the warmth of the people. A way forward there will be, of that there is no doubt. As a visitor passing through, it seemed to me that the ingredients for the recipe are there, in *Zenzeleni*: care for the children and their learning, wrapped in human warmth, permeated with bravery. The only thing that is needed is help! And help is free, yet mysterious – how, what, who, when? A mystery in simplicity.

When I asked myself what the children were doing at this school; at any school in fact, the words of Norwegian poet, *Hans Børli* sprung to mind:

*One thing's necessary – here
in this hard world of ours
of homeless and outcast people:
Taking residence in yourself.
Walk into the darkness
and clean the soot from the lamp.
so that people on the roads
can glimpse a light
In your inhabited eyes.*

*Trevor Mepham
(April, 2018)*

Learning to Smile

In the south of the island nation of Sri Lanka, about 100 kilometers from the capital of Colombo, in the midst of a wonderful green hilly landscape with rice fields, palm groves and small tea plantations, lies Baddegama, where Martin Henrich was able to found an inclusive preschool with the help of the *Friends of Waldorf Education*. Claudia Menzel, MD, anthroposophical physician in Goslar, was in Baddegama on several occasions together with her husband, the lawyer Peter L. Menzel. For „Waldorf Worldwide“ she reports on her last visit in spring 2018.



Martin Henrich, who had worked in Germany for over 30 years as a curative teacher in Camphill communities, got to know this area in 2004 when he arranged aid for the Hikkaduwa Association after the tsunami. Hikkaduwa, about 15 kilometers from Baddegama, is a popular seaside resort. Like the rest of the coast, it was extremely affected by the devastation of the tidal wave. After numerous visits to this region, Martin Henrich decided to settle there in 2011 after his retirement and soon began to provide curative education in individual cases on a very small, private scale. A close friendly contact developed with the abbot of the Buddhist monastery in Baddegama, Samitha Thero, Ph.D. Mr. Samitha studied comparative theology in the UK (therefore speaks excellent English), is politically and socially active and has two brothers with disabilities. There are hardly any facilities for people with special needs in this region, which basically means the families are on their own. Martin Henrich encountered a particularly tragic example right at the beginning:

Sacindu, now 20 years old, lives with his mother and sister in a mud hut in the jungle, which was in ruins and at the time only accessible by foot. Sacindu has multiple physical and mental disabilities and suffers from epileptic seizures. His father had left the family, so that Sacindu's mother had to work as a tea picker to make a living on her own. The payment depends on the quantity of the picked tea. Due to an accident in the tea plantation she lost one hand, which means that she needs twice as much time to pick the necessary amount of tea leaves. So Sacindu was locked up in the dark hut every day because nobody could look after him. When Martin Henrich offered to bring Sacindu into his house during the day for care, the following dialogue with his mother took place: "Will Sacindu learn to read and write at your place?" – "No" – "Will he learn to speak?" – "No" – "What will he even learn?" – "Maybe he will learn to smile!" The mother immediately came to understand this and agreed to the care. And Sacindu learned to smile!

We met him on our first visit in 2013, huddled on the floor, screaming and hurting himself. He is now walking around, having fun with the therapy dog Max, and going for walks in the rice fields with his caregiver every morning. From donations, a small house could be built to replace the dilapidated hut of his family, and Sacindu's mother does not have to work as many hours on the tea plantation. In a similar, individual manner, support was provided for several disabled people.

With the help of Samitha Thero, Ph.D., a dilapidated building in the center of Baddegama could be renovated thanks to financial support of the *Friends of Waldorf Education*. It was in this house that the Social-Cultural Centre for Buddhist-anthroposophical Cooperation opened in 2013. Today, this building provides room for training workshops, meetings and sometimes also English lessons. „Spoken English“ is access to any kind of better-paid employment in the coastal tourist resorts. Since the state school system has nothing to offer to the poorer students in this rural region, English lessons are in great demand here! An important task for volunteers from Europe! Currently, 850 students are receiving regular lessons at different locations!

Martin Henrich's private home gradually became too small for all the people in care, and so, two years ago, the community acquired a larger house on a vast plot of land that would allow the construction of several other buildings. First of all, they founded a preschool because there is no preschool anywhere and at the same time there was the chance to include the people with special needs.

Since the beginning of 2018, Nadil lives with Martin Henrich in the main building. He is six years old, almost blind, with special needs, has seizures, and six fingers on each hand. Some of these issues may have their origin in the mother's exposure to pesticides, which are very commonly used in tea plantations. Nadil was born out of wedlock. His mother is completely unable to cope with him, has to earn her own living; and that is not possible with Nadil. In her despair she came to the temple of Samitha Thero, Ph.D., and asked for the boy to be admitted. It is common in the villages for poor families to bring their sons to the temple, where they receive accommodation and instruction. But Nadil can't live with the monks! That is why Samitha Thero brought him to his friend Martin. After a difficult period of settling in, Nadil now lives happily with his „Tata“ (dad) and also attends the inclusive

preschool. Since December 2017, the inclusive preschool is run by the Rainbow Foundation, founded by Martin Henrich. Every day, 30 children, aged three to five, go to this preschool. Attending the preschool is supposed to be affordable for every child. The monthly fee per child is only 700 LKR, which makes about 3,75 euros; and this includes a breakfast!

The parents beautifully designed the outdoor area using local materials. The parents' awareness of doing something special here was demonstrated by an unusual example of solidarity. A road roller ran over a father's foot during the construction work: the foot was broken! This man is the only



Morning Circle in Kindergarten

Tamil among the parents and a poor day laborer. Since he was unable to work, he could not earn any money for the family. Even after the end of the civil war, the social divides between Tamils (minority) and Singhalese (majority) persist - but here in this preschool there was no question: although they were poor themselves, the Singhalese parents collected money for the Tamil family! This is hands-on peace work.

In addition to the preschool, curative education and therapies also take place in the main building for about 45 hours per week. Martin Henrich,

who works in curative education and also with injunctions, music, and hygienic eurythmy, is accompanied by two speech therapists: a German volunteer and a local speech therapist who work with the children on a daily basis.

What does a day at the Rainbow Foundation look like?

Sacindu will be picked up from home first, around 7:00. At 8:00 a.m. Martin, Sacindu, Nadil, and the volunteer Darius have breakfast together on the veranda – a Sri Lankan breakfast consists mostly of Dhal, a lentil porridge. Before it gets even hotter, Darius, Sacindu, and therapy dog Max set off for their daily walk through the rice fields.

At 8.30 a.m., parents drop off the preschool children, in a school uniform, as is customary in this country. Here, the uniform is green and white. The kindergarten very quickly acquired a good reputation, so that parents also come from further

away. Three teachers in beautiful Rainbow Saris, which were, incidentally, provided by the state, look after the little ones. The preschool teachers had to learn one new thing: there is no beating here. When Martin Henrich caught a kindergarten teacher beating a child and prohibited her from doing so, she justified herself by saying it was after all her own child! But she can't beat her own child either - at least at the Rainbow Foundation. Corporal punishment is a common educational method in Sri Lanka. These issues aside, the three caregivers have adjusted well to their new workplace; there is a sort of morning circle and a nice alternation of singing, playing, and storytelling. It is a loving and peaceful atmosphere!

In the meantime, Himmeke has arrived with his mother using the local vehicle of choice, the three-wheeled TucTuc. Due to a tragic accident with electricity, the eight-year-old is severely handicapped, not even able to hold his head by himself. His family is financially ruined because of Himmeke's medical treatment; his father is now working in Korea to pay off the debts. This morning, Himmeke has a swollen eye due to ant bites. He sleeps on the floor, like everybody else here. Only he can't fight off vermin because of his paralysis. So the next project will be a suitable bed for Himmeke. At least - thanks to the Rainbow Foundation - he drives a therapy wheelchair. After receiving his therapeutic treatments in the main house, his mother pushes him in this wheelchair over to preschool, where he stays for a while until it becomes too exhausting for him.

And there's Nilesch, five years old, a little apart, but still with us. Nilesch is autistic, and his parents were rejected by many other preschools, because he was disruptive. Now he has found his place here and his parents are very grateful. Out of gratitude, they invited the whole preschool including parents and teachers for lunch.



We were able to support the inclusive Preschool in Baddegama with donations from our fall 2017 call "Kindergartens around the world: shelter and comfort for the very youngest". We thank you from our heart for your donation! Further information can be found at www.freunde-waldorf.de/en/donate-help/



Martin Henrich also uses music in therapy.

There are many moving examples of how people are willing to help: For example, a local is donating the money for Nadil's medication and diapers; and a diving school in Hikkaduwa is donating the proceeds of one dive per month.

This unusual place, the Rainbow Foundation, has gained a great reputation in the region. The demand is high and the financial means very limited. Every month it is touch and go whether the community can cover the running costs. The preschool urgently needs to be expanded, houses need to be built to accommodate more people with special needs, and so on. There is much to be done and they urgently need support.

Dr. Claudia Menzel



The Waldorf Community in Kufunda keeps on growing

The Kufunda Waldorf School and its preschool are surrounded by the impressive natural beauty of Zimbabwe. Located next to a village, this is a growing school community with dedicated teachers. Waldorf teacher Elke Castner, who lives in Malawi, spent some time at the school and shares her impressions.



Kufunda Village is a private farm on the outskirts of Harare, the capital of Zimbabwe. Currently, children of the first four grades attend the small Waldorf School, with the third and fourth grades being taught as a multi-grade class. While there are only six students in this class, the new first grade already counts 17. And also for the new school year, which begins in January, at least as many children are enrolled. The growing number of applications is a sure sign that the parents in the surrounding villages are increasingly convinced of Waldorf education. As a decisive big next step, we are aiming to purchase a school bus, as the long way to school is the biggest obstacle to attending Kufunda Waldorf.

What makes Waldorf Education in Zimbabwe particularly valuable for parents? Although the current ruler himself is a teacher, the once exemplary school system of Zimbabwe has almost disintegrated over the last 20 years. Due to the poor economic situation, most teachers left Zimbabwe. Parents who manage to scrape up some money for school fees and uniform find their five-year-old children in first grade with 70 classmates. The poor-

ly trained teachers beat ill-behaved children and are hardly interested in the children's learning deficits. They themselves experienced school this way as a child. Only the supposedly strong and clever can get ahead.

Back to Kufunda: Most of the students come from the farms in the area and are integrated in the daily work there. In the afternoon the girls take care of household chores and of younger siblings, while the boys are needed in the fields. Marianne Knuth, the founder of the school, has created a wonderful place where the children can still be children. Every morning they are immersed in the atmosphere of Waldorf education. While at German Waldorf Schools we regularly discuss safety rules or supervision during recess, the children of Kufunda Waldorf are still allowed to run, climb, and play unattended. The teachers enjoy the break as a community, and the students can always come to them with their concerns, big and small.

Like everywhere else, there is a lack of money and supplies. The same is true of opportunities for basic and advanced teacher training. It was a special pleasure for me to be able to work as a substitute teacher in fourth grade and give them math lessons, while their class teacher Gilbert Guvakuva traveled to Stuttgart to complete his Waldorf teacher diploma. Thanks to the support of the *Friends of Waldorf Education*, Kufunda now has its first professionally trained local Waldorf teacher.

Elke Castner

100 Years of Waldorf Schools: learning, living, loving



Freie Waldorfschule Berlin Mitte/Germany, Photography: Nicolai Kaufmann, Leica Camera
Rudolf Steiner School Sihlau in Adliswil/Switzerland, Photography: Dominic Nahr, Leica Camera

100 Years of Waldorf Schools: The great centenary is fast approaching. It is a welcome opportunity to reflect on what Waldorf education has accomplished over the course of a century. The *Friends of Waldorf Education* have therefore decided to publish two books on the worldwide Waldorf School movement.

One of them will be a real treasure: A coffee-table book with the working title “learning, living, loving”, 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 Camera* photographers are traveling around the world in order to present through their art the unique characteristics of each country and its connection to Waldorf education.

This will be accompanied by an informative volume. 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.

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.

This network is also at the focus of many campaigns and projects that were initiated as part of the centenary. We will present some of them on the following pages.

Christina Reinthal

Mail from the Waldorf World

They have been traveling for a year now: The postcards that are connecting every Waldorf School to all of the other Waldorf Schools in the world. In spring 2017, the team of Waldorf-100 sent each Waldorf School a package with about 1,200 postcards. Each card carries the address of some other Waldorf School. And so it began.



The mail sorting offices of the world were a little more colorful in 2017, for in summer the first postcards went on their way, for example from Peru to India, or from Austria to Australia, or from Nepal to Germany. Soon, the first schools were happily receiving mail from around the world. The design of the postcards showed a great variety: A first grade student from Berlin proudly wrote the letter “A”, which he had just learned –just like in the main lesson book. A seventh grade student from Australia gives us a taste of form drawing – like several other children from very different parts of the world. A child from the fifth grade of the Busan Free Waldorf School in South Korea sends a ship with a German flag to Germany. The children paint and draw –

with colored pencils, with crayons, with felt-tip pens, with charcoal, and watercolors. Some printed their cards with linocuts. There were plenty of suns and many different Waldorf-100 logos. Some cards were sprinkled with glitter. Some didn’t draw or paint at all, instead describing themselves in a short text, hoping to initiate a pen friendship.

Many schools have told the Waldorf-100 team of the joyous reactions, suddenly feeling part of a huge, world-spanning community. The Shanti Waldorf School in Nepal, for example, reports: “We were really moved, the cards are incredibly beautiful and the paintings come from the heart. We are proud to be part of the Waldorf community.”

Apart from the community, another aim is to realize what makes the others special, explains Henning Kullak-Ublick, one of the initiators of the postcard project: “My hope is that by expanding our horizons, we can maybe also, here and there, reignite the passion for the wonderful task that we all have committed ourselves to; and that it shows us, at the same time, in how many distinct garments Waldorf education can walk this world.”

Christina Reinthal

WOW-Day for an entire year

2019 will be WOW-Year. This means that your fundraising campaigns can be held throughout the year, even several times. Together, we would like to celebrate the founding of the first Waldorf School in 1919 and the worldwide impulse it has become. We would like to start the second century of Waldorf education vigorously by laying the foundation for another 100 years with the following centenary themes.



It is 5,782 kilometers as the crow flies from Berlin to the Indian village of Jaisalmer. There, Krishna is eagerly awaiting my e-mail. He is asking what it takes to found a Waldorf school in India. What kind of permission is required and how would he explain to the parents that teachers do not beat the children at this school?

Technically, we have succeeded in bridging ever-greater distances and in communicating with people at ever-greater speed. But how about the inner distance from one person to another? What can bridge this distance? I think that just as with our technical knowledge and skills, we need, with regard to education, an equally clear view of the inner conditions of human development.

Waldorf education is guided by such inner quality standards. Today, almost 100 years after the first Waldorf School was founded, this educational impetus has developed into a worldwide movement. At its heart is the ideal of helping young people discover their individual freedom and potential for development, and at the same time showing respect and solidarity toward other people. This ideal is also at the core of the worldwide campaign day Waldorf-One-World-Day, which turns the idea of a worldwide bond into reality - if we do not just think and feel it, but also do it.

There are countless possibilities to organize your WOW-Day. What would it be like to spend a day working at an exciting company? Or pick potatoes in a field? Maybe you can organize a prize draw? You

could give a concert or perform a play... Show your creativity – every campaign is welcome and will make a difference!

Also, we would like to invite you to a very special event during the centennial in cooperation with the Waldorf100 relay race. A charity run, which links all the schools around the world. Whether you do it as a simple run to the neighboring school or as star-shaped races* by several schools of a region or as a relay run across the country. By joining in the Waldorf100 relay race, the runners visibly show solidarity with the whole world, so that our hearts will be wide open in every encounter.

Jana-Nita Raker



Our Anniversary projects during WOW-Year

Thanks to your support the Waldorf 100 Relay Race will be a charity run where the athletes collect small or large donations for each completed round or section. Waldorf communities around the world will benefit from these donations. *The Friends of Waldorf Education* will forward 100% of these donations. For WOW-Year we have compiled a few topics that are currently particularly urgent. Of course, you can also select these topics for other WOW-Year campaigns.



On your plates, get set, go! Run for school meals

Can you imagine sitting in class with an empty stomach? Thank goodness there's something tasty in the cafeteria. What a luxury! Because not every Waldorf school in the world has its own school kitchen. But it is important to regularly recharge your body's energy stores. That is the only way one can discover the secrets of black holes or solve mathematical puzzles. A daily school lunch is especially important for all those students whose parents live below subsistence level and send their children to school without a breakfast or snack. But the food should not just be filling; it should also be tasty and varied. Since many Waldorf Schools do not receive state support, a plate of food for every child is only possible through donations – that is what we would like to run for together in 2019!



Your school will transfer the money you collected directly to the *Friends of Waldorf Education* and we will forward 100% of it to the projects worldwide. We will cover the administrative costs, so that not one cent is lost.

If there is a specific Waldorf institution that you already feel connected to, e.g. your partner school, please state the exact name when registering. If you would like to leave the destination of your donation open, this is of course also possible. Your donation will be used where it is urgently needed.



Run for the youngest ones

In 2019 we would like to support Waldorf Kindergartens, which give children protection and loving care from an early age on. For many young families, managing their daily lives is a challenge. There is barely enough money for food, rent, and clothes. Often, both parents go to work to secure the family income. During the day, the children are on their own. In some parts of the world they even roam the streets, where they are defenseless against crime and violence. In a kindergarten they find a secure place, a safe home where they can play and receive the care that their own parents cannot offer them. Let's start together - and enable our little ones to have a carefree childhood right from the start!

If you would like to support this project, please indicate the keyword "kindergarten" when registering.

Tailwind for pioneers

Together we want to take off into the second century of Waldorf Education. In 2019, we want to support people who have the courage to found a Waldorf school. These pioneers are breaking new ground and creating an alternative to the state systems. With untiring commitment, they fight against the severe obstacles and restrictions in the respective country, building islands of humanity that give children a warm place to learn. But strength alone is not enough if there is no money to pay the electricity bills, buy school materials, or pay the teachers a small subsidy to their meager salary. Our donations relieve the pioneers of many a heavy burden - and provide a tailwind on the way ahead!

If you would like to support this project, please indicate the keyword "pioneers" when registering.

* A star-shaped race is an event at which participants come from different directions to meet at one common location.

For more information about
WOW-Year and registration forms
please go to waldorf-one-world.org

Parents and Teachers are forming Networks

Not only students should and can network with each other through the various projects of Waldorf 100. Teachers and parents will also have the opportunity to do so. Here are two examples: the International Teachers Exchange initiated by the Rudolf Steiner School Berlin and the Conference of the European Network of Steiner Waldorf Parents (ENSWaP).



In 2018, the ENSWaP was held in Bologna, Italy. The conference in the centennial year will take place in Berlin.

The Rudolf Steiner School Berlin is taking the opportunity offered by the centenary year of Waldorf Schools to initiate an intercultural, international exchange of teachers: How do other cultures implement Waldorf Education? Which new ideas could refresh and inspire our everyday school life? This exchange is intended to result in personal contacts and to create more knowledge and a better understanding of other „Waldorf cultures“. In addition, this exchange of experiences fosters intercultural open-mindedness and tolerance; it strengthens the international Waldorf community and provides opportunities for updating the practice of Waldorf education. One might thus imagine that Ms X from Istanbul recites verses from the Quran with a 10th grade from a Berlin-Dahlem school, while Mr Y from Berlin does blacksmithing with a class in Nairobi, or Mr Z from Honolulu practices Hula dances with an 8th grade, while Ms Q from Berlin teaches nutrition in São Paulo... The list of

ideas goes on and kindles the spirit of adventure! Through personal contacts and the experience of everyday life in schools of other cultures, new ideas can emerge and perhaps one can get an inkling of how diversely Waldorf education might develop over the next 100 years. We are planning to run the project from 2019 to around 2022 for three to four weeks at a time. Interested teachers from all countries can send an e-mail with the subject „Pädagogenaustausch“ (“teachers exchange”) to info@dahlem.waldorf.net.

The Waldorf School parents are also invited to exchange ideas on an international level. There will be an opportunity to do so at the conference of the European Network of Steiner Waldorf Parents (ENSWaP). This year’s conference is entitled „100 Years of Waldorf Pedagogy - Preserving Ashes or Lighting Fires?“ and the representatives of the parents’ councils will meet in Berlin from 17 to 19 May 2019. The ENSWaP is expressly inviting not just parents from Europe, but from all over the world. They can exchange ideas during lectures, workshops, and joint activities. Nana Göbel, executive board member of the *Friends of Waldorf Education*, will be giving one of the three planned lectures.

Around the World Together

For 14 Years now, the Children and Youth Circus Ponte das Estrelas (Star Bridge) has been presenting a colorful annual circus program; performances take place during holidays at schools, in theaters and cultural centers in Brazil. Traumatized and disadvantaged children from the slums and streets of the outskirts of São Paulo are part of this social project. Their everyday life is plagued by chaotic families without structure, abuse, child prostitution, drug dealing, and rampant crime in their immediate environment. The children and teenagers practice every day before or after school and every other weekend. In addition, there is tutoring, music, art and art therapy. And of course practical arts, as the students have to make the costumes and the props. Now this special circus is going on tour in Germany as an official Waldorf 100 project.

The eyes of our circus performers still light up, even two years after our first German tour, as we browse through the newspaper articles, the photos, the notes from our audience and our hosts wishing us safe travels... and the tour poster is still hanging in the rehearsal room. Every other sentence reads, „come back soon!“ If someone had given us lucky charm bracelets then (2016), the first wish of every performer would surely have been to be allowed to come back to Germany! 16-year-old João says about the tour: „What remains of this whole Germany story? It'll just never end; I'll tell my kids about it. I will not forget a single moment of the journey, every person I met and all the friendships I have made. I thank God for everything he gave me! Thank you for everything - honestly!“

The feeling of being part of the big world is probably the most important experience for all of us in this time of an all-time high in the number of wars, of flight from violence, of religious and cultural conflicts. We need to show and tell this to each other whenever we meet. And in this way, we can create real moments of peace, regardless of culture or origin.



That was one of the motives, the crazy idea, to bring this little circus to Germany. What started as a dream has turned into a profound experience: The encounter between one human and another is often the most important and only means to get to know, appreciate, support, and strengthen each other! That is why we want to embark on this adventure once more, take our new story „Santiago’s World“ to schools all over Germany, meet old friends again, make new friends, and take home the strength we need for our next steps.

Regina Klein

The Circo Ponte das Estrelas will stage its show „Santiago’s World“ more than 20 times from Basel to Hamburg, Lübeck, and Berlin between 6 January and 17 February 2019. To check out the tour schedule of this WALDORF100 project please go to circopontedasestrelas.com.



Founded in 2016, the Waldorf School in Darbari, a village in the Thar Desert near the town of Jaisalmer, continues to grow. Since the beginning of the new school year, the school now comprises four classes. Accordingly, the community extended the building of the small school, which is mainly dedicated to the children of the Bhil people (one of the largest indigenous tribes in India). Thanks to the water pump that was installed a few months ago, the school community was now able to install toilets. An eleventh class from France helped to build a small house for two toilets and a shower. News of another success reached us in early August: The school now received official approval as an "upper primary school", which means that the children can now be taught here up to eighth grade.







Commitment to Equal Opportunities

By becoming part of the European Voluntary Service (EVS) and the European Solidarity Corps, the *Friends* are opening up a new field of activity for the international voluntary services.



The young people of today might be described as the most mobile and transnational generation yet. For many, thinking within national borders has become obsolete; “Generation Europe” sees itself as part of a larger community and wants to work within it. This year for the first time, the *Friends* sent applicants to our neighboring countries in Europe; to work in social therapy, to work with adolescents, at schools, kindergartens or in biodynamic agriculture.

If you would like to expand your horizons, the European Voluntary Service offers you many opportunities for personal development, while contributing to society at the same time. There are no language prerequisites for this project. Instead,

the volunteer experiences the language and culture of the respective country intensively and directly while abroad. By being present within the culture, the volunteer learns the language in a quality that cannot be achieved at school – a great advantage of informal learning.

Another important point is equal opportunities. People with physical disabilities, educational problems or economic obstacles should be given a fair chance to participate in a European voluntary service and are supported accordingly.

Christoph Herrmann

Inspired by the community

For one year now, more than 100 staff members of the *Friends* in Karlsruhe have been working together in the new office building. The International Services, Community Services in Germany, and Incoming departments, which were once located in various districts of Karlsruhe, are now united in one building together with the Emergency Education department.

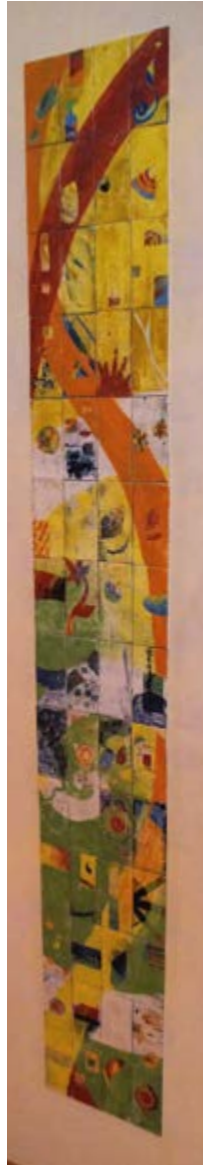
Ecologically of the finest quality, the areas are now located on three floors, most of which are connected by a generous atrium. In this manner, the rooms promote the community spirit. Visible to all, however, the network image made of ceramic tiles connects all departments. It was created in a workshop with Guido Kratz and thematically deals with the motivation to work for the *Friends*. They are connected by a spiral and curved lines indicating that everything is always in connection and development. And in this way, new fields of

endeavor and synergies emerge, inspired by the community and joint action.

The neighborhood to the Parzival center is also inspiring. This is an institution that has federal volunteers in the kindergarten and in the school with reference to refugees, but also as a meeting place for seminars and further training.

Christoph Herrmann

The new offices of the emergency pedagogy and voluntary services departments on Parzivalstraße, Karlsruhe.



Peace is more than just an Armistice



Bernd Ruf (far left and far right) giving a seminar at the Hospital Universitario del Valle in Cali



“We are very grateful for the way life is now after we have handed over our weapons.” Fernanda* is the director of one of the Centers for Training and Reintegration (ETCR: *Espacios Territoriales de Capacitación y Reincorporación*) that we visited in July 2018 as part of our international seminar work (supported by the campaign Germany helps/ *Deutschland hilft*). The centers work autonomously and are very simple; for the most part they just consist of some containers and huts. We quickly notice the FARC logo on Fernanda’s t-shirt; FARC flags are flying from the containers. It is clear that FARC has not been dissolved. But now they are fighting for peace. The *Fuerzas Armadas Revolucionarias da Colombia* (Revolutinary Armed Forces of Colombia) became the political party *Fuerza Alternativa Revolucionaria del Común* (Common Alternative Revolutionary Force). In the FARC members that we met, we observed a great desire to learn new things, work on their problems, and improve the situation in the country. Almost all of them attend the regular meetings hosted by our partner, the University Antioquia in Medellín, openly

telling their stories. “We want the world to get to know the different facets of FARC. To find out who we actually are. Many just see us as murderers, who, who kill. But we are social people; we talk to each other, exchange ideas and want to do good.” As part of the project “*La Paz es un Obra de Arte*” (Peace is a Work of Art) specialists from the university are supporting them in a creative manner, using improvisational theater, dance, music, and clownery to help them return to a normally life. “We have not known the civilian life for a long time. But now we want to discover creativity and our other sides and talents, also making them visible to the outside world.”

The project is supposed to contribute to the construction of peace. Especially in places where people who used to belong to the FARC guerrilla are now living side by side with villagers. The creative workshops are meant to prevent young men from associating with armed groups, to help overcome the traumas resulting from the armed conflict, to contribute to the reconstruction of the social order, and to empower the victims. They are

open both to FARC members and to the local villagers. In experience-centered and sensitive workshops and interventions, the issues of memory, atonement, forgiveness and the promotion of peace are jointly tackled by former *guerrilleros* and by teachers, parents, children, and young people.

Some of the former resistance fighters are moving to the cities, where they live the *Barrios*, which have for many years already been home to domestic migrants. The various *Barrios* are not just different neighborhoods; they also differ in social structure and in culture. The overpopulation that is now arising is further exacerbating the existing problems of these neighborhoods such as crime, poverty, drug use, and others.

Our partner, the hospital Universitario del Valle in Cali is active in the *Barrios*, pursuing the project “*Transformando el círculo de la violencia juvenil*” (Transforming the vicious circle of juvenile violence). The initiators, a leading surgeon at the hospital, a minister of the Christian Community, and a boxer from the *Barrio*, who now works as a social worker in his old neighborhood, are continuing to supervise the project. Many young people come to the hospital with knife or gunshot wounds, are treated and then discharged, only to return soon after with new injuries. The project aims to break this circle of violence. The stay at the hospital thereby becomes a turning point and leads these young people’s lives onto a path without violence. After the emergency-pedagogical work at the hospital bed (music and art), which is offered by an art therapist and by trained nursing and medical staff, the social work then continues in the neighborhoods themselves. Four permanent hospital staff members and about ten freelancers from the *Barrio* help give continuity to the transformation initiated at the hospital, by working with families and communities.

In order to support the invaluable work of the local specialists, we offer regular emergency-pedagogical seminars on site. We are intensifying and extending our collaboration with our partners, e.g., the University Antioquia in Medellín, which does work in the centers for reintegration, the



hospital in Cali, which does work in the neighborhoods, as well as the Waldorf Schools in Medellín and Cali. After speaking with the minister and her staff, we are also keeping up our contact with the ministry of education, in order to be able to reach the centers also on an institutional level. Art and theater can point to new ways for working on the complex problems. These artistic-creative modes of expressing oneself are a chance to pick up individual and social topics. In this manner, we can find new solutions and can in the long term restore peace.

Reta Lüscher-Rieger

Egypt,

Luxor, Waldorf School Hebet el-Nil

Ghana,

Dormaa Ahenkro, Cosmos-Centre



Dear students,

Many thanks for your donations. Our teachers could hardly believe that children from another school collected donations to help us build up our little school. We are impressed and very much admire this! Our school grounds lie in the midst of banana and sugar cane fields. Foxes, wild dogs, snakes and scorpions visit us freely. We urgently need a protective wall. In spite of the Aswan High Dam, the Nile is continuously rising. So any construction work requires deep foundations, which is very expensive. That is why we are very happy that you are helping us finance it.

We are sending you our deepest gratitude and hope that you may someday perhaps come and visit us.

*A heartfelt SHOKRAN from all of the children,
parents, and teachers
Nathalie Kux*

Dear students,

I want to warmly thank you for donating to our little Cosmos-Centre in Ghana! Your support comes just at the right moment. We had just started replacing the old ramshackle roof of our building. We also needed the money for a second building, as the number of children that come to us is continuously increasing. The new building is almost ready - we would surely not have managed without your help.

So I say "Medase" (Twi for thank you) one more time and wish you a wonderful and happy time. If you have questions, feel free to write to me; I will soon be going back to Ghana.

*Warmest regards from your
Patrice Reinhardt*

Here you are really helping

Change-makers wanted! Are you in? That was the motto of WOW-Day 2017. And indeed: last year's WOW-Day again saw countless students from around the world take action. The goal: an education for every child. That is what Waldorf-One-World-Day, WOW-Day for short, has been standing for - for 24 years now.

In a total of 29 countries, Waldorf students organized extraordinary donation drives and thereby collected a total of 362,809.19 Euro in donations in 2017. Especially popular were sponsored runs, organizing a sales stand, and working for neighbors or companies. The donations will benefit 60 Waldorf and social initiatives from around the world. And at each place the money acts in very different ways.

While a Waldorf School in South Africa is acquiring big water tanks for the persistent drought, the so far only Waldorf School in Armenia is buying tables and chairs for the continuously growing school community. A Romanian facility for people with disabilities, in turn, breathes a sigh of relief. The facility receives no state subsidies. Thanks to the support of the students, they will be able to cover the heating costs for the winter. What a relief! And in other places, for example in the outskirts of the city of

São Paulo, the WOW-Day donations are helping the circus project Ponte das Estrelas give children from poor families a community that provides them with the strength and the courage to shape their own lives.

Even more important than the financial support through WOW-Day is the exchange between students, teachers, or parents. What follows are letters and emails, photos or invitations from around the globe. And soon one realizes: WOW-Day is much more than a mere donation drive. It creates tender friendships and solid bridges, connecting people across the continents.

Jana-Nita Raker



Participate!

Some schools have already started their WOW-Day 2018 campaigns. We invite students, teachers, and parents to be a part of this worldwide campaign and organize their own WOW-Day, already this year.

Find all the information you need here: www.waldorf-one-world.org

Casa de Santa Isabel gets a farm



Casa de Santa Isabel is a social therapeutic community in Portugal where 60 employees look after 90 people. They have now acquired a farm thanks to the support of the Software AG Foundation. Healthy homegrown food reduces expenses and offers new job opportunities for the people in care. The most urgent task now is the renovation of two buildings and the purchase of a used tractor. For this, the community will need € 30.000. The Software AG Foundation will double every donated euro by match funding.

Medical Care at Shanti School



In 1992, the initiative began with 13 patients. Today, it unites, under the name of Shanti Sewa Griha, a multitude of institutions that perform social work for the people on the margins of Nepalese society: poor people, lepers, and people with disabilities. Over time, workshops, a clinic, a soup kitchen, a kindergarten, and a school inspired by Waldorf education have been created. Now, for the first time, a cooperation between the current doctor of

the Shanti Rehabilitation Center and the school has been established. The dedicated doctor was able to examine all the children. Medical education and care are particularly important for these children, who mainly come from very poor families. The cooperation with the doctor is therefore a perfect complement to the regular examinations by a dentist. She also explains dental hygiene to the children - together with Saru, a young woman who came to the Shanti family as a child and later trained as a dental hygienist.

1st International Congress on Education and Health



Die University of Social Welfare and Rehabilitation Sciences in Teheran veranstaltete vom 19. bis 21. Juni 2018 einen Kongress mit vielen Beiträgen iranischer Wissenschaftler und Vertretern iranischer Ministerien sowie einigen Vertretern nicht-traditioneller pädagogischer Richtungen, insbesondere Waldorf und Reggio Emilia. Auch Nana Göbel, Geschäftsführender Vorstand der Freunde der Erziehungskunst sprach auf dem Kongress (Foto). Allen gemeinsam war die Einsicht in die entscheidenden und prägenden ersten Jahre der Kindesentwicklung. Die iranischen Beitragenden gingen zum Teil ausgesprochen kritisch mit der entweder kognitiv orientierten oder nicht-existenten Kleinkindpädagogik im Land um und suchten längerfristig nach Kooperationspartnern. Das Interesse des nicht-akademischen Publikums, also der vielen Erzieherinnen, an anderen

pädagogischen Richtungen war enorm groß, obwohl sie zur Teilnahme am Kongress verpflichtet waren. Dank der mutigen Veranstalterinnen wurden Türen für einen Austausch geöffnet, denen nun nächste Schritte folgen können.

Educational Innovation – Escuela Caracol in Guatemala is a model for innovative education



In April, the Escuela Caracol – a Waldorf School in Guatemala – presented its educational concept at the University of San Carlos in Guatemala City. Three teachers of the school gave a presentation in the context of the first seminar for “Educational Innovation”. Their impressions: “Our teachers were invited to represent our school, as one out of only two educational projects presented, in front of a large audience. In addition there was an exposition of our students’ artwork that generated much interest. The audience was composed of teachers from all over Guatemala, educational supervisors and representatives of the Ministry of Education and many others, who received our presentation with open ears. We hope with all our heart that this event helped to transform the broader view of education in this country.” With this presentation, the school wants to extend its role as an inspiring example, which it has been for several years. Initially, it was the only school that taught not only Spanish but also the Maya language Kaqchikel. This practice was gradually adopted by state schools. The fact that up until now Spanish was the only school language in Guatemala meant a great disadvantage within the school system for the children of the indigenous population. The Waldorf School in San Marcos La Laguna changed this from day one. The *Friends of Waldorf Education* support the school, for

example by co-financing the construction of new buildings. We are happy to facilitate educational sponsorships for the school’s students and to forward your donations.

São Paulo: teacher training center becomes a university



The teacher training center in São Paulo has been around for 40 years. Many Brazilian Waldorf teachers are trained here (sometimes also teachers from other Latin American countries). Five years ago, Melanie Guerra and her colleagues started working to establish the conditions for university accreditation by the Ministry of Education. In 2017, this transition was made successfully. The center can now train teachers for all state and non-state schools in Brazil. „With our status as a university, we can officially represent the Waldorf movement and anthroposophy in Brazil,” explains Melanie Guerra, Director of the *Faculdade Rudolf Steiner*. „The work is now more academic, and we have a lot more contact with public administration and with different universities, here and in Europe.”

It is wonderful to see the children thrive

The *Friends of Waldorf Education* have been organizing educational sponsorships since 1998. In 2012, Fabian Michel took over the task of coordinating the educational sponsorships: „It is a cause close to my heart that no Waldorf school in the world should be an ‚alternative private school‘ for the ‚rich and famous‘; that is certainly a very high personal standard,“ he describes his motivation for his work and continues: „Every child has the right to a healthy upbringing, regardless of the parents‘ financial situation!“ Fabian Michel works very closely with the schools. For each school, one person agrees to take care of the contact with the educational sponsors and Fabian Michel. At Hermanus Waldorf School it is Ninky Matthee who introduces herself in the following:



I am Ninky Matthee, the fundraiser for the Hermanus Waldorf School. My background is in publishing, but I started teaching when my own children were small. I have been at the school for 18 years, starting off as a helper in the Kindergarten, then teaching Afrikaans and finally ended up in the office. The school was still quite small then and I managed the office on my own, doing the finances, administration, fundraising etc. As the school grew and the numbers increased, we managed to employ a dedicated bursar to do the finances, and eventually an administrator for all the administrative duties, and I could concentrate on fundraising.

I have had the privilege of dealing with the sponsors all these years, and this one of the highlights of the job for me. Making profiles of the children, I have “interviews” with them, getting more information about each individual child and his or her background. I discover all kinds of interesting facts about the children in this way, some of it heart wrenching. It is wonderful to see how the children

thrive when they realise their sponsor is interested in their lives and concerned about their well-being and progress. Hearing from the sponsors that they appreciate the reports and drawings of the children is also very rewarding.

However, the job does not come without its challenges. Getting the teachers on board is not always easy, as they have their own agenda - work that has to be completed, and often I have to ask a few times to get sponsored children’s letters or drawings. New teachers also need to be briefed from scratch about the sponsorship programme. Deadlines are often ignored, especially at the end of the school year, when everyone is busy, writing reports, organising end of year festivals, and my patience is often tested at this point!

All in all, though I love doing what I am doing and the school is very grateful to such caring individuals from all over the world who support the work we do in such a wonderful way.

Dear Educational Sponsor, dear Class,

In most countries, Waldorf schools receive no state support and parents are often unable to come up with the school fees. With an educational sponsorship, you can enable children from underprivileged families to attend a Waldorf school. In this manner, you also help the school accept students from diverse social backgrounds and thus support the entire school organism. You can freely choose the size of your donation, since any amount can help. The entire school fee usually lies between € 35 and 200 per month. As an educational sponsor, you will receive a photograph and a letter or a short report from your sponsored child twice a year.

We would be happy if you chose to become an educational sponsor! Simply fill out the form "Donate and Help" (p. 46) and indicate the name of the child and the school. As every sponsorship is highly individual, and every educational sponsor has different visions and ideas, I would invite you to a short initial personal meeting.

Fabian Michel

Tel. + 49 (0) 30 617026 30

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ISRAEL



Ein Bustan Kindergarten

Inbar (4) lives with her parents and her older twin sisters in Kiryat Tivon. She has a very close relationship with her grandparents. She is a cheerful, curious, and impish girl.

Her twin sisters aren't always happy that Inbar loves playing with their dolls. Often, Inbar gets her way, and her big sisters give in. Inbar gets up very early every in the morning to walk her dog Bella.

homework and is very creative. In the afternoons, Hermann rides a bike or plays with his wooden blocks. Sometimes he also helps his mother around the house.

KENYA



Mbagathi Waldorf School

Benadette (7) was born the youngest of four children. She lives with her mother and her siblings. Her father recently passed away, and her mother feeds the family by

doing harvesting work on a farm. Benadette is a friendly, lively, but sometimes also very shy girl. She likes going to school and loves drawing and painting. During recess, she often plays skipping rope with her friends.

TANZANIA



Hekima Waldorf School

Hermann (6) begins his school day together with his two younger sisters on the backseat of a Bajaji (a motorbike with three wheels). His father, a teacher at Hekima Waldorf School, is

driving. In class, happy Hermann is both curious and modest. He takes his time when doing his

SOUTH AFRICA



Hermanus Waldorf School

Allana (8) lives with her family in Zwelihle, a town close to the school. Her father is a gardener, her mother a domestic worker. Allana is a very enthusiastic and cheerful child and is eager to participate in class. She has made great progress this school year. In her spare time, Allana picks her younger siblings up from daycare and plays with them until mother comes home.



Imhoff Waldorf School

Iviwe (10) lives near the school, together with her parents and her younger brother, who also attends Imhoff Waldorf School. She is a diligent and conscientious girl. She crafts her main lesson books with great care and attention to detail. In recess, she shows her energetic side. While in class she is concentrated and works quietly, during recess Iviwe is mainly loud, wild, and lively.



Zenzeleni Waldorf School

Singa (7) is a curious and lively girl. She lives in Khayelitsha, with her parents, her sister, and her brother. Her father works at a bakery, her mother at a supermarket. She lives very close to the school, so she walks to school every morning. Singa loves reading and the sporting activities at school. She likes learning new things, and always asks many interesting questions in class.

LATVIA



Adazi Waldorf School

Viktor (12) lives with his parents and his younger siblings. His greatest wish is to someday travel all over Latvia. He has already visited several cities and is saving his allowance for further trips. He is especially interested in mathematics and exciting physics experiments, which he also likes trying out in the kitchen, much to his mother's chagrin. In his spare time, he learns to play the drum, rides a bike, or plays soccer with his friends from the neighborhood.

UKRAINE



Waldorf School in Dnipro

Olga (15) lives in Dnipro with her five sisters, her brother, and her parents. She is a diligent and responsible student. It is very important to Olga that there be mutual respect in her school class community and that everybody help one another. Olga likes acting in theater plays. With enthusiasm and devotion she adapts to the most varied of roles on stage. In her spare time, Olga likes hiking and does a lot of sports.

PHILIPPINES



Gamot Cogon School

Tyra (15) lives with her parents in Zarraga. Her father is a protestant minister, her mother a homemaker. Tyra is a very creative, inquisitive, and endearing girl. Sometimes she takes on the role of the teacher, correcting her classmates, which not all of her classmates appreciate. She decorates her main lesson books with beautiful drawings.

The Kindergarten group of Escola Anael in Várzea da Roça, Brazil

Bom Dia! We are one of two kindergarten groups of the *Escola Waldorf Anael in Várzea da Roça*. This town is in northeast Brazil, in Bahia, one of the poorest federal states of the country. Many of our children come from poor rural families and often grow up without a father or in alternating family constellations. They enjoy the little paradise that we are affectionately trying to provide for them. This is how we recently celebrated the birthday of one of the kindergarten children: first the beaming birthday boy got to ride on a star carriage formed by his friends, past the sun and the moon, down to earth. Then all of them together enjoyed the birthday cake.

When they are six, when their time in kindergarten ends, the children can directly move on to our *Escola Anael*, a school for children up to fifth grade. They are the seeds of a new school class. For a minimal salary, which we are able to cover with the modest fees paid by the parents and from donations, our kindergarten teacher takes care of 25 children every day, together with a young assistant. We would love to be able to pay these young people an adequate salary.

In 2002, Cecilia Bastos, a local teacher, saw a TV movie on Monte Azul. Since then, she was looking for help in establishing a Waldorf project for disadvantaged children and young people from that region. Together with Mr. and Mrs. Knipping from Germany and other local teachers, they were able to found the *Associação Waldorf Várzea da Roça* in 2007.

On a donated plot, they erected a small simple room, and in the shade provided by the canopy of two cashew trees they held the first extracurricular courses on playing the recorder, handicrafts, needlework, and painting with watercolors. In



2009, we opened a Waldorf Kindergarten group. For the kindergarten children that were ready to go to school, we opened our first grade in 2011. After that, we added a new class every year until we reached our preliminary goal of having an elementary school with five grades in 2015.

We found helpful donors, who supported us in the construction of a simple yet aesthetic classroom for a two-group kindergarten. And we were lucky that our teachers could participate in the four-year Waldorf teacher training in Aracaju right from the start. This provided a good foundation for our work. Our greatest problem was and is covering the running costs.

Due to the great aridity of this region “Sertão” the possibilities for agriculture are severely limited and there is no stable foundation for the population to live on. There is no industry; the only employers are the prefecture and the few stores. The low salaries are just enough to get by for most families and are hardly sufficient for paying tuitions.

Only with sponsorships and donations, as well as with the incredible assiduousness and devotion of our staff, are we able to keep our “flower of the Sertão” alive.

Donate and Help

Yes! I would like to donate _____ €

once

monthly

My donation is for:

six-monthly

on an annual basis.

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

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Please state: Purpose of donation + your address

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