

A NEWSLETTER OF THE FRIENDS OF WALDORF EDUCATION

WALDORF WORLDWIDE

Freunde der
Erziehungskunst
Rudolf Steiners



EDUCATION NEEDS NOURISHMENT

TOPIC: SCHOOL MEALS The special value of school kitchens

KYRGYZSTAN 30 years of Waldorf education

GEORGIA Temi – a social initiative

SPRING / SUMMER 2018

About us

Since 1976, the **Friends of Waldorf Education** promote Waldorf schools, 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*

CONTENTS

- 4 Editorial
- 5 From our work *by Nana Göbel*

WALDORF WORLDWIDE

- 10 Waldorf Education in Kyrgyzstan *by Wolfgang-M. Auer, PhD.*
- 12 Full of creativity and vitality: Joint convention of Waldorf teachers from Armenia, Georgia, Russia and Ukraine *by Ruben Janibekyan*
- 14 Always new challenges: Michael School in Tbilisi *by Marina Shostak*
- 16 Impressions from Zanzibar: CEF School

TOPIC

- 18 School meals: Education needs nourishment *by Christina Reinthal*
- 24 Starting into life from the back of the field: Waldorf School in Zanzibar *by Sönke Bohn*
- 26 Waldorf School by the National Park: Mbagathi in Kenya *by Nana Göbel*
- 28 “We need creative concepts” *Interview with Demeter board member Alexander Gerber*

FROM OUR WORK

- 30 A social miracle from eastern Georgia: Gremi *by Thomas Kraus*
- 32 Emergency Education: Long-term cooperation with Mexican Ministry of Education *by Reta Lüscher-Rieger*
- 34 Community Service in Germany: “Be authentic and clear” *by Reta Lüscher-Rieger*
- 36 Voluntary Service abroad: A year in India *by Albrecht Günz*
- 38 WOW-Day: Together we can do some lasting good while having fun!
- 40 WOW-Day: “Because we are so well off” *Interview with Cosima Nagel, student*

- 41 In a nutshell
- 43 Educational sponsorships
- 45 Class sponsorships
- 46 Donation Form
- 47 Imprint

Dear readers,

You may have noticed the small change on our front page: Our newsletter has a new name. Under the title “Waldorf Worldwide” you will be able to explore all those things you are used to in this magazine, that is to say, news from Waldorf schools, kindergartens, training centers, curative educational and social therapeutic institutions around the globe. In this issue we would like to focus on a special topic: food.

Far too often, we underestimate the importance of a nourishing diet during school time, as well as the challenges running a school cafeteria brings with it. In most families around the globe, both parents are at work during the day and thus need to rely on all-day care offers, which also have to feed the children. As you will read in this issue, some parents are hardly able to feed their families because of a low income. But, of course, there is more to school lunch than just being filling. To be able to learn well, children need a sensible, thought-out diet: education needs nourishment.

And conversely nourishment is education. Communal meals are an important social element, and by starting the meal with a verse, we can experience gratitude. Offering healthy food also has an educational effect. Maybe the children get to know something they do not have at home. They have the opportunity to taste different flavors, different recipes, and a variety of ingredients. This effect can be increased even further if they are involved in preparing the food or in cultivating vegetables in the school garden. To find out more, please go to page 18 or visit freunde-waldorf.de/schulessen.

I hope you enjoy our current issue of “Waldorf Worldwide,” which covers this and other interesting topics.



Christina Reinthal

People are one step ahead of politics

Where is our educational system headed?

In debates on a new government, digitalization, as demanded by many politicians, played a major role when it came to education policy. The lack of visionary force in these negotiations also showed itself in the fact that the deficits of the national school system were mainly traced to a lack of digitalization. Politics is always much slower than the people. When visionary force is lacking, the political agenda can only be changed by new realities. So while the politics of today are pushing digitalization, the people have long been one step ahead. In his Spiegel column of 7 February 2018, Berlin blogger and journalist Sascha Lobo wrote: “My thesis: There is a major digital retreat into private life. At least the private is not political – in the sense of how ‘politics’ in the public social media can be so absurdly exhausting. To most people, the public sphere has apparently not been able to prove its worth.” Consequently, a new way of dealing with digital media is already announcing itself.

As noted by the New York Times already in 2011, chief executives of tech giants Google, Apple, Yahoo, Hewlett-Packard are sending their children to Waldorf School, because they know exactly what is at stake. But at the same time, Silicon Valley is trying to conquer the educational market; millions of dollars are being spent to buy laptops and educational software, even for first graders. At the same time, teacher’s salaries are stagnating and no new funds are available for assisting students with special needs. In the USA, the computer and software industry is expecting revenues in the educational sector on the order of USD 21 billion in 2020. To this end, the decision makers in public schools in the US (case study: Baltimore County) are already being courted by industry. And that even



Vorstand Nana Göbel.

though is no real evidence that computers in the classroom lead to improvements in learning .

The longer Waldorf Schools postpone their decisions on how to deal with digitalization, the more certain ways of thinking fostered by these media will already have established themselves with parents, teachers, and students. In his latest book , Harald Welzer has noted that it is time to wake up and not to submit ourselves to the logic of the machine, that we will unwittingly, and rather unpleasantly, lose our hard won freedom, if we do not work for it as independently thinking humans.

In the fall 2017 newsletter of the Friends of Waldorf Education, I quoted the Swiss pediatrician Remo Largo, who in an uncompromising manner was demanding a new way of looking at education and a school that provides spaces for individual development. It appears, however, that these developmental spaces will be closed rather than opened by the looming wave of digitization and the concomitant empathic distance between teacher and students. We need to dare and be different! Dare to not just register inconvenient truths in schools, with parents and teachers, but to act accordingly.



Training Waldorf teachers in Istanbul.

On several causes supported by the Friends of Waldorf Education

These remarks lead up to the review of the past year and the outlook toward the festivities celebrating the first centennial of Waldorf education. They are meant to provide a global perspective, which will be a major factor in shaping not only how people work in the future, but also how they think and live. For the Friends of Waldorf Education, the global expansion of the Waldorf School and Kindergarten movement brings with it ever new and exciting tasks. Last fall, the first Greek Waldorf School in Athens was inaugurated with a big celebration for children, parents, grandparents, and friends of the school. Already during one and a half years of preparations we supported the school, also by securing funding for renovation work on the school building. We are similarly connected to the Waldorf School and Kindergarten movement in Turkey. The Waldorf Kindergarten movement is expanding in Istanbul. Again more than 30 young women signed up for the next round of teacher training in Istanbul; almost all of them receive a scholarship from us. New Kindergartens were inaugurated, the most recent one in the Istanbul neighborhood of Besiktas, where already in the first two weeks about 40 children were enrolled. More

and more parents and kindergarten teachers are getting interested. It takes some courage to enroll one's child in a Waldorf School – as always in such a pioneering situation. At the moment, no one can say how Waldorf Schools will develop in this country, and the general experience that the transfer to other schools usually goes quite smoothly are of little use to the individual parents. But there are some courageous as well as a few desperate parents who are sending their children to the new Waldorf School in the outskirts of Istanbul.

We are involved in many new projects, but we also support those Kindergartens and Schools that have been active for many years, as well as quite a few national associations. In particular, we are intensively supporting the work of the Waldorf Associations in Hungary and Romania. The association in Hungary only needs our help on some specific aspects, such as the development of a new curriculum due to another one of the frequent changes in the state curriculum, which entails necessary modifications. The Romanian association on the other hand crucially depends on our financial support. The Romanian Waldorf Schools (which are for the most part state schools) cannot fund the coordination office by themselves. One can see that life in former socialist countries is changing at quite

different speeds. We are receiving so many requests, also from countries even farther in the East, that we are reaching the limits of our capabilities. The Waldorf School in Yerevan, which is doing very convincing educational work, urgently needs a new school building. So many children were enrolled at the school over the last two years that the teachers decided to have two classes running in parallel. In the beginning, there was still the teacher's room and a chemistry lab room that could be transformed into classrooms. Now there is no more room left. The school urgently needs a school building with enough space for a full-fledged school with parallel classes. Different options were explored. The ideal solution would be a newly constructed building in the outskirts of the city. The costs for the lot and the building are estimated at about 4.5 Million Euros – compare this to the monthly income of the teachers, which is about 300 Euros. The real estate prices in this region are simply out of control and have lost all relation with real life. But all other options are on such unsure legal footing that they are essentially excluded. We would very much like to help this school. It is one of two schools in the Caucasus region and is doing outstanding work. But: Such sums are not at our disposal – or not yet.

Requests of similar magnitude reach us, e.g., from Mexico, where the Waldorf movement has greatly expanded over the last few years. After the 2015 earthquake, the Steiner School in Tlaxcala asked us to support them in building a new school building,

since the old building was no longer available after having been damaged in the quake. The parents of this school did a lot and we were able to provide the additional funds needed. Another request, however, from the Waldorf School in Cuernavaca, which is after all one of the three Mexican teacher-training centers, was again on the order of magnitude of millions of Euros so that we had to (tentatively) decline. Also in Chile the Waldorf movement is growing so fast that at least four little pioneering schools, scattered throughout the southern provinces, requested our support over the course of the last two years.

In Pyin Oo Lwin in the Shan province of Myanmar, a handful of Waldorf friends opened the first Burmese Waldorf School last year. While in Chile it is primarily the parents who are looking for a different, freer, child-oriented school, the initiative in Pyin Oo Lwin was taken by a human rights activist, who had previously already brought a Waldorf Kindergarten teacher training to Myanmar. We provided funding for two British colleagues who are now accompanying the founding of the school and convince people through the work in the beautifully designed school buildings. The parents, we are told by the local colleagues, first need to see the school before they are ready to trust it; they will not be convinced by an idea. While the first Waldorf Schools in Myanmar and Vietnam are only just beginning and are still driven by the initial pioneering spirit, the Sloka Waldorf School in Hyderabad,



left: Kindergarten in Timisoara, Romania. right: Kindergarten in Myanmar's Waldorf school.



Dancing at a school event in Hyderabad.

India, is celebrating its 20th anniversary this year. By now, more than 600 students are attending the school, which has earned nationwide recognition. In India, Waldorf education – at least for the class teacher period – is now well established. We thus asked the colleagues from the Sloka School to offer internships to the new teachers of the Tashi School in Nepal, so that they, too, will be able to experience a well-functioning Waldorf School of such a size. This mutual assistance within comparable cultural contexts is becoming more and more important, and the established schools are happy to provide it. In Thailand, for example, the new school initiatives, such as the school in Chiang Mai, receive support on a regular basis from the Panyotai Waldorf School in Bangkok, which can also look back on 20 years of experience.

These few examples are meant to sketch some of the major trends we are currently observing. At the same time, we also do not want to neglect the challenge of moving beyond the quantitative expansion of the Waldorf movement on to qualitative consolidation. In the course of the preparations for the festivities celebrating the centennial of the foundation of the first Waldorf School, everyone is well aware that the next 100 years will be a success only if we achieve such qualitative consolidation.

Only then will an old, experienced school movement with its share of eccentric rituals, be able to transform into a young, curious, interested, future-oriented and courageous educational revolution.

Nana Göbel

From the work of the Voluntary Services

After moving into our new building in fall 2017, the voluntary services are now really growing together. Previously, the staff responsible for voluntary services at the Friends of Waldorf Education was located at two different locations in Karlsruhe, due to lack of space. Now the synergy potential between the departments for incoming and for international services is finally realized, promoting a positive working atmosphere at the new premises. In spite the exceptional challenges due to the relocation, were able to make full use of our contingents and also economically we can look back on a successful year.

In 2018, the challenges will be on the one hand to establish the French-German voluntary service and

on the other hand to establish two new voluntary services. The incoming services are going into the new season with the German Voluntary Ecological Year. The international voluntary service is breaking new ground with the European Voluntary Service (EVS). We are again looking to the future of the voluntary services with great confidence.

Consequently, more than 100 people are now working in the field of voluntary services, and we are now considered a major employer in Northern Karlsruhe.

We pursue several campaigns to ensure that we have enough qualified applicants for the demanding tasks at our partner institutions, such as, like last year, our VW campervan tour with Helmut Wolman. In spring, former volunteers of the Friends will once again begin to visit schools throughout Germany with the VW campervan. They will talk about their experiences during their voluntary service, inspiring students to achieve a meaningful impact on the world.

From our work: Emergency pedagogy

Since 2016, educators in emergency pedagogy have been sent out from Karlsruhe to help in war zones and crisis regions throughout the world. The focus is on children who had traumatic experiences. Emergency pedagogy supports them in dealing with these experiences. In addition to that, the educators give workshops, providing sustainable aid, whose effects will still be felt in three or five years. The new year was again off to a busy start. Already in the first half of the year, we were operating in war zones and disaster areas such as Kenya, Nepal, Bangladesh and Iraq. We supplemented these operations with national and international workshops in Germany, Belgium, Spain, Chile, Argentina, Brazil, Peru, Mexico, South Africa, and Austria.

From 1-3 June, the seventh annual Emergency Pedagogy Conference will take place on the premises of the Percival Center (Parzival-Zentrum) in Karlsruhe, Germany. Wars, terrorist attacks, violence, disasters, flight, and expulsion often lead

to traumatic experiences, which are often a lifelong burden for those affected, and it is not uncommon that these traumas are passed on to the next generation. The title of this annual conference is "Trauma – A Vicious Circle. How Emergency Pedagogy Helps Overcome Transgenerational Trauma." (German title: "Teufelskreis Trauma – Wie Notfallpädagogik transgenerationale Traumata überwinden hilft"). We will focus on the emergency pedagogical approaches to inherited suffering. In addition to talks, we will offer workshops to gain hands-on experience. The conference additionally offers the possibility to exchange views with other participants.

Register online or send us an email if you would like to take part.

Since the devastating Nepal earthquake of 2015, Emergency Pedagogy teams have been active there time and again. Last year, teams went in February and November. In collaboration with the German Corporation for International Cooperation (Gesellschaft für internationale Zusammenarbeit, GIZ) we continued our work in January and February, in order to support the locals for as long as possible.

The new collaboration with the Mexican Ministry of Education is another successful cooperation. Last year's heavy earthquakes also offer the opportunity for a new beginning, especially in schools. Read the whole story on pages 32 and 33.

Good news for the long-term project in Iraq: Even before the deadline of our crowd funding project in November 2017, we had managed to collect far more than the required sum of € 11.000 for the playground in Kurdistan/Iraq, thanks to our many supporters. We are grateful that we could bring some joy and happiness to the empty everyday life of the refugee camp.

The training for emergency educators we launched last year is still going well. During an intensive training, the participants will receive profound knowledge and, at the end, a certificated emergency education diploma. The next group is expected to start in May 2018.

Waldorf Education in Kyrgyzstan

For more than 30 years now, there has been Waldorf education and Anthroposophic curative education in Kyrgyzstan, originating from the curative education institution "Nadjeschda". There, the employees have been and still are continuously trained. In the course of time, some of them took the initiative and founded a small curative educational institution and a kindergarten working on a Waldorf-educational basis. This led to demand for a Waldorf teacher training, initially for the kindergarten, which started in 2006. Wolfgang-M. Auer, a Waldorf teacher from Bochum who established the Central Asian Waldorf teacher training, was involved from the very beginning. For "Waldorf Worldwide", he reports on the development of Waldorf education in Kyrgyzstan.

Kyrgyzstan has always been a transit country for goods and cultures. It was here that the coveted goods from China were transported on the Silk Road to Persia and to the Mediterranean countries, and other goods from the Mediterranean and Mesopotamia back to Southeast Asia. On the site of the modern-day capital of Bishkek, there was a great Bazaar where foreign goods were traded and repacked. To this day, it is the largest bazaar in Central Asia.

And with the trade goods and the people came other cultures, with their religion, their literature, and their music, all of which was absorbed and passed on through generations. Kyrgyzstan thereby developed its own spiritual culture. There is an old epic tale, Manas, which shapes the country's identity to this day. The children learn to recite it, already in kindergarten.

Today we have our third training course in the Waldorf Seminar, which has been operating since 2006 – now for kindergarten and elementary school. Over the course of two years, participants come from different parts of the country and also from Kazakhstan to take part in eight one-week seminars at Bishkek in the rooms of the Arabaev University. In their third year, they come twice and we visit them in their institution in order to see whether they are able to implement their educational training.

Lecturers from Germany, Russia, and Kyrgyzstan conduct the training. The lessons take place in Russian or are translated into Russian. From the 30

trainees of the current course, 22 will present their thesis in November. If they complete their third year successfully, they will receive a certificate, which will also be signed by the Kyrgyz Ministry of Education.

Among the graduates are employees of Nadjeschda, employees of Waldorf Kindergartens, day care facilities, and after-school centers, which want to work according to Waldorf education, but also staff members of other institutions, for example municipal facilities, who have found in Waldorf education a fruitful alternative to the state education, which is still conducted in the Soviet style.

A big challenge of teacher training in a country like Kyrgyzstan is that the people have no opportunity to experience a real Waldorf Kindergarten. Because the seven Waldorf Kindergartens already existing in the country are still at the beginning and themselves need orientation for their practical work. Last year, two kindergarten teachers were able to do a supervised internship at a Waldorf Kindergarten in Moscow, and came back fulfilled, enthusiastically reporting about their experiences in their training course. Now, they say, they know what a Waldorf Kindergarten really is like. You have to see the rooms, the toys and colors, you have to hear the songs and rhymes, you have to have felt the atmosphere. We would like to allow as many graduates as possible to conduct such an internship and we consider making it compulsory for the next training course.



Training to become a Waldorf Kindergarten teacher in Bishkek.

The “Central Asian Waldorf Seminar”, a public training center, which takes place once a year in June, plays a special role. It was established in 2003, on small scale, to initiate a cooperation with Waldorf teachers from neighboring countries. It became a public training center with up to 100 participants, which has become firmly established in Bishkek’s cultural life. The center offers talks, discussion groups, Eurythmy, and social games, a wide range of workshops on educational, practical, and artistic subjects, as well as general counseling, providing a possibility for interested people to learn more about Waldorf education.

The participants of the training course and people who are already familiar with Waldorf education can extend or deepen their knowledge of specific topics. Each year the entire seminar has an overall theme. This year’s theme is: “The environment as a pedagogical factor”, which is an important aspect of Waldorf education and was studied from various angles. In addition to the participants of the training course, employees of the Waldorf institutions take part, as well as many people who consider the seminar a personal further education and who come every year. About one quarter of the participants take part for the first time. Many come again in the next year.

Gradually, a group of trained Waldorf educators is forming in Kyrgyzstan, who we hope will carry Waldorf education into the country and will continue to develop it, taking responsibility for

the training themselves any time soon. But things do not happen very fast here. In Kyrgyzstan you need time. Indeed, people quickly understand what it is all about, especially in their hearts. And they understand it through their work; implement it by mimicking and imitating. But to become independent they often have a long way to go.

A Waldorf school is still missing – there is only the curative educational school “Nadjeschda”, which can show where Waldorf education leads. This is important for the presence of Waldorf education. Previous initiatives were not able to achieve their goals. At the moment there is a new initiative for founding a Waldorf school. And also with regard to the teachers there is hope. At the moment, a young Kyrgyz is being trained in Germany to become a Waldorf teacher. After finishing his studies he wants to return to Kyrgyzstan and work as a Waldorf teacher.

Dr. Wolfgang-M. Auer

For 30 years, Wolfgang-M. Auer, PhD., was a Waldorf teacher in Bochum. Since 2006, he regularly travels to Kyrgyzstan, up to four times a year. He co-founded the Central Asian Waldorf Seminar, teaching the foundational Anthroposophical and educational subjects. Through his work, he knows many institutions in which alumni of the seminar work.

Full of creativity and vitality

In the summer of 2016, a first joint convention took place in Armenia bringing together Waldorf teachers from Armenia, Georgia, Russia, and Ukraine. The aim was for the colleagues to have a dialog on the basis of Waldorf education and exchange the experiences of their daily work, regardless of national circumstances and possible political oppositions. This went so well and was accepted with such enthusiasm, that they immediately started planning the next session to be held already in the next year. And so, about 90 teachers from the four countries met between 25 and 28 June 2017 – this time in Georgia, close to Tbilisi. The Friends of Waldorf Education supported the convention with travel allowances for participants from Russia, Armenia, and the Ukraine. Ruben Janibekyan from the Waldorf School In Yerevan also took part in this conference and tells us about his impressions.

After the successful conference in Armenia in summer 2016, the general desire for another installment was more than huge, and, thanks to the efforts of the initiators, the organization committee in the host country of Georgia, the support of the teacher-training seminar in Kassel, Germany, and the numerous cooperating foundations in Europe, we were able to implement this idea. The experience of the first extended conference in Erivan had shown with such clarity that the main advantage of such a conference is that there is, in addition to the purely Waldorf-educational impulses, also a process of reconciliation and international community building. Against the backdrop of the well-known current developments in political arena, this second component appears to have become particularly relevant and important. In Georgia, these two aspects were closely interrelated.

The conference took place in an educational center close to Tbilisi, at the outskirts of the small town of Rustavi. Main topic of the conference was the “Problem of Faust Within Modern Man” as Goethe presented it so brilliantly in his poetic work.

The conference consisted of different parts. In the mornings, Prof. Dr. Michael Zech from Kassel gave profound talks on “Faust” under the title of “Anthropology and the Tragedy of Modern Man”. Michael Zech presented the relevance of the problem in our modern times in a very impressive way.

After that, the colleagues continued their work on educational topics in several focus groups. The exchange of experiences proceeded actively and was very interesting – everyone embraced this rare opportunity. In the second half of the conference, presenters summarized what had been discussed in the focus groups. During lunch break, we enjoyed the tasty Georgian food at the cafeteria. Immediately after the short lunch break, there were various opportunities for artistic work. There was a drama group, lead by Goscha Gorgoschidze from Georgia. Gohar Tumasyan from Armenia offered a painting workshop. Vlada Eliferova from Russia gave an introduction to artistic projective geometry. In addition, there was a dancing group led by Marina Stepura from Ukraine and Nino Roinishvili from Georgia.

After a short coffee break the well-known historian Markus Osterrieder started with his talks on historical characters who dealt with the problem of Faust themselves or who engaged with it artistically – for example Church Father Augustine or the writer Boris Pasternak. The title was “Historico-cultural aspects of the conception of man”.

Then we discussed the joint projects, initiated by several schools. For example, the student’s conference initiated in Armenia in 2016, which eventually took place in Odessa in 2017, and which was initiated by young people from Georgia, Armenia, Germany, and the Ukraine.

The evenings also had an artistic touch. They were hosted by representatives of the different countries. The first two evenings (Georgia and Armenia) were again dedicated to the topic of Faust: Former students of Georgia's Waldorf School gave a very mature, almost professional and expressive performance of Faust in Georgian – lead by director Gocha Gorgoschidze.

On the second evening, a group of teachers from Armenia performed an impressive scene from Faust Eurythmically. On the third evening, the Ukrainian and Russian participants united their efforts on stage: They recited and sang various classical and folkloric poems and songs. During the festive announcement of the birthday of one of the participants, the evening suddenly developed into an impressive general presentation of the various national spirits, all of which celebrated together in a kind and friendly manner. There was no hint of psychological antipathy, no indication of any current difference amongst this variety of different people. On the fourth evening, we had a break so that mainly the Slavic guests could visit Tbilisi. On the fifth day of the conference, all of the artistic groups presented the fruits of their work. It was amazing how much one can accomplish in such a short time.

It was a conference full of creativity and vitality of the participating teachers. The conference took five activity-filled days, was lead in a very positive mood, and left the clear impression that our common humanity needs consistent and continuous care.

The Waldorf School Aregnasan in Yerevan would like to thank all those people and foundations that have contributed to the success of this conference.



For many years, Ruben Janibekyan has been a high school



GEORGIA

Always new challenges: Michael School in Tbilisi

In summer 2016, the Friends of Waldorf Education had requested support for curative educational and social therapeutic institutions in their call for donations. With a part of these donations, we are able to continuously support the Michael School for curative education in Tbilisi. Here, for more than twenty years, children with special needs have had the possibility to learn in a loving atmosphere according to their abilities. Up to now, there are no welfare programs on a policy level for people with special needs and their families, which would ensure the survival of curative educational and social therapeutic facilities. State support is scarce. For this reason, Michael School can only pay salaries far below the subsistence level. It is important for the children that the committed teachers won't be forced to seek for jobs elsewhere in order to secure their own survival. For that reason, the Friends of Waldorf Education have subsidized the salaries for many years. In this manner, we were able to increase the salaries by a total of € 24.000 in 2017. With an additional € 6.000 we were able to provide healthy meals for the children. A worthwhile investment, as witnessed by the annual report of the school. Marina Shostak, founder and headmistress describes the school's activities.

Under the roof of the Center for Independent Education, the Michael School for curative education unites, among others, a preschool, a school, a seminar for training aspiring remedial teachers, a day center with different workshops, a pedagogical-psychological rehabilitation center, and numerous extracurricular activities.

The teachers work with great enthusiasm. They are constantly looking for new methods in their work and change their approaches according to

current needs. Last school year, the number of children within the autism spectrum increased significantly, and we also accepted children with Kabuki syndrome, a rare genetic condition resulting in multiple congenital intellectual challenges. These changes give us incentives to seek new pathways and approaches for maximizing the development of the children and for contributing to their integration into society. New therapists were hired, also, for the first time, from the field of Chirophonetics.

Chirophonetics is an Anthroposophic (speech) therapy in which the therapist cures through speech and touch. Alfred Baur, a curative educator and speech therapist, together with his wife, the physician Ilse Baur, developed the method in the 1970s from the principles of Rudolf Steiner's Anthroposophic anthropology. Chirophonetics can treat autism, Down's syndrome, or cerebral disorders. Our school is the only one in Georgia that offers this therapy and that employs a specialist in this field. It is wonderful to see how especially children with severely limited capacities start to listen and voice words when their sense of touch is activated.

Every year, the Friends of Waldorf Education support our work financially, by doubling the teachers' salaries as well as through the voluntary service of the Friends of Waldorf Education. Usually, we have two volunteers from Germany, who live with us for one year and help in everyday school life.

This year, we organized a parent's choir; they sing Georgian folk songs. At the same time, we were able to continue the choir for the older children. For the younger children we organized a school orchestra.

One of our theater projects is the "creative

theater" for children within the autism spectrum. Children with severe disabilities take part in this drama group. Sometimes they also come from outside the school. Our Christmas play in December was a huge success; now we are planning a small musical. Two years ago, we already staged the musical "Keto and Kote", in which children, parents, and teachers participated.

Another extracurricular activity is our mosaic studio, where children and adolescents can make mosaics from glass beads and crushed seashells. The subjects of the images are scenes from different cultural epochs, inspired by ancient Greek paintings, Egyptian, Roman, and Byzantine mosaic art, and also by the mosaics of medieval churches and by impressionist paintings.

We would like to thank our friends and partners and first and foremost the Friends of Waldorf Education and their donors for the ongoing help and support. It is only thanks to your help that we have the possibility to do our work.

*Marina Shostak
(Editing: Christina Reinthal)*



From left to right: The drama group's Christmas Play, a mosaic produced in the school's own mosaic studio, a volunteer, and birthday at Michael School in Tbilisi.

IMPRESSIONS FROM ZANZIBAR



The Waldorf School of the Creative Education Foundation in Zanzibar has been around for five years now, offering an alternative to the often overcrowded schools in the semi-autonomous island state off the coast of Tanzania. Most of the students come from poor families. Read more on pages 24 and 25 in the context of our special topic "school meals".





Photos:
Harold Arrehn,
Haifa Beseisso,
Judi Palmer

Topic: School Meals

In West Germany, eating at school is still a relatively new concept. The majority of today's adults went home for lunch – at least at the regular schools. For Waldorf schools were pioneers also in this field, offering warm lunch at school already in the 60s. In many other countries this has been established for decades, while in Germany it only reached greater public awareness after the introduction of all-day schools. But providing students with hot meals is always a challenge: financially, educationally, and culinarily as well. This of course also applies to Waldorf schools - in Germany and all over the world.

When in 1985, the Waldorf School in Berlin-Kreuzberg opened its doors, Dorothee Brosi-Burmann began to establish a kitchen for the school. In the beginning, she cooked at home for the after-school group of her daughter, who was enrolled at the school in its founding year. From the beginning, the afternoon care and thus also providing children with food was an important part of the school, Brosi-Burmann told the Friends of Waldorf Education. "At the time, this was a poor neighborhood here. After-school care was a necessity. The majority of children were at school all day. Most of the parents had to work. Both parents, that is. It was not easily possible to support a family on one salary. And since most children were at school throughout the day, they had to be fed. At the time, there were no caterers like there are today. So, it was necessary to establish the kitchen." What is today increasingly becoming a part of everyday school life in Germany – a school kitchen with a cafeteria – was developed by Dorothee Brosi-Burmann virtually from nothing. She was a trailblazer not only with regard to school meals, but also with regard to a vegetarian and whole food diet. She always had very specific demands concerning the food at school: "I always tried to give the students – from the substantial point of view – what they needed during classes. And that they have a healthy diet in general." She finds this to be an eminently logical demand, just as that for a purely vegetarian diet: "In the beginning, we were exotic in this regard – also in what concerns organic farming. I proceeded unwaveringly. As a school kitchen, we do not need to make what

you find everywhere else. Most certainly not as a Waldorf school kitchen. In terms of education, we pursue a different path, so why not also when it comes to eating?"

What once began in the home kitchen has now become a large business, in which more than 1.400 servings are prepared on a daily basis. But many Waldorf schools in other countries are today at the point at which Dorothee Brosi-Burmann was over 30 years ago. The same applies here: Since the education is supposed to do more than just convey the subject material, the food is also supposed to do far more than just fill. Even if having enough to eat is, of course, in many places of eminent importance. Heidi Leonhard, a domestic science teacher of many years and a food expert, agrees: "A balanced, whole food, mostly vegetarian diet of the highest possible quality, preferably regional, seasonal, and organic, traded fairly – that is the sustainable way to go!" Of course, it would be good if the kitchen staff had a foundation in the Anthroposophical understanding of food, since the entire human being needs to be addressed. It is about fostering strength at all levels of the threefold nature of the human being. The meals need to provide children with good, traditional food. They also need to help children and adolescents think outside the box. And a good diet supports the ability to concentrate and learn and it also affects behavior.

"While malnutrition is often a problem in poor countries, nutritional deficiencies frequently occur here as well," Leonhard explained in conversation with the Friends of Waldorf Education: "Children

who are malnourished or have a poor diet have been shown to be restless and cannot concentrate as well." She also emphasizes the need to recognize the value that food has: "First, one has to make the decision that providing the children and adolescents with high-quality food for is a principle of the school. Then, you need to accept that food may cost money and is therefore something of value. The school kitchen cannot be a profitable business and will very likely need to be funded, just like other important elements of the school, such as handcrafting, computer and technical training, or public relations." Even here in Germany, funding good school meals is often a sensitive topic. But what does it look like in areas of the world where less money is available, both for education and for food?

With the topical focus on "school meals", the Friends of Waldorf Education would like put the spotlight on Waldorf schools that are exactly in such a situation. In some of the schools, which we

will tell you about over the next few pages, the children hardly get enough food at home. The parents are poor, work a lot just to be able to buy the bare essentials for the family, can hardly take care of the children during the day. A common, whole food meal for the entire family is often not possible. "This makes the school the place where not only a good, full meal is offered, but also where children can practice cultural techniques and social skills, and finally, where they learn about food and its importance. If you have a look at the situation in the world, there are even cases where school lunch is the most important and the only reliable meal for the children," Heidi Leonhard explains. To support the schools, and thus the children, in this aspect is an important foundation for the future. Healthy eating is also the foundation of good nutritional awareness. Thus, the vicious circle of malnourishment can be broken.

Christina Reinthal

To read the full interviews with the experts quoted above, please go to our website:

- "The potential is far from exhausted." Conversation with Dorothee Brosi-Burmann about the structure of the school kitchen in "Freie Waldorf Schule Kreuzberg", Germany.
- "The school kitchen cannot be a profitable business - it is an expression of the school community". Heidi Leonhard on the special role that school meals play nowadays.

www.freunde-waldorf.de/schulessen

Education needs nourishment

Unlike in Germany, in many countries of the world independent schools receive little or no state funding. Parents have to finance the entire running costs of the school, and if that is not possible, the schools have to make do with. In some schools, food, in particular, is of great importance, since families at home often cannot provide a sufficient supply. Within our special topic “school meals” we would like to present some of these institutions to you. All of them urgently need help, to provide a healthy diet for their students.



Brazil: Projeto Salva Dor

Salvador is one of the poorest megacities of Brazil. In midst of this poverty, the Projeto Salva Dor offers spare time care based on Waldorf education for about 50 children. Every day, children between five and ten years come here, to master the difficulties of an often challenging every day life. At their schools, they are taught in completely overcrowded classes with authoritarian methods.

In the mornings, the Projeto Salva Dor takes care of a group of children who then go to school in the afternoon in the surrounding suburbs. In the afternoon, the Projeto takes care of another group that goes to school in the mornings. The children receive breakfast, a warm lunch, and a snack in the afternoon. For many, these are the only regular mealtimes. The entire Projeto, including the meals, is financed by donations, as the parents of the children hardly can make financial contributions. For food, Salva Dor receives 250 Euros in total from all parents. This is not enough to feed 50 children. For a good provision with basic supplies the project needs 1.500 Euros per month.

Nepal: Tashi

In Tibetan “Tashi” means “all that is good”. In keeping with this motto the Tashi Waldorf School, which was founded in 2000, focuses on imparting an education that includes the country’s culture and traditions. It offers an alternative both to the now very outdated Nepalese school system and to expensive private schools. The school aims to offer

an education to those children who would not have the opportunity to attend school otherwise. At the moment, 120 children attend Tashi Waldorf School, all of whom are fed there. The school offers two meals per day: Breakfast after the first teaching unit and lunch after the lessons. The school is currently able to raise about 60 Nepalese rupees, i.e., about 0.50 Euros, per child and day. In order to provide the children with nourishing and filling meals, it needs an additional 500 Euros per month.

Kenya: Humane School in Kitale

Providing lunch is also an important aspect at the Humane School in Kenya. Outside the regional capital of Kitale and just 25 km away from the border to Uganda: Here, Juliet Mia together with several colleagues, began to build a village school. Most of the people who live here work in agriculture, e.g., on the big tea plantations, and live in buildings that are not connected to electricity. Also the school's two simple earthen buildings do not have electricity or running water. "Most children come from very poor families", Juliet Mia explains, "the parents earn just enough for subsistence – most of them are not able to provide the members of the family with three meals per day." The families pay an average fee of 141 Kenyan Shillings per month for the school meals. That corresponds to little more than one Euro. To provide the children with dry beans, corn, rice, vegetables, and seasonal fruits, 5 Euros per child and month would be necessary–i.e., about 440 Euros for the current number of 88 children.

Haiti: École du village

The Waldorf School École du village in Haiti was partially destroyed by a hurricane in October 2016. Thanks to the donations that came in after an urgent call by the Friends of Waldorf Education, classes could be resumed soon after, and work on a new earthquake-proof building was begun. Haiti is one of the poorest countries in the Western hemisphere. „The children that attend our school live under very difficult circumstances”, Myriam Silien, the school's founder, explains. "They are lacking everything or almost everything, especially food, without which their soul cannot have an



earthly space to live.” The parents of the 107 children can contribute practically nothing. Instead, they are asked to do volunteer work, such as cooking. There is not enough money to provide the elements of a healthy diet, such as fruits and vegetables; Myriam Silien would also like to switch from wood-fired stoves to gas, to reduce deforestation. About 60 Euros per month and child are necessary in order to achieve this goal and to provide the children with a good and wholesome diet.

Ethiopia: Hawzen

The Waldorf Kindergarten in the small town of Hawzen in northern Ethiopia was founded in 2006, followed by a school in 2014. The parents are only able to pay symbolic fees to the school and the kindergarten. The school's founder Atsbaha Gebre-Selassie and his colleagues are almost entirely dependent on donations. One of the initiators of

the school, who has also accompanied it throughout its existence, is Magdalena Bächtle, former student at the Waldorfschule Chiemgau. In an interview with the Friends of Waldorf Education, she explained: “The school meals play an essential role for the children’s ability to concentrate during the lessons. There are some children whose parents can only provide them with one meal per day; especially for these children, the school meals are extremely important.” According to its means, the school provides the students with basic nourishment. During morning recess, bread rolls and milk remove the hunger and allow students and teachers to have a calm and quiet time together. When flour is lacking, the servings are reduced and distributed evenly. “Our goal for the future will be, however, to support a balanced diet with our school meals. It would be desirable, for example, to have soup for lunch for all of the children”, says Magdalena Bächtle. About 9.000 Euros per year are needed to



feed the 280 children of the school. And the school wants to grow further, as the families in the neighborhood appreciate not only the school meals, but also the child-oriented, systematic, and friendly teaching.

Egypt: Luxor

Even though school attendance is mandatory in Egypt, only about every third child goes to school. Especially in rural areas and in small towns, school means classes of 70 children, rote learning, and shouting answers in unison. Children who lag behind run the risk of being beaten. When the speech formation teacher and actress Nathalie Kux was in Luxor in 2015 on a cultural journey, she met a restaurant owner, who wanted something better for the children of his neighborhood, and she decided to do something about it. She built up a Kindergarten, from which emerged, just one year later, a school with a first grade. Most children

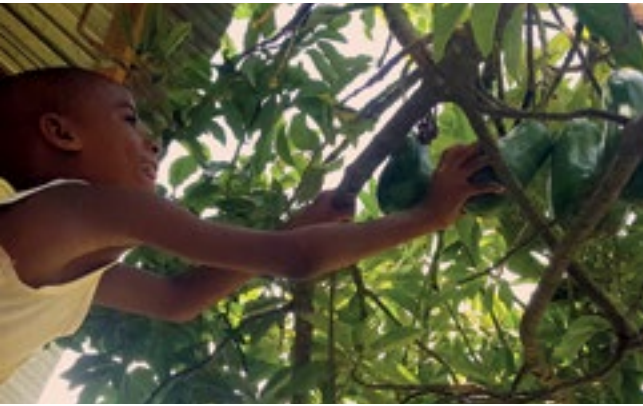
come from poor families, not even half of them can pay even a fraction of the tuition fees. When school is over at 1 pm, the children do not want to go home. There is nothing useful for them to do there; the parents are usually at work. Afternoon care at school would be eminently appropriate. But in order to provide this, lunch at school would also be necessary. A first prerequisite would be kitchen equipment for the Hebet el-Nil school: an oven, a fridge, food processors, pots, plates, cutlery, tables, and benches. 3.000 Euros would be sufficient to acquire all this.

Texte: Christina Reinthal



Starting into Life from the Back of the Field

In January, the little Waldorf School of the Creative Education Foundation in Zanzibar started into its sixth year. In the semi-autonomous island state off the coast of Tanzania, half of the population lives below the poverty line; about 12 percent of children are malnourished. School founder Judi Palmer wanted to present the children of the island with an alternative to the often-overcrowded schools and quickly opted for Waldorf education. The Berlin-based Waldorf teacher Sönke Bohn was in Zanzibar for six weeks, as a mentor. For “Waldorf Worldwide” he reports about the school.



A good education often is the only way out for children from disadvantaged backgrounds. Be it poverty, unstable, cracked, or completely collapsed familial or social structures or even everything together – for many of the people concerned, education is often unimaginable, yet it represents the only path into a prosperous future. Prosperous, be-

cause the circumstances allow it, and these circumstances then allow for a space in which self-effective powers can take action and are allowed to become effective. It is not just Central Europeans who struggle to make responsible use of their own and the local resources; also elsewhere people have to make a strenuous effort to achieve this goal, often under much less comfortable circumstances.

Personal and professional experiences had motivated Judi Palmer, an entrepreneur from Stone Town, Zanzibar (Tanzania), to become active in this field, by founding a school as a place to prosper – in particular for children who begin life from the back of the field. She considered different educational concepts, and soon it became clear that the school was going to be a Waldorf School. Carefully adjusting to the cultural and social conditions, she set to work with determination.

Pragmatically she cast her fishing rod into the World Wide Web and found Dorian Keller, a Swiss-English teacher and painter, who consented to accompany the founding of the school. With two young local teachers, he immersed himself into this trailblazing educational project.

By now, the small school of the CEF-Zanzibar (Creative Education Foundation Zanzibar) is in its sixth year. At first, in February 2013, the school consisted of a Kindergarten and a first, then a second grade, and was situated in Fuji Beach close to Bububu. In January 2015, the school was able to purchase a property of more than three



Lunch in the school yard

hectares, where the children now go to school up to fifth grade. Whereas the local state schools have classes with 100 to 180 students – a challenge that can hardly be mastered by the teachers – 12 to 17 children attend one class at the CEF School. But it is not only the size of the classes that represent a change in the children's life circumstances. While children who attend state school often also have to go to a Madrasa (Qu'rānic school); at this little Waldorf School this is integrated into the school day. This spares the children from strenuous parallel studying and also from the usual teaching methods.

But also the teachers need and receive support. Financed by the Friends of Waldorf Education, some of the teachers attend the intensive courses at the Waldorf teacher seminar in Nairobi. In this way they receive valuable suggestions and guidance for the day-to-day work with the children. On site, the teachers receive support from invited colleagues, who do some mentoring and give advice. Some sponsors, mainly local restaurant owners, finance the school. Only five of the sixty children pay for fees and tuition. Many of the children are orphans or half-orphans, where much is to give, but little to get.

In the first two years, Swahili is working language; from third grade on, the main lessons are taught in English. The development of the lower senses, much discussed in central Europe, is fostered by the lush, warm natural surroundings. The children often walk barefooted in the school's jungle, and those who want to have tangerines, bananas, papayas,

mangos, coconuts, and whatever else they care to eat, can and have to climb for it.

But also playing ball is, like everywhere else in the world, popular during recess. Children and teachers meet in an atmosphere of warm joy. Everybody has to learn a lot and they meet their tasks with devotion and with the highest possible expectations for themselves, children as well as teachers. In a truly paradisiac nature, in an almost non-existent cultural infrastructure, a seed starts to grow, that can open up a bright future for and thanks to the children, as put by the volunteer Mohamad from Saudi Arabia.

The diet plays an important role at the school, because you cannot study on an empty stomach: Before morning assembly the children have porridge and a few dates, during breakfast break two to three little pancakes and some tea, later on lunch and at the end of the school day they will have an egg and some fruit for the way home. The expenses of about \$ 1 per day can only be paid for through donations. It sounds like a small amount of money for a nutritious meal, and it is. "The children need richer food and a higher intake of calories", explains Judi Palmer. She aims to have about \$ 1,50 available per child for food. She can reach this goal with about € 1.400 per month for the current number of pupils – for this, we still need help.

Sönke Bohn

Waldorf School by the National Park

Ever since it was founded, the Friends of Waldorf Education have accompanied the Rudolf Steiner School Mbagathi. Last fall, we supported the school in a call for donations. Because of a devastating drought, the school urgently needed donations to provide the students with food. The call for donations was able to relieve the dire conditions for a while. But the school is still in urgent need of help, because only a small part of the families can contribute to the school fees and tuition.

If you drive on the belt highway (just finished by the Chinese) around Nairobi towards Ongata Rongai, leaving the city for the vast Maasai plains, you pass the National Park, which the growing city has already reached. On the other side of the National Park is the Rudolf Steiner School. On the grounds of the school there are mostly single-story houses. Only the so-called teacher house for the teacher trainers of the East African teacher-training seminar is two-storied. And from the window in the upper floor you can see with a good pair of binoculars Impalas, Zebras, and Giraffes – and behind these, the skyline of the city. When the Rudolf Steiner School purchased the land 28 years ago, Zebras and Giraffes passed by the school and in the city of Nairobi, there were no real high-risers. The school thus experienced the profound transformation of Nairobi from an African capital with British flair to a global, international metropolis. During the past 28 years, the school ground has changed, too. An area with only a few acacia trees has been transformed into a varied environment with two boarding houses, a separate, more quiet zone for the kindergarten children, and the classrooms from grade one to nine, arranged in a circle, with an amphitheatre in the middle. At the center of the school premises is the big dining hall, which at the same time serves as an assembly hall for the school. Like all the other buildings, the dining hall was co-financed by the Friends of Waldorf Education and the German Federal Ministry of Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit, BMZ) and built by a Swedish construction unit.

The teachers and students of the Rudolf Steiner School belong to different ethnic groups and get along peacefully. The children come either from the neighbouring town of Ongata Rongai, or from distant areas. Those from the villages, which are a day's journey away by bus, live here in the boarding house on the school premises. About 120 children from kindergarten to ninth grade live here. And they enjoy life at the boarding school, because not only do they find friends to play with (yes, they are allowed to play and do not have to work) but they also receive breakfast, lunch, and dinner – every day, seven days a week. Unlike at home, where they often receive only one meal of corn porridge per day and thus they return to school after the holidays malnourished. Due to this, even the kindergarteners experience joy rather than pain when living at the boarding house, because the separation from a family with many children where the individual doesn't receive much attention is anyway not considered a deeply troublesome experience.

The children from boarding school are allowed to help in the school garden, just like the other students. For many years, this garden had fallen into decline, until Anne and Rolf Bucher came and planted a biodynamic school garden together with the gardeners. Composting and applying mulch works well, and they installed an irrigation system for the dry season. The traditional African culture has a very mindful relationship with nature, but also a painful one, being helplessly exposed to the capricious weather. As long as there is no drought like last year, crops can also grow in the dry season, thanks to the irrigation system, sufficient shade in



Serving food at the dining hall of Mbagathi Waldorf School/Nairobi.

the garden, and a good use of compost and mulch. The responsible gardener is a master of his craft, admittedly not certified, but in his commitment and in his relation to the soil he tends to. By now, more than half of the vegetables needed for the students' supply are grown in the school garden. And the students take part in the gardening and farming activities, thereby securing their own sustenance – at least partially. This is practical ecology.

The school kitchen is right behind the dining hall, still in the same building. The kitchen staff has worked at this school for years, providing lunch on a daily basis to all 320 students, teachers, and staff members. The school kitchen looks completely different from a school kitchen in a German, Dutch, or Czech Waldorf school. The kitchen itself is open; the wind blows through the room, dispersing the smoke. The stoves are integrated into a clay-covered sideboard and are fired with wood. Behind the kitchen are, stacked rather high, branches and trunks– the wood for the stoves. In the morning you see the kitchen staff sitting on a stool, cutting vegetables, if they are not busy making tea for recess. Everybody at this school is convinced that a healthy diet is crucial for the children's growth, their development and their learning.

Every day, when the students come to the dining hall for lunch, they sit class by class around the big tables. Some students and teachers distribute the food, and only when all plates are filled, they say a verse together. Before that, no one starts eating. After a prayer of gratitude, the children start eating. That also goes for breakfast and dinner for the children from the boarding school, which is also taken at the dining hall. And for celebrations, they close a large curtain in front of the kitchen, and the room quickly becomes an assembly hall, illuminated in different colours by the light from the glass windows, designed and crafted by school founder Nani Croze, a glass artist.

Tuition and school fees are being paid for only 20 percent of the children at the Rudolf Steiner School. All the other parents live at or below the poverty line and do not contribute financially. This is why running the school and providing school meals is only possible through donations – mainly from Germany, Switzerland, and Denmark. We are glad about every person who continues to support the work of the Rudolf Steiner School and who makes school meals possible. With € 120 a child can be provided with warm food for an entire year.

Nana Göbel

“We need creative concepts”

Waldorf schools around the world aim to feed their students whole and sustainable food. We talked with Demeter board member Alexander Gerber about how a supply with a high organic component is possible in a school kitchen.

How can a school ensure a good diet with as little money as possible?

You are talking about schools around the globe, often in poor countries. This is why I cannot give a general answer. But creativity often leads far. A very impressive example is Copenhagen. The city founded a subsidiary company, which supplies all public institutions, including schools and kindergartens. They cook the basic food components in a central kitchen, and the fresh components are prepared on site with the help of the students. They started with a 40% organic content and increased it to 90 % after a few years. The meals are simple, wholesome, rich in variety and also tasty for children and adolescents. The ads for the campaign feature actual members of the kitchen staff, in order to get as many students as possible to the cafeteria tables. They are very proud of this, and the campaign reaches different walks of life. The meals cost about € 2,50 which is as much as the city of Berlin subsidizes each school meal. Now a quick glance at India: There are more than 100.000 peasant farmers who work with bio-dynamics, because they forgo sprays and fertilizers and by composting they produce higher yields. In this



Foto: Fotostudio Viscom

manner, even though market prices are the same, they make much more money. Especially in the southern countries, organic farming leads to higher yields without being more expensive. But for school meals this means that you need cooperation partners in agriculture.

Do you think a school garden can help reduce costs?

Under certain circumstances, that may be the case. But the main purpose of a school garden is to teach students about nature, the origins of food, gardening, and the

rhythms of the seasons, not so much the economic production of groceries. But I can imagine that especially in the countries of the south, where schools have a more practical approach, integrated projects might be possible, which not only play a part in food supply but also impart knowledge on how to best use one's own land.

Can they cultivate such a school garden with biodynamic methods?

Yes, of course. There are already some examples, like the school garden of the Nairobi Waldorf School. The ecological tilling of a school garden is mandatory. Using pesticides in a school

environment would be much too dangerous. Only in an organic garden can you witness the overall context of gardening and agriculture. Biodynamic leads to a more profound understanding of soil fertility, embedding the agriculture in seasonal and cosmic rhythms, the importance of keeping animals, and quality of food.

Apart from food supply, which advantages would such a school garden have?

The educational impact is actually increased if the direct connection between the work of the gardeners, healthy plants, harvest quantities, and having enough food on the plate comes alive.

Can you estimate how much space and how much effort would be necessary for a school of about 300 children to provide themselves with food?

This seems very ambitious to me. Let us do a simple calculation. Every person has 2000 square meters at hand for his or her own supply. If we subtract out weekends, dinners and holidays, we need about one half of that for the school meals in an all-day school. Taking 300 students this would mean almost 30 hectares. This is not a school garden anymore but a real horticultural-agricultural business; in many countries of the south with small farmers a very large business at that. On the other hand, in the countries of the south, the productivity is often very high with several harvests per year so that one could manage with a smaller area.

Do you think this would make sense for the school economically?

Diversity – and such a self-supplying farm must be diverse – is always more expensive than buying the products from specialized farms. But in countries where labor costs are low and the students are skillfully integrated into the process, it could be profitable under some circumstances. In any case they would need creative concepts and precise calculation.

How can we improve our school meals in Germany?

Concerning school meals, Germany is really a developing country. On the one hand, we have Waldorf schools and on the other hand biodynamic farming. Far too few Waldorf schools are conscious of the fact that there is a correlation between these two: Here the human being who is supposed to learn how to make ethical decisions – and there agriculture according to nature and the human being; here the spiritually advancing human being – there the food that fosters this development.

Interview: Christina Reinthal

A social miracle in Eastern Georgia

In the village of Gremi in the foothills of the Caucasus Mountains, there is a social project called Temi. The people here live according to the principle: everybody helps each other, no matter how handicapped she may be. This has worked for almost 30 years – even when times are difficult, as they often are in Georgia.

In Temi the word inclusion is actually a misnomer. Who would one want to include if no one is excluded from the community? Temi is a social project in the foothills of Caucasus Mountains close to the Russian border. The project admits everyone who cannot find or has lost his or her place in society. Many of the residents would no longer be alive if it wasn't for the project. The special feature of the social interaction is the way in which the community is constructed. In short: Every resident needs assistance. Trained employees are rarely found at this place. On the one hand, because there are hardly any in this country, and on the other hand because they can hardly be paid. Instead, the neighborhood grandma does the cooking, and the mayor lives in the community working as janitor.

The people of Temi are the orphans, the sick, the traumatized, the lonely, the aged, single mothers, the homeless, beggars, the unemployed, the multiply disabled, and all those who would be placed in psychiatric care anywhere else. There are also children and adults who were abandoned by their families because of their special needs or who did not find a place in an orphanage anymore, or just those who were looking for shelter.

In 1989, Nika Kvashali, who still lives here, began to establish the community with seven other people in need. Since the very beginning, he tirelessly sees to it that everybody finds a place in this community. Every year, more people in need have joined. By now, nearly 60 residents live in the village of Gremi, including 50 (sometimes severely) disabled people. If one adds the contributors from the surrounding villages, the community counts almost 100 people. A wide range of people is benefitting, not just by having a job, but also from the products and services.

During the last three decades, the people from Georgia have endured the collapse of the Soviet Union and the 2008 war. They live in constant social, political and economic instability. The recent socio-political past has led to a continuous deterioration of living conditions. Mainly in the rural parts, where financial resources for infrastructure and supply mechanisms are lacking. According to UN statistics, more than 50 percent of the Georgian population lives below the poverty line. This issue concerns, as always, people with special needs and other marginalized groups in a disproportional way. Human rights organizations denounce state psychiatric wards and orphanages for their unacceptable conditions.

Can a social project thrive under such circumstances? Yes, by reducing the living costs to a minimum, through an enormous effort of the people in charge, good fundraising, and Susanna Reinhardt.

One third of the annual costs are covered by the state, another third by international organizations and private sponsors, and the rest by selling goods and services. People from two to 88 years live in Temi. Most of them have no other prospect in life, due to the lack of family structures or other support systems. They live either in the 100-year-old main building or in one of the smaller dwellings – some in double rooms or an entire family in a single room. Everyone takes care of the children of disabled parents. There is a variety of life designs. Everything is extremely sparse; some rooms are quite dilapidated. For example, the roof of the old brick house has started to leak in the past years. Water trickled through the lounges and sleeping rooms on the first floor down to the ground floor. This is where the Temi meeting place is to be found:



A communal place: The social project Temi in Georgia.



the kitchen and the common dining room. In the past years, the Friends of Waldorf Education filed an application with the German Federal Ministry for Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) to support the extension and urgent renovation of the main building. Entirely unexpectedly, the BMZ declined the application, because the long-term funding policy changed in the past year. From now on, the BMZ will only fund capacity building programs instead of buildings for schools and institutions. For now this means that an extension of the building is off the table. But we need donations for renovating the roof.

As time passed, Temi founded a number of workshops and social businesses: poultry and bee keeping, a bakery using a wood-fired oven, a wood workshop, a cabinet maker's shop, a kitchen and a laundry, and a restoration workshop, to name a few. Everyone is working here, at what they do best or at what they would like to learn.

Temi comprises 18 hectares of agricultural area with trees (pomegranate, walnut, apple, fig, kaki), different vegetables, and old Georgian varieties of wheat. They operate the entire farming according to organic standards. The wine has already won several awards.

Temi offers a variety of activities to foster and promote a healthy development: therapies, literature classes, languages and crafting, music, singing, dancing, gymnastics, sports, and many cultural events, which the community celebrates together. The community offers a wide range of activities; everyone can participate according to her abilities. This reinforces the social cohesion. This, and how they do it, is really impressive.

One should visit this place in order to experience a very special miracle

Every visitor is welcome in Georgia - the table will always be set.

Thomas Kraus

Long-term cooperation with Mexican Ministry of Education

In fall last year, several major earthquakes struck Mexico. In October, an international team of emergency educators from the Friends of Waldorf Education went to this region to support the victims and to educate teachers.



In early September 2017, Mexico was in a state of emergency: Two devastating earthquakes struck the country, several hundred people died. The epicenter of the first one was about 700 kilometers from Mexico City. While people were still trying to recover from the shock, a second quake struck less than two weeks later, the epicenter was 120 kilometers southeast of the megacity. Several aftershocks left no time to recover and kept interrupting the rescue operations. Dozens of buildings collapsed in the city, although the building regulations and contingency plans have steadily improved in the past years. At first, no one knew how many people were buried in the rubble.

Among the damaged buildings were many schools. 32 students and one teacher died when a school building collapsed. Many children are still traumatized; they had to witness the loss of relatives, the collapse of their home and their school. Their world had literally collapsed. In order to support them and their caregivers, a team of emergency educators traveled to Mexico coming from Spain, Brazil, Chile, the Netherlands, and Germany. For two weeks, the experienced specialists worked with the children using elements from artistic education, adventure and experiential education, as well as Anthroposophic and related forms of therapy. These approaches are meant to

release and re-activate the self-healing powers of the children. Moreover, we must not forget that even the attending educators and parents often need help themselves. Many of them have also witnessed calamities and lost a loved one. Emergency pedagogy thus offered workshops to help find a way to deal with changes in behavior caused by trauma. An increased knowledge about traumata and the methods of emergency education support them in overcoming their own trauma and taking care of themselves.

The international emergency pedagogy team gives seminars at the university, at the state school of San Andres de la Cal, and in many other small places such as Juchitán and Unión Hidalgo. In this manner, we reached 750 teachers and 200 parents through discussion groups and workshops. We reached an additional 500 children were through various activities and games in the streets. At the time of the operation, many families still lived in provisional camps. The schools were not able to take up these children, and many children would not want to go there anyway after what they experienced. Parents were often overwhelmed by their children's changes in behavior: "They behave differently. Sometimes I do not recognize them", says a mother of three. "Through your work my children learnt to laugh again – today, after four weeks, I see their eyes beaming again. I missed this so much".

Reinaldo Nascimento, who took part in the operation, says how impressed he is by the many committed people the team met along the way: "These are the people who make our work possible in the first place. They cared for our wellbeing, although they had lost almost everything." He says there is still a lot of work to be done in Mexico. "At the moment, the people in the streets are devastated – and yet, they know that they have to stick together, in spite of all the problems and social

tensions. Many Mexicans say that now the time has come to talk about everything and to rebuild the country together."

This commitment to a new start has now also led to a cooperation with the Mexican government, which is to run for several years. Already during the emergency intervention in October 2017, the Ministry of Education asked the director of operations, Bernd Ruf, to give another presentation in Mexico City. In talks and workshops, around 400 supervisors were trained on the subject of trauma and emergency pedagogy. Supervisors are educational staff employed by the Ministry of Education, who supervise and examine ten schools each. Through this multiplier system, the content taught by the emergency educators directly reaches the schools. The next seminar with an expected 400 attendees is planned for March 2018.

The emergency pedagogical methods and the knowledge about trauma help the teachers to directly support their students in case of emergency. They do not have to wait until help arrives from abroad. Acting as quickly as possible is an important factor when coming to terms with traumatic experiences. Additionally, the teachers of the many so-called "hotspot schools" can make use of the emergency pedagogical knowledge in their daily work. Many of the participants had little previous exposure to Waldorf education. Nonetheless, they were open-minded and joined the seminar with enthusiasm. "They were all ears, and participated with enthusiasm in the workshops", says Bernd Ruf. The feedback was entirely positive and the commitment to continue the cooperation is strong. One teacher described the importance of the workshop for himself and his daily work with moving words: "You brought the teacher in me back to life. Today I remembered why I became a teacher."



COMMUNITY SERVICE IN GERMANY

“Be authentic and clear “

The Anthroposophic institution “Tennetal” offers its residents as well as its employees and their families a home in a rural area. More than 250 people live and work here, 116 of them inpatients with special needs. Furthermore, there are people from outside working in the workshops and two external residential groups. And then there are also about 15 volunteers.



The structure in Tennetal is similar to those of Camphill communities. Employees and residents share and are involved in the daily routines. “We are trying to set up a space to live where people with special needs can move freely”, say Holger Wilms, who was head of the Tennetal village community until 2017. Right before his professional re-orientation, he spoke to us about his work and the important role of the volunteers. Holger Wilms was originally

a social therapist and an editor. “I came here by accident: I was working for the arts section of the Stuttgarter Zeitung (“Stuttgart Newspaper”) when friends from Lautenbach founded the Tennetal village community. I then moved there and did the public relations work.” Initially also working as a freelancer for the magazine atempo, he began to devote more and more of his time to Tennetal, managing, e.g., processes of structural change. “After managing the residential areas, overall management was the obvious next step”, he explains his career.

At the moment, four volunteers from Germany and four so-called incomers, volunteers from abroad, are working in Tennetal. The number of applicants from Germany is declining overall. The alternative civilian service was a good way to employ young men from the surrounding towns at the community. Since the abolition of the draft



Around 250 people work and live in the Anthoposphic community of Tennental

service, this is no longer possible. But working with volunteers is near and dear to Holger Wilms.

It is always amazing to see how the whole community is shaped through the preferences, hobbies, and personalities of the volunteers. “There were times, when the community spent every spare minute playing soccer; this was initiated by the African volunteers, but everyone participated. Other years were filled with music.” He talks about volunteers who enriched festivities with their musical instruments, animating everyone to sing along and dance.

It is also always interesting to see how ethnical and political conflicts are solved in a completely unpolitical way. When volunteers from Russia and the Ukraine become friends at the end of their stay, no matter what is happening in their home countries.

There is no special knowledge or experience required for a voluntary service. But the community expects traits such as reliability, motivation, and the ability to deal with one’s own limitations, combined with a certain professionalism. Despite the communal living arrangement, volunteers do not work 24-hour shifts. Like everywhere else, there is a time for work and a time for recreation. A typical daily routine looks like this: Assisting people

in the bathroom, joint breakfast, helping out in the workshops (agriculture, cheese making, gardening etc.), lunch and break, and again workshop time and work at the houses, assistance for sports, culture, and the like. On weekends, the volunteers do not work in the workshops.

Accompanying the volunteers in this important phase of their life is an important task to Wilms to which he devotes two hours of coaching per week. The volunteers receive feedback and get the possibility to contribute their own thoughts, criticism, and ideas. To Wilms the unbiased view of a young person is “a treasure, one has to cherish. Dialogue and mutual openness are essential, even where certain values and ideas are difficult to reconcile.”

His advice for the volunteers: “Be authentic and clear. Take notice of yourselves and take yourselves seriously.”

In this manner, Tennental offers a wonderful space for self-fulfillment and orientation, where you can try out yourself and your own abilities. You can find your own limits and you can meet other people who are in the same situation and enter into a dialogue with them.

Enriched with an accent: A year in India

In summer 2016, Albrecht Günz traveled to India. His voluntary service in cooperation with the Friends of Waldorf Education led him to the south of the country, close to Mandurai. He worked at the Muhil Health Center & Karmuhil Organic Farms, an interreligious social center that medicates people from the surrounding villages and supports the local farmers by teaching sustainable farming methods. After his return in summer 2017, he reported for “Waldorf Worldwide” about his experiences.



One year, I can hardly believe that it is over. Over and forgotten? No, definitely not. This year has shaped me, nurtured me, and equipped me with essential life skills. At the beginning of the year, I had second thoughts, if I was really able get through it. Because of health issues, but also because of my friends and family at home. What was I expecting from this year? Insights on what to study at university, “discovering the world”, or improving my English.

Where does my journey start? I had actually planned to go to South Africa, but after I received one letter of refusal after the other an employee of the Friends of Waldorf Education ingeniously advised me to go to a deployment location in India, to the Muhil Health Center & Karmuhil Organic Farms. I was delighted and one week before my departure I applied for a visa. But this turned out to be my first trial of patience for India – I had to fill in and send out the entire application four times! When I was finally holding the visa in my hands, the journey could begin.

I came, saw, and moved in. It was a world in which I felt comfortable almost from the very

beginning. A warm region, warmhearted people and a relaxed philosophy of life made me fall in love with this country. The only flaw was the waste. No separation, no recycling, it simply gets burned in the streets. A shortcoming that you can ignore, once you get used to it.

Due to long hours of commute and the clear advice not to go to the surrounding villages, the only intense social interaction between the Indian people and me as a volunteer was during my work hours. At first, we tried to communicate using our hands and feet, later we spoke in Tamil and in English. It was good for me to communicate and thus be integrated into the local people’s daily life. Every day I spent in my deployment location, I perceived everything very intensely. I gained knowledge about how to use certain tools and what you should pay attention to when communicating with others. In India it is very important to respect the internal hierarchies. As a privileged person, you are a man of respect, but you have to adapt to the work processes of many years. The longer I was working with the people, the more familiar we became, and we were soon working hand in



left: Albrecht's living and working place, Out and about in Tiptur, Hand in hand - Albrecht and an Indian field worker. Above: Other volunteers in traditional garb, Albrecht looking for photos to shoot in Madurai, dance at the conference in Madurai.

hand. As time passed, my responsibilities grew. At first, I chopped grass, then I was on the field sowing seeds, and finally, I conducted a tree-planting project documenting the process with my photographic skills. When I was not assigned to any task, I found work for myself, like, for example, sealing leaky gutters, or building a sieve for filtering wastewater, or constructing drainage systems, so that our premises would not turn into one large puddle after the next rainfall.

During this year, I discovered the world and my English became enriched with an accent. Nevertheless, what I did not find out was whether I would like to study this or that at university – but the time in India gave me food for thought, even in this matter. Moreover, I spent a year in India, during which I was able to meet people who trust that the most important time is still ahead of them, you just need to have the ability to realize it. During a conference in November, I established connections to the public relations office of the Friends of Waldorf Education through my photography, leading to an internship, which allowed me to gain work experience.



India still remains the country of cultures to me. It is precisely this variety that absolutely makes me want to return to India one day, to get to know all of the other facets of the country.

Albrecht Günz

Together we can do some lasting good – while having fun!

On the big campaign day „Waldorf-One-World-Day“, WOW-Day for short, young people and children are actively campaigning for a better world. The revenues grant children school time, a sheltering community, or a warm meal.



South Africa

The Hermanus Waldorf School

The school community opted for a sponsored walk to the nearby beach. “Because we are a financially struggling school, we are glad to receive donations from abroad and the Friends of Waldorf Education help us keep our school alive”, says WOW-Day coordinator Jeanne Arangies. “This is why it is important to us that the children of our school learn to give back, for example by becoming involved in WOW-Day. Here helping is actually fun. In the weeks and months leading up to WOW-Day, students were enthusiastically looking for supporters

to sponsor their walk. The first date was scheduled for September, but unfortunately the weather changed unexpectedly and to our great dismay we had to postpone the walk to October. On the day, the children were very excited. The walk took about one and a half hours. When they arrived at Onrus Beach, the children quickly unpacked their picnics”, Jeanne recalls, smiling “and after snack, they played lots of games”.

The children of the Hermanus Waldorf School had a wonderful day and collected a respectable sum, which will benefit the Centre for Creative Education in Cape Town, an independent training center for Waldorf teachers.

Germany

Waldorf School Brunswick

For several years now, a class of the Waldorf School Brunswick, Germany, maintains a lively exchange with the music school of the social project “Monte Azul” in Brazil. The initiative began in Brunswick when some of the students had the impulse to bring joy to other children by giving away some of their toys. With much love they wrapped up crayons, building blocks, balls, and crafting materials to send them off in a big parcel to São Paulo. When they received excited thank you letters from Brazil, the joy was immense. It was a great feeling to share happiness. Ever since, they seize every opportunity to support their friends on the other side of the Atlantic.

On WOW-Day, the seventh grade students were headed off to downtown Brunswick. Equipped with aprons, waffle makers, and a basket full of fresh fruit, they were on a mission to sell freshly made smoothies and waffles. At the market stall, the passers-by took out their wallets not only to buy the delicious waffles, but also to acquire handcrafted artwork and colorful gemstones. While the seventh graders were telling interested people about their partner school in Brazil, a concert by their classmates presented an invitation to linger and listen.

“We left with the feeling: We can do good if we become active”, class teacher Katia Hornemann sums up the students’ experiences on WOW-Day, “and it is a lot of fun”.



The upcoming WOW-Day

Takes place from 29 September to 29 November 2018. We would like to invite all students, teachers, and parents to become part of the worldwide campaign day by organizing your own WOW-Day. We will forward 100% of the revenues to Waldorf and social institutions.

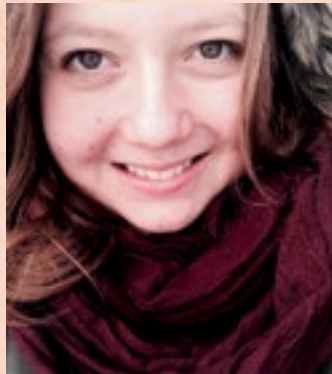
For more information please go to: www.waldorf-one-world.org



“Because we are so well off”

Cosima Nagel attends 12th grade at the “Waldorfschule Überlingen” on Lake Constance. Since 8th grade, she has been involved in the worldwide students’ campaign WOW-Day. A member of the students’ council, she informs her fellow students about this international fundraiser, invites interesting speakers from projects all around the world, and keeps track when the donations of the community are collected. Our WOW-Day coordinator Jana-Nita Raker met the elected student representative and talked with her about her Waldorf days, WOW-Day, and her hopes for the future.

Cosima, as elected representative of the students you support your fellow students’ concerns. What do you do when you are not at school? I make a lot of music. I play three instruments: The cello, the piano, and the guitar. I also play volleyball and do breakdance.



What does Waldorf School mean to you? A certain freedom. You get the chance to educate yourself. Especially at a Waldorf school with a wide range of subjects, this leads to an enormous freedom. Because you can decide for yourself, because you are able to, or rather free to, do the “right” thing. I think if you do not attend any kind of school or receive no education, you are very limited.

What does WOW-Day mean to you? An opportunity. Really, a wonderful opportunity to support people who have a hard time finding a job.

Please complete this sentence: I participate in the campaign day because I get the opportunity to help people and I really like doing that.

What does your school do for WOW-Day? Usually, every student finds herself a job. Not matter if it is at a sporting-goods store, at a farm, or a private setup in a family. Last year, we also had a charity concert. We started practicing and performed in fall. The donations from the concertgoers were donated to different institutions.

For you personally, what is the best reason to participate in WOW-Day? Because we are so well off. And simply because we have the opportunity to participate in it. We get a day off, we have a thousand job opportunities close by, and it simply is a good experience. And we get the feeling to have helped helped – I think that is a rewarding experience.

What are your hopes for the future? In your opinion, what should change? More education. That people learn self-reflection and learn to perceive what is possible. That people can receive a better education and become capable of forming an opinion.

Waldorf education in Istanbul, Turkey



The number of Turkish people interested in Waldorf education is constantly increasing. Last September, for example, a Waldorf Kindergarten was founded in Istanbul's Besiktas district, admitting 40 children right away. All four of Istanbul's Waldorf Kindergartens have several classes, they have enough or even too many applicants, and they cooperate well with the parents. For many years now, the Istanbul Association of the Friends of Education (Egitim Sanati Dostlari Dernegi) organizes the Waldorf Kindergarten teacher training. In addition, the colleagues from ESDD agreed to establish a Waldorf schoolteacher training. The Friends of Waldorf Education acted as a liaison, so a productive cooperation was established with the experienced Swiss Waldorf teacher Alfred Rahmen, who is also the mentor for the teachers of Istanbul's first Waldorf School. But these trainings are expensive and the trainees cannot pay the entire costs. We were delighted to learn that a Friend of the Art of Education from the US is contributing a substantial part of the training costs, in response to our request. In this manner, we are able to grant scholarships and we will conduct the courses as planned in 2018.

Expanding the workshops at Yerevan's social therapy day care center

The population of Armenia has fallen to just a little over three million inhabitants. Those who can manage somehow leave the land-locked country in the Caucasus Mountains, because the prospects to make a sufficient income are not good. For people with special needs, the situation is far more difficult.

Lacking support mechanisms, disadvantages and discrimination against them dominate their everyday life. Since 2010, the day care center "Mayri" has been trying to change this situation. With the help of the Friends of Waldorf Education, in cooperation with the Federal Ministry of Economic Cooperation and Development (BMZ), the center has recently been able to build new workshops: The carpenter's workshop is finished, and the young adults will have the opportunity to work as pioneers in the country's first organic bakery. By selling their products, they aim not only to generate income, but also to better integrate the center into the residential area in the city center. At least the 50 people supported at "Mayri" have experienced an improvement in their living conditions.

Ben Cherry takes his leave



For twelve years, Ben Cherry has participated with great commitment in establishing the Waldorf movement in China, playing a major role in shaping it. He also established the Waldorf teacher training and helped found many schools as a mentor and. From the very beginning, the Friends of Waldorf Education have been supporting him. For all these years, the Friends of Waldorf Education have been providing financial aid to secure his independent position. Now, for age reasons, he has resigned from his duties. In December 2017, at a meeting of the China Waldorf Forum he said goodbye and was honored for his achievements. In the future, Ben Cherry will dedicate himself primarily to evaluating Waldorf initiatives in China.

The curative education school Talisman in Irkutsk is under construction

Only after the end of the Soviet Union were parents of disabled children allowed to freely choose a healthy care facility. Some mothers in Irkutsk decided to no longer give their children away and founded a new school for them instead. Anthroposophic remedial teachers supported them in this project. They succeeded in obtaining an old frame house. Now, after 25 years the old building has become increasingly dilapidated and also too small. They decided to renew their curative education school by demolishing the old house and constructing a new one. For all these years we, the Friends of Waldorf education, have been on good terms with this facility and have supported the construction with € 40.000, almost half of the required means. Every other month we receive pictures showing the construction progress – a joyful development for the entire school community.

License renewed for Waldorf School Tiflis



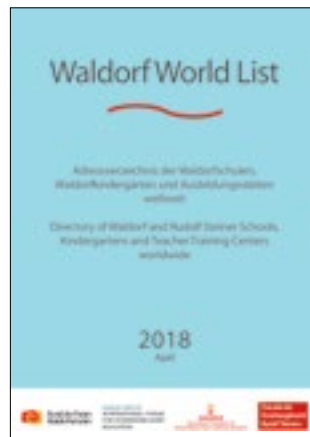
Every six years, free schools in Georgia need to have their license renewed in order to continue operating. With the ever-changing political situation and the ever-new education legislation, schools can't always be sure to obtain this certificate. Several years ago, the donors of the Friends of Waldorf Education contributed substantially to the acquisition of the school building – one of the prerequisites for the school license. Alternative schools are still viewed with suspicion, and their compliance with laws and regulations is strictly supervised. The parents, students, and teachers of the Waldorf School in Tiflis can now breathe a sigh of relief. In late

September, they received the license for the next six years. For the first time, the licensing council approved the accreditation unanimously.

State Recognition for the Yechiel Waldorf School in Israel

About ten years ago, a very dedicated couple founded and provided essential financial support for a Waldorf School in the small village of Tal Shazar. The Friends of Waldorf Education supported the construction of the school buildings with several loans. The school has finally managed to obtain state recognition, so that teacher's salaries and operating costs are now covered by the state. A great relief, which not only ensures the school's survival but also makes it possible for the school to extend its facilities and admit more children.

Waldorf World List 2018



In April, we are publishing the updated Waldorf World List. The Waldorf World List comprises the addresses of all Waldorf Schools, Waldorf Kindergartens, Waldorf associations, and Waldorf teacher training centers worldwide. We update the list at least once a year.

Texte: Nana Göbel, Christina Reinthal, Thomas Kraus

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 to 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 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. 47) 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
f.michel@freunde-waldorf.de

ISRAEL



Ein Bustan Kindergarten

Jawad (3) lives with his parents and his three older siblings in a small house in Zubidat. His father is a taxi driver and his mother a hairdresser. He is a clever boy who loves the freedom of playing outside. Jawad loves to play with sand and water and helps with the gardening and in the joinery. He has a very good relationship to his aunt.

POLAND



Janusz Korczak Waldorf School in Krakow

Pola (8) is an open-minded girl, who easily makes contact to other children and who has many friends in and outside of school. She loves the theater stage and always immerses herself with enthusiasm into new roles. In her free time Pola enjoys doing sports and spending time outdoors.

HUNGARY



Gödöllő Waldorf School

Máté (11) comes from a large family. Every day he learns something new from his four older brothers and sisters. He is an open and clever boy. Máté is very connected to nature. His teacher describes him as an incredibly inquisitive boy who tries various means to explore the secrets of the world. His single mother is closely connected to Waldorf education, since all of her children attend or attended Waldorf school.

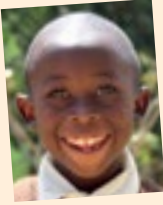
ARMENIA



Waldorf School in Yerevan

Anna (6) is a smart and active girl who likes going Waldorf School. She is always very concentrated, efficient, and determined. Anna is a modest girl. She sings and dances, but is a little shy at public performances.

KENYA



The Mbagathi Waldorf School in Nairobi

Ambrose (7) lives with his family near the school. His father works in agriculture; his mother is currently looking for work and taking care of Ambrose's younger siblings. He is a happy and candid boy. During recess he often plays football with his classmates. After school he helps his mother prepare the meals.

SOUTH AFRICA



Hermanus Waldorfschule

Anthony (7) or Anton, as he likes to be called, lives with his parents, his sister and his two brothers in a township near the school. He has a great sense of humor. His teacher says that Anton

often motivates the entire class with his enthusiasm. He works hard during classes and shares his knowledge with his classmates.

MEXICO



Escuela de la Ciudad de Mexico

Yaretzi (8) is an active and cheerful girl. She lives together with her parents and her older brother, who also attends Waldorf School. This strong-willed young girl, who

sometimes can be very bossy, eagerly takes on challenges. At Waldorf School she finds a feeling of safety and security.

GUATEMALA

Escuela Caracol

Luna (5) Every morning Luna is the first to arrive at kindergarten and helps her teacher with the preparations. She loves stories and listens very



closely when the teacher reads to the children. With a boy from her group she likes plying shop, and lovingly they take care of the dolls.

TANZANIA



Hekima Waldorf School in Dar Es Salam

Joshua (6) Joshua started attending Hekima Waldorf School this year.

With its reserved, but distinct smile, he radiates a special and infectious joie de vivre. He has quickly found friends at school and together they have a lot of fun on the schoolyard during recess. During lessons, Joshua likes to paint colorful and highly creative pictures.

PORTUGAL



Escola Livre do Algarve in Lagos

Dylan Davey (8) is a sensitive and friendly boy. He is kind and his favorite subjects are mathematics and art. Dylan has a special relationship with nature and

animals. He has a thriving fantasy and likes to tell stories. Sometimes, he reacts very sensitively to his environment, in particular to a noisy classroom.

RUSSIA



Heilige St. Georg Schule in Moskau

Min Tam (12) is a fun and joyful girl. Her parents came to Russia from Vietnam, before she and her two younger sisters were born. She loves music and dancing, and

when listening to sad songs she always cries. She enjoys performing in front of an audience and also loves acting and is the "star" of the stage of St. George's school.

The second grade of Adazi Waldorf School

The second grade of the Adazi Waldorf School, Latvia, is a friendly and joyful class. In first grade, the children were completely fascinated by the fairy tales their class teacher told them. They learned to write and read capital letters and did their first steps with numbers.

At the beginning of the second school year, all of the students and their parents met up for a long hike with the class teacher. They walked through the nearby woods to the seashore laughing, playing, and telling each other stories about their summer. This school year, the second graders will hear fables and stories of animals. They will learn new letters and beautify their handwriting by putting letters together. In mathematics they will draw forms to understand symmetries. Form drawing is a major challenge for many children.

Most of the second graders love to recite poems. They love music lessons, playing the flute, and singing together in sweet harmony. At the moment they are working with wood during shop class, which is as exciting and challenging as all the other subjects at school.

During recess the children play together in the garden and frolic around.

The Waldorf School in Adazi has been around since 1991. Its foundation was the result of many parents needing an alternative to the state school system, which is why they strongly supported the establishment of the Waldorf School. Today, there are grades from one to twelve. Almost 200 students attend the Waldorf School in Adazi. Since 2000 it belongs to the UNESCO-associated schools project network.

In addition to the many afternoon programs, ranging from dancing, to handicrafts, to a movie workshop in which students learn the basics of the film industry, such as theoretical prerequisites and scriptwriting, the school also has its own orchestra.



Students from grades five to twelve make music together not only by playing classical instruments, but also accordions, saxophones, percussions, and even objects that make a special sound.

The independent and privately funded school always has to tackle financial obstacles. Alone the practice of including children from orphanages requires funds that the school does not have. This is why they are constantly looking for class sponsorships that help insure the Waldorf School in Adazi is open to all children.

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

GLS Bank Bochum

IBAN: DE47 4306 0967 0013 0420 10

BIC: GENODEM1GLS

Please state:

Purpose of donation + your address



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.

Imprint

Editors: Christina Reinthal, Nana Göbel,

Translation: Sara Blum

Design: Janine Martini, Berlin

Grafik S. 40: designed by freepik.com

Association

Wagenburgstr. 6

70184 Stuttgart, Germany

Registry number VR 2806

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 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!

10% Campaign

It is an essential principle of the Friends of Waldorf Education to forward 100% of the donations. This means, for example, if you donate 100 Euros for a school in Africa, we will forward the amount in its entirety, without deducting any administrative costs. This policy has important implications for the Friends of Waldorf Education: the expenses for their work, i.e., the administration and distribution of donations, the assisting of projects, and the fundraising, are not automatically secured.

Usually, aid agencies deduct 15 to 20 percent of their incoming donations for administration. This principle contradicts our work ethics, because we would like to give everyone the freedom of deciding how to support our work. In recent years, there has been a great increase in requests, donations, administrative tasks, and public relations. We will still be able to meet these requirements if our donors decide to contribute an additional 10% of their donation to the work of the Friends.

You can do this simply by indicating "10% campaign" next to the name of the school or institution you wish to support in the reference field of your bank transfer form.

Foto: Waldorfschule Göttingen, Ungarn

Community Service, Emergency Education

Parzivalstraße 2b | D-76139 Karlsruhe
Germany

Phone: +49 721 / 20111-0

Fax: +49 721 / 20111-16

freiwilligendienste[at]freunde-waldorf.de
notfallpaedagogik[at]freunde-waldorf.de

Waldorf Worldwide, WOW-Day, Sponsorships

Weinmeisterstraße 16 | 10178 Berlin

Ph +49 (0)30 617026 30

Fax +49 (0)30 617026 33

berlin[at]freunde-waldorf.de

OUR DONATION ACCOUNTS

Please state: Purpose of donation + your address

Germany

*Beneficiary: Freunde der Erziehungskunst,
Weinmeisterstrasse 16, 10178 Berlin, Germany*

GLS Bank Bochum

IBAN: DE47 4306 0967 0013 0420 10

SWIFT / BIC: GENODEM1GLS

Postbank AG, Stuttgart, Germany

IBAN: DE91 6001 0070 0039 8007 04

SWIFT / BIC: PBNKDEFFXXX

International

Switzerland

Freie Gemeinschaftsbank

Postcheck Account: Basel 40-963-0

Account: EK 115.5

IBAN: CH97 0839 2000 0000 0115 5

SWIFT / BIC: FRGGCHB1

Netherlands

Triodos Bank NV, Zeist

Account: 21.22.68.872

IBAN: NL TRIO 0212 2688 72

SWIFT / BIC: FRGGCHB1

USA

RSF Social Finance

1002A O'Reilly Ave.

San Francisco, CA 94129

www.freunde-waldorf.de

**Freunde der
Erziehungskunst
Rudolf Steiners**