

RUNDBRIEF

AUTUMN 2015

Freunde der
Erziehungskunst
Rudolf Steiners



THE SCHOOL BUILDING AS PROTECTIVE SHELL

NEPAL After the Quake

MOLDOVA Using heart and hand to found the first Waldorf School

INTERVIEW It really is all about the child

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

Support our work through the 10% campaign

For many years we forward donations at 100% to projects abroad. At the same time our members and individual donors fund our work as an association. In order for the Friends of Waldorf Education to continue to operate, forward donations, support projects and raise public awareness, we would be very grateful if you participated in our 10% campaign. Should you decide to increase your project or sponsorship donation with an additional 10%, the work of the Friends would greatly benefit from your contribution. Read more about this campaign at www.freunde-waldorf.de/en

Photo: building houses as a motif at the Chengdu kindergarten in China.

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Dear Readers,

As the crow flies, it's about 760 km separating Freiburg in the very south of Germany, to Flensburg in the far north of the country.

And it's about double the distance again from Freiburg to Kiev, the capital of Ukraine. From Berlin to Damascus – the capital of the state which statistics tell us most refugees traveling to Europe are coming from – it's about 2800 km. Post-coaches in the 17th century could cover about 25 km per day at most, but by the middle of the 19th century that distance had risen dramatically, to just over 100 km. Under ideal conditions, and only if a road straight as a ramrod had existed, we would have needed at least a month to have reached Damascus in 1850 – in reality a good bit longer.

Today, according to standard aeronautical publications, a distance like this only qualifies as a ‚middle distance‘, one which we reach just a few hours after boarding our plane. We have managed, in our exterior world, to bridge ever greater distances in ever shorter time periods. Yet when I listen to the news about the latest developments in the refugee camps in Germany, I ask myself – what about the distances still existing between people in our inner selves? Who can find ways to bridge these distances? And how can we develop sincere respect for people who we are still separated from by long inner distances?

In order to build a good post-coach, people needed a high degree of technical know-how, and deftness in their craft. I'm convinced that in questions of upbringing and education, similarly clear insights are needed into the conditions in which inner development in humans take place – a comparable educational deftness.



It is essential for Waldorf Education to orientate its work around these measurements of inner quality, as you can read on the following pages. You'll also find stories full of hope in this issue telling how, in striving for these qualities, new friendships spring up in Japan, delicate bridges are built across eastern European borders, and how we're lending each other a helping hand in Nepal.

Please enjoy and appreciate reading!
Jaspar Röh

Reports about our work: The Friends of Waldorf Education

The Waldorf Education movement has expanded so rapidly in the last decade, that there are no kindergarten, schools and special-needs-education institutions in 98 countries, at least in embryonic form. This dramatic expansion, in an era in which schools in many states are exclusively achievement orientated, reflects many parents' growing need to access a form of bringing up children which is person-orientated, and respects human dignity. Simultaneously however, this growth throws up questions about the internal quality of the work of Waldorf Education. It is only through the inner educational attitude of the educators, that the paradigm shift which Waldorf Education represents can be realized in individual classroom and kindergartens. This internalized educational attitude is focused on the human, coming into being; its unit of measurement can only be its individuality. During the last year of his active life, Rudolf Steiner expressed this idea in the following way: *“Inner enthusiasm is what is needed in dealing with lessons and in dealing with bringing up children in day-to-day school practice; we need impulses, which aren't transferred from the teachers and educators to the child according to common sense rules, but which instead transmute in an intimate way from educators or teachers over to the child. The whole human must be active as educator and not merely the thinking human; the feeling and the willing human has to be active as well.”* (April 13, 1924; CW 309)

Grasping the situation in this way, we have to strengthen the attention we pay to cooperating, to learning from each other, and from the training of school and kindergarten teachers. That's why the Friends of Waldorf Education supported several **large teacher and kindergarten teacher conferences** in the last six months. The biannual Asian Waldorf Conference took place between April 25 and May 2 in Fujino, Japan. This impulse to cooperate started in Taiwan in 2005, and has since then wandered its way through Thailand, India, the Philippines, Korea and Japan. Although Japan has the oldest Waldorf schools in Asia, it was never well represented



Chair of the board: Nana Göbel

at the Asian congresses. Now that's changed. And thanks to the large and heart-felt contribution from the Fujino Waldorf School's community – not far from Tokyo – prejudices have been reduced and the cooperation between teachers from neighboring countries improved (see p.16). If such a thing as 'a Festival of Learning' does exist, then that's exactly what took place amid a spring-like atmosphere in this rural region just outside of Tokyo. In preparing this event, particular emphasis was laid on further training for upper-school teachers, which is why an array of speakers were invited, including Dr. Dirk Rohde (Chemistry, Waldorf School Marburg), Dr. Albrecht Schad (Biology, Waldorf School Stuttgart-Uhlandshöhe), Dr. Porn Panosot (History and Literature, Waldorf School Bangkok), and Florian Osswald (Math, Pedagogical Section). The morning lectures to deepen the understanding of child development and the Waldorf Curriculum's answer to it were held by Christof Weichert, the former leader of the pedagogical section. He has now delivered a series of lectures for the sixth time at Asian congresses, the talks this time speaking again deep into the hearts of the kindergarten teachers and teachers gathered present.

The 12th South American Waldorf Congress had an entirely different character. 450 teachers and kindergarten educators travelled from all of the South

American states to Cauca Tal in Columbia, to work for a full week on the 'Study of Man', between July 12 and 18. It's a tradition of these congresses, organized every three years, that one single lecture from this fundamental series is studied during a three year preparatory period, and that one school or one region is responsible for the presentation of these contents on each particular morning. The contributions responding to the 10th lecture in the 'Study of Man' included dance, painting and eurythmy –and fewer spoken re-



sponses. This meant that the relationships explored in the lecture could also be experienced on the stage or in the middle of the hall. Parallel to working groups and artistic courses, Florian Osswald gave a lecture course every day in the late afternoon, which was masterfully translated by Ursula Vallendor from Buenos Aires. Florian was also able to speak deep 'into the hearts' of the teachers present, through his practical presentation of issues rich in relevant examples. And whenever music rang out, particularly towards the end of this communal congress, all our hearts and our bodies started dancing. The College Waldorf Luis Horacio Gomez – with its 38 years of history, one of the oldest in Latin America – was exceptionally well prepared, offered excellent food, and with the rambling gardens on its grounds able to provide a lively and also a peaceful corner for everyone.

The geographical centers of our range of **financial support** are always slightly shifting, and it's interesting when reviewing our work to note where the current needs are most intense. We have received several requests for assistance from Spain during the last few months. Prior to these, the difficult situation with the Bellaterra school-buildings in Barcelona had lead us to issue a call for donations, which enable us to put a large sum together. Now decisions were reached at last, resulting in the school starting the construction of new buildings this summer. We were also able to help both of the other Catalonian schools. Both the school in Vic and the school in Valluogina had had problems with permits, caused by insufficient teaching spaces, which had to be renovated and extended. We are, furthermore, also building a conversation with a new Seville kindergarten, about ways in which we might help there.

As in previous years, the Hungarian Waldorf movement is facing substantial challenges and is forced to constantly deal with new regulations from the Minister of Education. We have funded the 'Magyar Waldorf Szövetség' – the Hungarian Federation of Waldorf Schools – in recent months, so that they can pursue their political objectives. Thanks to their strong and efficient activities, public subsidies for Hungarian Waldorf schools have not sunk as dramatically, as was at first announced. We've helped the schools in Vac, Györsövenyhaz and Pecs, for example – and are well aware, which kind of requests we

can expect in the time to come. Interestingly, a new focus has opened up in Mexico in recent months, where the number of Waldorf institutions is growing. We've helped finance the Waldorf school in Mexico City (see report on p.18), the Kindergarten in Monterrey, and the newer schools in Playa del Carmen. The number of primary schools in the country has now grown to 18, with an even bigger number of kindergartens, meaning close cooperation is more necessary than ever. First steps to found a Mexican Association of Waldorf Institutions were initiated two years ago already. We continue to be asked for support by the Waldorf schools in Patagonia in the south of the continent, e.g. from the China Muerte school near Neuquén, and from schools in the Cordoba region in northwest Argentina. It was possible for us to help both the China Muerte and Saldan schools with larger sums.

Shefa-'Amr, the Arabic Waldorf School, has still received no written confirmation from the Israeli Education Ministry confirming state funding. That's why we've worked together with a Californian foundation to transfer monthly sums of money, in order to keep the school alive. If all works well, then the written confirmation will have been received by September of this year. Our Israel Fund, which we established several years ago from a legacy left by Bela Herskovits, and administered together with our Israeli colleagues, particularly with Yoav Givon, has proven very popular. All sums are granted in the form of loans, the most recent one to a school in Givat Brenner.

People continue to appear from out of the blue, who have heard of Waldorf Education, and who want to publicize this educational alternative in their home country. In this vein, a Waldorf Education weekend took place in Tunisia in May, for which we were able to engage Salam Bereski, the former lecturer from Witten-Annen in Germany. Salam now lives in Algeria and travelled to Tunisia just so he could contribute to this event. It is as yet unclear, which next steps may emerge as a result of this weekend.

We've been submitting fewer funding applications to the **German Federal Ministry for Economic Cooperation and Development** (the German acronym is BMZ), because several states have been struck off the BMZ's grant list – the most relevant for us being

Brazil and India – and because only those institutions can qualify for funding, which are already supported by a completely functioning infrastructure.

Despite this unmistakable bureaucratization, we will continue to submit applications where appropriate. In this regard, we're pursuing a conversation with an initiative in the Congo. A community for orphans outside of Kinshasa with school attached is planned, and we want to support this. In Tripoli in Lebanon, a new building has to be constructed to house a socio-therapeutic institution and its experienced workers, who have already been running the institution for a number of years.

Again, this socio-therapeutic institution is one we wish to apply for funding for from the BMZ. Other partners of ours, for example the afternoon-school for under privileged children in San Fernando, a poor district of Buenos Aires, have realized in the process of preparing their applications, that they cannot yet comply with all the obligations, which accompany



Left: the 12th South American Waldorf Congress; Festival in La Font, Spain; Festival at Vac Waldorf School, Hungary. Right: Classroom in Akluum, Mexico; Children in Shefa-'Amr, Israel

this type of funding. Although these institutions had already carried out lots of work for this purpose. So we've decided not to submit applications at all costs simply to exhaust the financial possibilities that are allocated for us, but rather to give ourselves the freedom to only apply for public funding when the conditions, the institutions and the cooperation between all partners fit well together.

At the end of 2014 we sent out an **emergency appeal** to support Waldorf schools in central and Eastern Europe, and we're delighted about the strength of support received. From these donations totaling €145,121, we were able to support the following Waldorf schools, as reported on p.30: Sofia in Kiev (Ukraine); St. George in Moscow (Russia); the Krivoj Rog school (Ukraine); Põlva (Estonia); Adazi (Latvia); and the Raduga school in Voronezh (Russia). Grants for Poland, Rumania and other schools in the Ukraine and in Russia were and still are being prepared – when the earthquake struck in Nepal, and we had to react immediately. Contrary to our original plans, we were able to issue an appeal very quickly, and were able to muster a large degree of financial support for our partners in Nepal. A total of €242,488 was received, from which, following one strand of our

work, the Shanti Sewa Griha Waldorf School could be reconstructed and the Tashi Waldorf School, also in Kathmandu, could be renovated. The other main strand which could be co-financed was our emergency educational work. We remain cautious when allocating the financial means at our disposal, and will only spend each part of the money entrusted to us for Nepal when plans become satisfactorily solid and all arrangements can be ensured.

The **emergency education project** was carried out in Nepal soon after the earthquake between May 8 and 23, during which a mixed team of educators and therapists worked in various regions with traumatized children. The project was carried out in cooperation with the organization Help Action Germany (Aktion Deutschland Hilft), and with our long-term partner in Nepal, Shanti Leprosy Aid, the same organization which ran the Waldorf School which was destroyed (see article on p.36). A follow-up project was planned to take place in the period August 23 to September 6 of this year.

Since the emergency education project carried out in the Kakuma refugee camp in the north of Kenya, a Waldorf Education kindergarten initiative has been established there, a support scheme for

the school-age children, and a continuation of established artistic activities. It is extremely difficult to meet the high running costs for this work. All of the educators working in this stage of the project are Kenyan and based in Nairobi, so must be flown in on expensive UN flights – interrupting their regular work – and also be provided with accommodation, so they can work in the camp.

UNICEF has pledged funds for this project, although these have yet to reach us. To maintain our activities in the camp, the organizers from the Waldorf School Nairobi have cut their total budget. We have to continue to help regularly, so that the children continue to have partners accompanying and supporting them, in their lives in this huge camp.

In northern Iraq, a further shared project with UNICEF has been running since April of this year. Through this cooperation, it's now possible to offer continual support to children in two refugee camps. Ten local members of staff offer psychological and social support to children, parents and teachers. Our partnership with UNICEF is an important milestone in the history of emergency educational work, and specifically in the history of our work for refugees in northern Iraq.

The fourth annual Conference for Emergency Education in Disaster Zones was held in Karlsruhe, Germany, from April 10-12 of this year, under the heading of "Trauma and Development – Traumata in the different development phases of the child, and age-appropriate, emergency education interventions." By the end of 2015, we will be able to look back on a year in which a number of training courses took place around the globe about Emergency Education.

Regarding the scope and dynamism our **volunteer programs**, it would be accurate to say things have stagnated during 2015, albeit at a rather high level. That said, any decrease in the numbers interested in working for and with the Friends is less noticeable than it might have been because of general democratic developments. Various activities, designed to make volunteering through the Friends more accessible to young adults – an age group from which many of all volunteers are drawn – have born considerable fruit. Our ambassador project has, for example, really swung into action. Ambassador seminars had taken

place in the first half of the year already in Karlsruhe and Witten in Germany. This measure coupled with an active network of former 'ambassadors' makes it possible to communicate the idea of volunteer work to final-years school students, and to keep the fire of their enthusiasm alive with authentic reports from their own work as volunteers. And we're happy to say that our Incoming Volunteer Program continues to be highly in demand. This is aimed at socially motivated women and men aged 18 and up, whose usual place of residence is out with Germany.

The sole main challenge remains how to find enough host families for the volunteers, bearing in mind that not all institutions have the capacities to offer accommodation and full board. It's particularly schools and kindergartens which don't have either the financial or material capacities to do this, meaning that we're looking for host families on an ongoing basis, who are able to support our program by offering a spare room.

We have continued to support **teacher-training programs**, through financing a range of courses, and through granting **scholarships**. Peter van Alphen and Ann Sharfman have directed the teacher and kindergarten-teacher training for east African countries for the last 15 years, both of whom travel three times a year to South Africa via Nairobi in Kenya. As in previous years, we also made a large contribution this year so that this training course can continue. From next year onwards the responsibility will be transferred into Kenyan hands, and Silviah Njagi and Victor Mwai will direct and be accountable for the training. In a similar vein, we also funded the teacher training which Aban Bana organizes annually in Khandala in India, and the new training course in San José in Costa Rica. The training of teachers continues to carry the utmost weight and is the biggest global challenge facing the Waldorf Education movement, which is why we will continue to give it the highest priority in the years to come.

We feel happy and grateful that with the generous help of our donators we are able to actively contribute to the spread and consolidation of the work of Waldorf Education.

Nana Göbel



Children in Kakuma Refugee Camp, Kenya

SPENDING	2014	2013	INCOME	2014	2013
A. International relief fund					
Waldorf schools/ kindergartens	1.687.438,15	1.905.645,23	Individual donors	1.600.283,03	1.711.980,47
Training/ Seminars/ Scholarships	509.093,22	610.350,60	Foundations and others	1.396.275,53	1.353.676,21
Curative education/Social therapy and social work	887.732,76	1.365.403,74	Schools, Kindergartens, Curative education	133.122,50	128.480,78
Supraregional tasks	147.094,27	338.424,56	Special campaigns/ WOW-Day etc.	382.733,33	396.157,52
Subtotal	3.231.358,40	4.219.824,13	Special campaigns/ Placement funds	6.868,00	8.792,79
Special purpose business Catalogue/ Video	429,49	432,52	Government grants BMZ	84.450,00	554.784,50
Subtotal	3.231.787,89	4.220.256,65	Subtotal	3.603.732,39	4.153.872,27
Allocation to reserve fund	0,00	0,00	Special purpose business Catalogue/ Video	730,19	122,31
Outflow int. relief fund	3.231.787,89	4.220.256,65	Inflow int. relief fund	3.604.462,58	4.153.994,58
Arbeit des Vereins					
Personnel costs	304.178,50	297.984,92	Member contributions	149.557,73	162.863,00
Material costs	139.354,81	166.325,07	Donations	105.738,03	113.623,71
Subtotal	443.533,31	464.309,99	Interest/other income	136.583,08	148.435,81
Allocation to reserve fund	12.635,39	42.195,55	Reimbursements	1.754,41	2.780,61
Outflow operations	456.168,70	506.505,54	Administrative share of government grants (BMZ)	23.380,00	36.932,58
B. Emergency education					
Personnel costs	164.546,62	87.871,90	Economic operations	0,00	3.000,00
Material costs	65.760,80	2.291,89	Subtotal	417.013,25	467.635,71
Gaza	45.198,24	69.329,44	Dissolution of reserves	39.155,45	38.869,83
Refugee camp, Kakuma/Kenya	79.131,49	182.690,69	Inflow operations	456.168,70	506.505,54
Syrian Refugee camp (Iraq, Lebanon)	78.346,92	58.283,22	Donations	136.168,65	312.149,15
Philippines	134.779,25	33.206,42	Public funding Ministry of Foreign Affairs	0,00	-12.604,38
International seminars on emergency pedagogy	39.869,39	20.862,25	"Deutschland hilft" campaign	358.079,45	67.368,50
Other missions (China, Japan and others)	1.469,31	10.860,08	Reimbursements	6.925,30	2.898,52
Overhead expenditure and equipment	19.378,39	12.507,88	Other income	17.158,57	2.689,07
Outflow emergency education	628.480,41	477.903,77	Subtotal	518.331,97	372.500,86
C. Foreign voluntary services					
Personnel costs	1.662.224,07	1.495.083,20	Dissolution of reserves	98.035,25	0
Material costs	399.960,03	292.122,09	Inflow emergency education	616.367,22	372.500,86
Travel expenses	549.071,42	562.075,27	Support groups and donations	1.507.168,06	1.485.145,06
Insurance	391.708,78	369.367,07	Government grants	3.419.937,08	3.353.497,24
Pocket money	751.106,61	784.646,91	Contribution to costs by volunteers	6.963,10	7.727,58
Room and board allowance	605.942,43	340.037,00	Foreign placement facilities	225.006,84	268.276,44
Seminars + alumni work	830.040,15	759.387,85	Reimbursements seminars + material costs	90.437,28	104.609,20
Others	149.322,14	116.864,54	Interest/other income	7.270,46	8.905,52
Placement funds/ Help funds	6.868,00	8.792,79	Other reimbursements	31.122,81	8.936,88
"Weltwärts-und danach" program	35.205,30	73.143,49	Subtotal	5.287.905,63	5.237.097,92
Repayment support group donations	0,00	2.300,00	Dissolution of reserves	79.682,87	0,00
Repayment public funds	0,00	3.937,50	Inflow foreign voluntary services	5.367.588,50	5.237.097,92
Subtotal	5.381.448,93	4.807.757,71	Reimbursement BFD	1.460.470,14	1.288.979,70
Allocation to reserve fund	381.497,75	773.877,31	Government grants	797.811,34	488.135,91
Outflow foreign voluntary services	5.762.946,68	5.581.635,02	Domestic placement facilities	1.760.179,19	1.168.732,34
D. Freiwilligendienste Inland					
Personnel costs	1.149.612,24	942.136,04	Donations/Air travel fund	8.134,00	7.627,61
Material costs	264.762,41	213.309,39	Other income	29.122,86	49.994,69
BFD pocket money	1.473.632,96	1.309.569,44	Inflow domestic voluntary service	4.055.717,53	3.003.470,25
Insurance Incoming	-176,72	19.533,41			
Seminars pedagogical support	879.190,82	687.833,17			
Air travel funding	12.744,32	12.341,31			
extraordinary expenses	312,98	0,00			
Subtotal	3.780.079,01	3.184.722,76			
Allocation to reserve fund	278.566,86	0,00			
Outflow domestic voluntary service	4.058.645,87	3.184.722,76			

Sources for our International Relief Fund

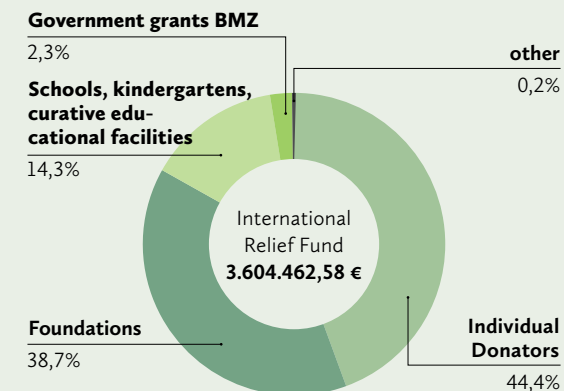
In 2014, we were able to win over more people than in the previous year for our international movement of Waldorf Schools and Kindergartens, and Curative Therapy and Social Therapy institutions. The number of individual donors for projects outside Germany rose to 3416 people. Despite this increase, our total income from individual donors in 2014 decreased by €110,000. Our analysis shows that while we were able to achieve a decisive growth of 12.1% in the number of donations up to the €10,000 mark, the number of large donations, of €10,000 plus, has fallen. In 2014 we only sent out one call for donations, during the winter – in the last few years, we often issued a second call for donations in June. We have learnt that when situations occur leaving people in extreme want, our contributors are always prepared to give.

In return, we feel a responsibility only to issue a call for donations when we see it's absolutely essential to do so. And we stick to this principle, even when the statistics for a particular year show a lower volume of donations. During 2014, we received a total of €3.6 million for our International Relief Fund. The downturn of 13.24% in comparison to the previous year was primarily caused by the lower value of state subsidies for building projects, granted by the Federal Ministry for Economic Cooperation and Development (in German: BMZ). In 2014 the total size of grants issued by the BMZ fell markedly, from €555,000 to €84,000.

Alongside the final installments for the new school-buildings in Hawzen, Ethiopia, and for the special-needs/curative education Arca Mundial school in

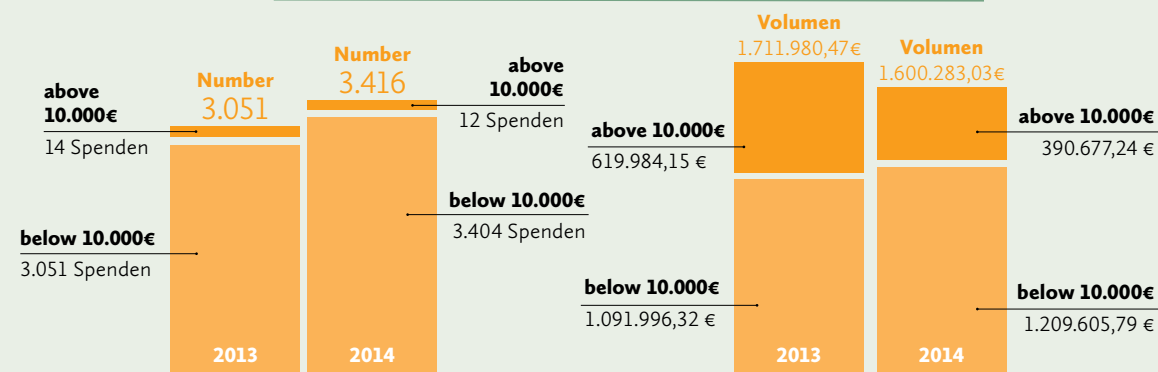
Medellin, Columbia, we achieved funding for a school bus for the Mbagathi Steiner School in Nairobi, Kenya, and funds to build a kindergarten for 50 children in Varzea da Roca, Brazil.

Total donations and subsidies



As in previous years, the majority of the donations we receive are intended for the global support of institutions, which wish to put Rudolf Steiner's Waldorf Education into practice. 44% of these total donations come from private individuals, while 38.7% come from other foundations. We pass 100% of all these donations directly onto the institutions abroad, and have a separate program through which we finance the supervision of this aid, our guarantees that the money is used for charitable purposes abroad, and our accounting, to deal properly with our donors. Please see the section below, 'Work of the Association', in which our income

Donations to our International Aid Fund – Individual Donors



and expenditure for these purposes are itemized.

How our International Aid Money is spent

We were able to move contributions totaling €3.2 million abroad in 2014. More than half this money – €1.66 million – went directly to Waldorf schools and kindergartens. Moreover, lots of donators name a particular project, which they want their donation passed on to.

Most of our earmarked funds were directed to the Waldorf School in Namibia, to the Associação Comunitária Monte Azul, to the International Eastern Europe Association, and to a new youth/outdoor education center in Wetzikon in Switzerland.

And last year we were able to respond with a total of €196,000 from non-earmarked donations to calls for help, which reached us almost daily from all corners of the world. Each of these applications for funds which come from non-earmarked donations – marked with payment reference ‘International Aid Fund’ – is decided on collectively by our managing committee. We can see how this works from a couple of examples: the oldest school in Estonia received an estimate for a school-building, in which all classes could be taught together for the first time. We were able to grant the school in Tartu €20,000, while applying for a further €60,000 from a partner foundation, and additionally making a loan to the school to the value of €140,000. Further grants for buildings from non-earmarked donations included: building redevelopment at the Pecs school in Hungary (€20,000), heating system

for the Hancheng school, China (€15,000), repairing the roof and lighting at the Budapest-Ujpest school in Hungary (€3000), renovating the Irkutsk school in Russia (€8500) and building a kindergarten in Arequipa, Peru (€5000). On top of that, it was possible to allocate starting funds to the new schools in Santos, Brazil (€6200), to the Brasov school in Rumania (€12,000), and to the after-school care center in Sarajevo, in Bosnia-Herzegovina (€3800).

The cooperation of the different schools with each other, and the teacher-training programs, are the two most essential tasks needed to strengthen the impulse of Waldorf Education in the schools. That’s why we granted €44,500 in support to coordinate the various teacher-training seminars and for translations of Rudolf Steiner’s foundational writings, in order to assist China’s quickly growing school and kindergarten movement. In addition, we contributed to annual running costs for the national associations of Rumanian (€7600) and Hungarian (€12,000) Waldorf Schools.

In comparison to these sums, we allocated a number of small grants for the training and mentoring of educators in: Zanzibar, Tanzania; in Tacloban on the Philippines; in Timisoara in Rumania; in Pabu ki Dhani in Rajasthan, India; in Bangalore, India; in Silute in Lithuania; and in Varzea da Roca, in Brazil. Further to this, we were glad to support the Travel Cost Fund for the South-American upper school teacher congress (€2500), and the ‘Transitions within Lessons Conference’ run by the Pedagogical Sec-

tion (€5000).

The Work of the Association

Expenditure on the work of the association declined in 2014 down to €433,000, including: €304,000 staff costs for giving advice to the initiatives abroad; costs for administering donations; organization of the world-wide WOW-Day; managing our sponsorship schemes; and public relations work. Alongside the support we give in terms of finances and advice to the world-wide movement of Waldorf Schools and kindergartens, and to curative education and social therapy institutions, communicating and publicizing these same initiatives remains one of our most important tasks. This is reflected in the total costs of materials for 2015, €139,000, which include: travel costs (€26,000); information material for WOW-Day; and production and postage of both annual news-magazines (€54,000). The annual membership fees and donations for our work are the two main pillars behind what we can achieve financially.

One-third of these memberships and donations come from private donators, one-third from German Waldorf institutions, and one-third from other foundations. The third pillar of our incoming funds is income from interest payments, which are decreasing currently due to the present low interest rates. In recent months we’ve been requesting an optional supplement called ‘Action 10%’ for our work on every donation which is intended for a project abroad – it would be very helpful, when still more individuals would add a contribution towards our administrative and running costs. The work done voluntarily and without payment for the institutions abroad can only be continued in its current extent, if we continue to find Friends who are prepared to finance this work.

Voluntary Service Abroad

While our income to finance the voluntary service abroad remained more or less unchanged in comparison to 2013, our expenditure increased sizably to €5,380,000. These are our current goals for our voluntary service:

- supporting the work of the organizations abroad
- supporting the young volunteers in their personal development and in making career choices
- encourage volunteers to participate in civil-society after their period of service

Forwarding on 100% of all donations: the way our finances work

Since 1971 we have been successful in passing on 100% of all earmarked donations to their intended goals abroad. So that this can continue to succeed into the future, we heartily ask for your continuing support. This can be given in a number of ways:

→ Take part in our **Action 10%**, allowing you to add on a contribution for our work to your donation for an institution abroad.

→ Become a **supporting member**, allowing you to regularly contribute a sum of your discretion, allowing us to build up a sound base for our work. If you are already a longstanding member, we would be delighted, if it was possible for you to **increase your regular donation**.

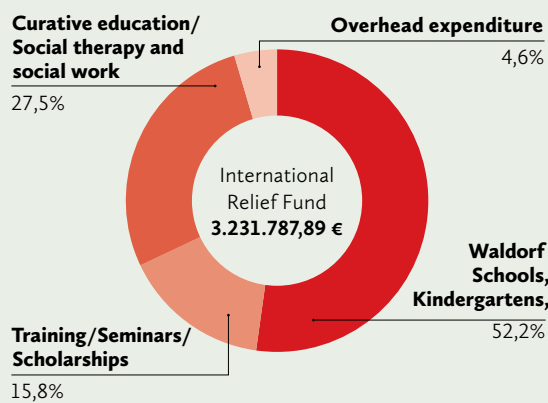
→ If you enjoy reading our news-magazine, we would be happy to receive a **one-off donations** for the work of our association.

→ A very effective way of ensuring our work continues for coming generations of children, is a **legacy in your will**. I am happy to advise you in this matter, so please contact me, Eleonore Jungheim, on: +49 30 6170 26 30.

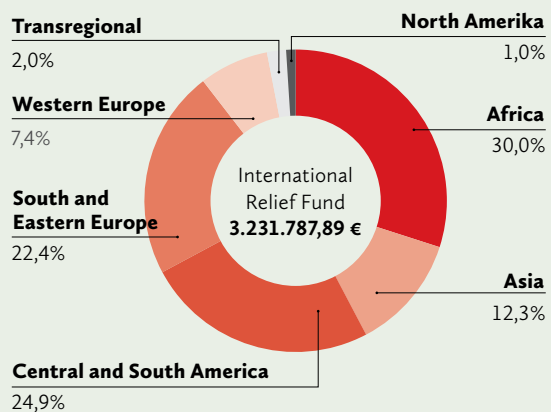
It is only through contributions from people who trust in the quality of our work that we can help effectively.

Which is why we warmly ask you: stay involved and stay engaged!

Donations according to different fields of work



Donations according to regions

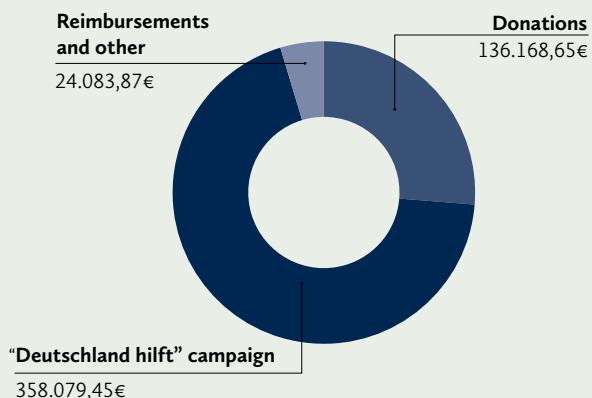


Aiming to realize these goals has led to raised subsidies at the locations of service abroad, for food and board for what are now 700 volunteers, and has meant we've increased the money we spend on training seminars, on involving former volunteers in active terms, and on staff costs.

Volunteer Service in Germany

The number of volunteers involved in voluntary service inside Germany increased decisively to 700 volunteers, 180 of whom were non-German citizens participating in our Incoming Program. Accordingly, both income and expenditure on this element of our work rose by 35% to approximately €4,000,000, sums of money which are primarily financed by the institutions in which these volunteers work. 2014 was the first year in which we could cover all costs for this element of our work, while also managing to

Donations for Emergency Education Work



Our annual financial statement for the year 2014 was checked and evaluated by Detlef Siebeck, financial auditor from the company 'Sozietät Siebeck & Tietgen GbR' in Stuttgart, Germany. On 17.4.2015 Mr Siebeck issued a certificate, from which we wish to quote the following passage: 'According to our judgement, arrived at from the knowledge we have acquired through evaluation, this annual financial statement conforms with the legal requirements and their interpretation as stated by the Institute of Public Auditors in Germany, Incorporated Association (RS HFA 14). Furthermore, the annual financial statement also conforms with the additional regulations governing charitable associations in Germany.'

contribute one part of the financing of the reserve fund for our operating materials.

Emergency Education

Income for our emergency education budget grew markedly by 39% up to a total of €518,000. Monies donated by Aktion Deutschland Hilft (€358,000) enabled us to continue our operations in Dohuk, Iraq, in Tacloban in the Philippines, and to conclude our project in the Gaza Strip.

Donations earmarked for our Emergency Education work totaled €136,600, in comparison to €312,100 in the previous year. In 2013, we received a one-off payment to the sum of €100,000 from Brazil, which had helped us to maintain the full scope of our work. Additionally, our call for donations for our work in the Kakuma refugee camp brought in approximately €150,000.

Emergency Education Donations	2013	2014
Total	312.149,15 €	136.168,65 €
Call for Donations: Kakuma	-149.934,87 €	-15.944,20 €
One-off donations	-100.000,00 €	0,00 €
cluding one-off donations	62.214,28 €	120.224,45 €

Therefore, after one-off donations have been deducted, our income from donations for Emergency Education has actually risen. In 2014 the work in the Kakuma refugee camp was transferred over into the hands of the Kenyan teachers. On top of the €79,100 contributed here from us under the 'Emergency Education' category, we also forwarded 100% of the earmarked donations received in the second half of 2014, to the sum of €43,100, which will go to finance the expenditure of the Kenyan association – primarily teacher's salaries, and travel costs.

These sums of money are included in the category, 'International Aid Fund'. The healthy development of young people today is what determines the abilities of grown-ups tomorrow. Your donation supports educators who are doing their best around the globe for the children entrusted to their care.

Regardless of how you are involved – your donation is shaping the future!

Eleonore Jungheim

MOLDOVA

Using heart and hand to found the first Waldorf School

'Liceul Teoretic Waldorf' is a state school in Chişinău, the capital of the small country of Moldova.

When this country detached itself from the collapsing Soviet Union in 1991, a time of transition began, accompanied by a number of first ever Waldorf initiatives in the region. The Waldorf School in Chişinău is the only Waldorf initiative, 24 years later, which has survived beyond childhood and built itself up into a sustainable social organism. Everyone involved here invests a lot of energy and commitment to building a real community. The school has been state-financed and state run from the start, and remains so today. Meaning that the biggest challenge has been less a question of gaining recognition from the state, and more a question of negotiating and struggling for pedagogical autonomy – the most essential precondition needed, in order to put a Waldorf Education curriculum into practice in lessons.

As ever, the state imposes countless regulations, stipulations and inspections. The inspectors come twice a week, and even the number of calories on offer in the canteen have to be declared. Up until class four, class teachers in the usual Waldorf sense are allowed to teach, but after that it is exclusively subject lessons that may be offered. While more time is still available for work in the lower classes, increasing exam pressure in the upper classes means that this steadily decreases.

"Although work with real content was on the agenda for the class 6 biology lessons last week, the students arrived so exhausted intellectually from an exam that it was hardly possible to teach them," a teacher explains. So she enthusiastically allows her students to grab paint and brushes to paint wild animals on big format paper in pairs, in order to get a little life and real interest back into proceedings.

The artistic subjects including woodwork, craft, painting and eurythmy are not financed by the state, and must be paid for by the parents directly. The loving transformation of rooms which used to be de-

cidedly grey into beautiful and inviting classrooms also came about over years as a result of hands-on input by teachers and parents. Now the school is negotiating a further two years of the class teacher period, so that this can now extend until the end of the sixth grade. And when the current fifth grade – the first in which two parallel classes exist – soon enters into the upper school, the continuing parallel class system should mean that more subjects will be offered, so that students have a choice. There are however a lack of rooms to facilitate this change. Just in these last holidays, the faculty room was transformed into a classroom. Now a whole new story must be added, for which the authorities refuse to pay. And to acquire alternative financing for a building owned by the state is barely possible.

"The authorities used to cause trouble for us because of our low student numbers, and now they cause trouble, because we've got too many students", is the joke doing the rounds, while the school community continues to look for possible solutions despite difficult times ahead.

Jaspar Röh



Art lesson in the Liecuel Teoretic Waldorf School

The Asian Waldorf Teacher Conference 2015, in Fujino



Lecture during the conference

What an inspiring week full of ideas, getting to know new colleagues, and reunions with friends from previous conferences! The organizational committee – consisting of industrious colleagues from the Kyontabe Steiner School in Kyoto, the Hokkaido Steiner School, Tokyo's Kenji school, the Yokohama Steiner School and the Fujino Waldorf School in Kanagawa – made sure that every final detail had been taken care of, in preparing for this sixth Asian Waldorf Teacher Conference in Fujino, a town in the mountains, within the administrative region of Tokyo. On top of this, hundreds of volunteer parents and students put in the effort to greet and accompany their guests, from the moment they arrived at the airport.

Our days started with communal songs, about subjects as varied as glowworms, rainbows and farewells. We then listened to the morning verse in English and Japan, before an inspiring poem was read aloud each day. The course with Christoph Wiechert followed, in which we devoted ourselves as a community to a Waldorf teacher's defining qualities: if we teach with joy, and stay loyal to the core elements of Waldorf Education, then we would be able to nurture our own initiative *and* our inter-

est for our subject and for our students. While we continue to sharpen our feeling for responsibility of the soul, we must retain our courage for the truth, and teach out of the depths of our powers of imagination. High aims, which nonetheless appear to be reachable, thanks to the inspiring and encouraging words we took in during the conference.

It was possible to dig deeper into a range of topics thanks to the 35 workshops, which the tutors lead and developed with much enthusiasm and creativity. Discussions resulting from these presented us with a lot of food for thought, and some even acted as prompts, which have changed people's lives! To see the various groups of people deep in conversation in all corners of the school grounds, in the school yard, on the steps and on the side of the street in the idyllic surroundings of Fujino was an inspiring sight.

At the end of the conference, after the last chair had been stacked, the last table wiped clean, and the school transformed back into how it had looked before the event started, it was hardly possible to detect, that this place had served as a conference center for over 400 participants for the preceding eight days. Only the breathtakingly beautiful flower arrangements remained for a while as evidence of what is good and what is true, both qualities which had been experienced here together. The bridges too will remain, which have been newly constructed between colleagues through the medium of the sixth Asian Waldorf Teacher Conference. And our hearts have now been filled with a treasure, which we will take back with us to our home countries, and which will without a doubt provoke new enthusiasm within us for learning and for teaching.

Emily Butler

former English teacher at the Fujino Waldorf School and volunteer during the conference

6th European Congress, *Living in Encounters* – a work of social art

From May 6 – 9, 2015, the sixth *Living in Encounters* Congress took place, in *Bozar*, an art deco palace of the visual arts. This congress series was conceived for and with people with disabilities, and has been held since 1998 in Berlin, Dornach, Prague, The Hague, Vienna, and now in Brussels, the capital of Belgium. After a whole three years of preparations, 600 participants from Europe, Russia, Brazil, the USA and Thailand met under the congress title of *Creating Social Art*.

Bozar, located not far from the city's central station, is a renowned arts center, in which almost all forms of established art could be encountered since 1928. Now this cultural spectrum has been extended to include *social art*, with the congress completely integrated into the center's general artistic activities. High ranking international artists exhibit and perform their work here – and now people with special needs and special talents do too! *Bozar's* director used the phrase, 'the other healthy people', to describe this novelty during the opening festivities.

Whether an object, happening or experience can be said to be a work of art is dependent on a range of factors. How has the material been created, can artistic qualities be observed, whether in the 'material' itself – for example stone, paint or film in the visual arts – or in the actors / musicians in the stage arts? Does the object / happening being experienced give rise to artistic sensations or sensibilities while being perceived? Can similar processes take place in the area or interpersonal relations – can an encounter become a work of art? Much of what was happening at the congress drew from artistic qualities or facilitated the audience – in the widest sense of the word – to experience these: we may remember the magnificent opening concert in the large concert hall for 1000 listeners, and the lecture by the founder of a supervised painting studio in Norway. Or, for example, the modern play, in which, on top of a bed-



Participants at the congress

rock of video projections and digital music, in which protagonists – mostly in wheelchairs, but some also on roller-skates – convincingly took the stage, while doing without language entirely.

On one of the evenings a public ball was held, in a rented location attached to the central station, where everyone danced with each other, and a brass band which had travelled from Lake Constance for the occasion put on a sterling performance. A Russian delegation, including the Social Minister for the Central Urals, flew in extra, to issue an invitation to the first congress for people with disabilities from all countries of the world, to take place in Yekaterinburg in 2017. Whether the sixth *Living in Encounters* congress became a social work of art is a question, which only the participants themselves can answer. Both the visible and invisible participants. "The real mysteries take place at central station", as Joseph Beuys said in an interview in 1979, and this congress bears witness to that. The 'other healthy' people have unlocked the doors to them!

Thomas Kraus

For more information, please see:
in-der-bewegung-leben.eu

Centro Educativo Goethe: Waldorf in the heart of Mexico City

Around 20 million people live in the *Ciudad de México* urban conurbation, which has been one of the largest conglomerations world-wide for years – and all at a height of 2300 M. In the long, stretched out Valley of Mexico, divided up into different landscapes of hills and of small volcanic cones, the mild climate provides pleasant basic conditions of life.

It is Juan Berlin who may be thanked for the region's Waldorf educational impulse, a man who was able to get out of Nazi Germany in 1939, and who, after a long journey, settled down in Mexico, where his family had already arrived some years earlier. On reaching retirement age and concluding the first phase of his professional life, he dedicated himself to translating Rudolf Steiner's works into Spanish, and to building the country's Waldorf movement.

This was successful on a formal level at the third attempt, and in 1979 the *Asociación Pedagogía Integral* was founded, by Pilar Fenelon, Isabel Fenelon, Laura Larios and Ana María Hernández. Which provided the legal structure for the *Centro Educativo Goethe*, from 1981 onwards. The *Centro de Arte* had already begun its activities in September 1980, wor-



The courtyard from the new school building

king with around 80 children. As part of this arts center, Isabel Fenelon started a kindergarten in 1981, and five years later the elementary school was founded. Verónica Lozano then began her work in the kindergarten and continues to direct it to the present day. In 1987, the kindergarten and the two school classes moved premises into a building owned by a grandfather from the school, who wanted a better school environment for his grandchildren, and who could offer the building free of charge. Margarita Castañón, the mother of these grandchildren and a famous classical guitarist, also began to connect herself to this growing educational impulse.

In the meantime, Pilar Fenelon had returned from her teacher-training at the Waldorf Teacher Training Seminar in Mannheim, Germany, and took on the job of teaching the oldest class. Since that point in time, she has worked as a teacher, and later as mentor and advisor at the *Escuela Waldorf de la Ciudad de México*. The *secundaria* (grades 7 to 9) was added around 2008, with Castañón as coordinator and mentor for the new middle to upper school teachers who were then needed.

Today, the Waldorf School can be found spread out over three buildings, with some quite long distances between these different campuses. Learning at these spread out locations is very heavy-going for students, parents and teachers alike. It was a huge relief, when it was possible to purchase and empty and thoroughly vandalized school building earlier this year. In a very short period of time, with everyone working together, the building could be transformed into a condition in which lessons at least for the *secundaria* at least could take place this fall already.

The Friends of Waldorf Education were able to contribute through a large donation and a still larger interest-free loan from our South America Fund. It would be a big relief for the school, if it could continue to receive your most generous donations.

Nana Goebel

It really is all about the child

Silvia, would you like to say a few words about yourself? ~ I've been a kindergarten teacher for 15 years now. Before that, I was a hotel manageress, but quickly realized that wasn't the right thing for me. When I was about 22, my little sister was born, and I looked after her. With the result that I then wanted to become a teacher. My first employment in education brought me together with an autistic boy from Great Britain, who was taught in a regular school class. When the boy had to go back to the UK, I travelled with him, and it was there that I first encountered Waldorf education.

And why did you become a Waldorf kindergarten teacher? ~ What I like best about Waldorf Education is that we are there to accompany the development of the child, and it is not letters or math which is of central importance. It really is about the development of the child as a human being. What are general needs that children have, but what also are individual needs? Who is this child? I encounter another human in encountering children, and although this human's small, and I'm the teacher, I can learn from her / him. I have to continually reflect on that child's development, challenge myself, and grow. Then the child can also 'grow' in my footsteps.

What would you say are the particular strengths of your own cultural background? ~ Oh, we've got so many strengths, and telling stories is one of them. We remain a culture with many fables attached to it; in other places on earth this tradition has almost been lost, and even in our own cultural context it is sliding into oblivion. But the real telling of stories is extraordinarily important for small children, and most teachers can simply draw from tradition, because it is a part of our culture. We are also a very resistant kind of people. And this is for me a strength, an ability to battle on through almost every barrier.

Is a 'religious' way of bringing up children a living element of your school? ~ Yes, it's alive in the sense that we celebrate the seasons. Which show the rhythms which are alive in us. It is normally very hot and dry outside between January and March, and economic activity declines in this period. This is a time in which we are directed more towards our inner beings. So we put bare twigs, stones and ants on our nature table, which are searching for food during this season. And suddenly, in the middle of March, the strong rains begin, and everything turns green. Which nourishes us, and we celebrate this period of transition with all possible colours in our rainbow festival. The swinging between dryness and wetness is a very rhythmical motif; it symbolizes that which is introverted and that which is extroverted inside ourselves.

What are the special challenges facing your school? ~ The Nairobi Waldorf School is very multicultural. In order to work together, we have to discover the best characteristics of each of these different cultures. This is an enriching and motivating process, enabling us to form a seed for a future, in which the world will be more global than ever. On the other hand, more humans constantly on the move as a consequence of globalization, which does create a fair amount of instability. But now we have more Kenyan families than we used to, which provides the school with more cultural balance. A further big challenge is one which we have faced since the Kileleshwa kindergarten opened in 1992: we still haven't found our own school building and grounds. And that is what our attention is focused on at the moment!

Many thanks for this conversation!

In Kenya and is, furthermore, also active in East African Waldorf Teacher Training (which we reported about in the last issue of this magazine). She was primarily supported during her Masters in Oslo by a grant from the Friends of Waldorf Education.

This interview was already published in unabbreviated form on: waldorf-resources.org, the platform for Waldorf teachers, run by the pedagogical section of the Goethanum.

Thoughts about the Growth of Waldorf Education



The Waldorf school movement is now in its eleventh year in Mainland China. It is growing rapidly and becoming part of the national dialogue about education on the internet as well as in some universities, local governments and businesses. There is also growing interest in public schools. There are now thought to be around 400 kindergartens and nearly 50 school initiatives, though a number of them are still small and struggling. Alongside this is a diversity of teacher training possibilities, including one that is full-time, as well as medical, agricultural and curative seminars, a school administration course and many workshops in arts and crafts, both Eastern and Western. Though the expansion began with parents' concerns for their own children, behind it is a hunger for deeper insight. It is not just technique that most people are looking for, but the wisdom behind it. One could say indeed that there is more respect in China for wisdom than law. It is this that has enabled so many schools to open in such a short time, though sooner or later each one has to face up to its local government and find ways of navigating through the plethora of regulations.

While the future of Waldorf education in China is unpredictable, something is possible which may be less possible in many parts of the world, precisely because of the protean versatility of the people and indeed the government. It is one of the few governments in the world that can stand up to the power of

the economy, for example, instead of being its servant and mouthpiece. It also does not have to worry about being overturned through elections every few years. It can plan long-term and, from what I understand, is doing so.

Strange as it may sound to Western ears, there is also a real sense of freedom in the cultural sphere of society, so long as one knows the boundaries and does not interfere with politics. Though the hidden specter of control is never far beneath the surface, above and beyond is an extraordinarily open space for creativity and innovation. In its own special way, one could say, there is a threefoldness in society. The economy has its clear wide zone of activity, and the political and legislative power of the government is unquestioned, even by wealthy business people. There is also a rich and vibrant space for cultural experimentation. How fully education will be allowed to free itself from politics and economics remains to be seen, but there are reasons for optimism. The government is looking for new approaches, and there is a proposal being debated at the highest level to allow small experimental schools to develop alongside the giant ones which have been promoted until now.

Behind this is an openness to a way of thinking which is not restricted to materialism. Chinese culture is essentially an ethical one, which places the human being in the middle between Heaven and Earth. Our challenge in the Waldorf movement is to ena-



Impressions from the Chengdu Waldorf School, China



ble people in many spheres of life to see that what we are bringing through Anthroposophy can be understood as a new expression of this, through clear thought pictures that can be looked at rationally and be brought into practical action. One has to separate out all that relies on belief – and anything that might be wrongly interpreted as being religious or political – and examine through one’s own thinking what one can truly stand behind out of experience. What is needed perhaps is a Chinese *Philosophy of Freedom* – not only a translation of Rudolf Steiner’s book but a new version which works through Chinese philosophy to the same realizations, as a rational ground for spiritual science.

The difference is that whereas the old culture is founded on a generalized philosophy of life, the cultural impulse of Anthroposophy is based on the attainable reality of ethical individualism. The source of moral action moves from society to individual. The fixed rituals of the past which, in the Confucian paradigm, belonged to the positions people carried, now have the possibility of being newly created in each situation, through finding the appropriate moral idea as an individual. This is a big shift, but so it is throughout the world. What makes it possible in China is that their thinking still has something of the spirit in it, while there is also a recognition of the need for change.

In today’s world, everything has to be questioned and experienced as if for the first time by each person. In China too, as individuality awakens, people are facing the challenge of finding a relationship between the shared memory from the past with the birthing of their own questions and discoveries. For almost every situation of life there is a wise saying, which everyone knows and which always brings delight when it is spoken in the right context. Now

comes the poignant challenge of moving from this group soul wisdom, which is so much carried in the language and inherited from the past, to the knowing that can only take place in active individual consciousness.

Over the past years there has been much conflict within and between different schools in Eastern Asia. This is the ugly side of the birthing of individuality – but already in a growing number of people there is a recognition that if things continue in this way, we will get nowhere, that everything depends on self-responsible individuals working together.

This lives in many Chinese people as an ideal. I realized this years ago when the Chengdu school, the first in China, was coming to birth and people came in search of community from different parts of the land. In the first year it was unclear whether the new venture was a school, surrounded by a community, or a community within which there was a school! It was with courage that the decision was taken at the year’s end that what had been founded was a school, not primarily a community.

Yet the longing for community is still deeply in them. This is the inner aspect of what is happening in China, where for so many years people lived through the imposed community of communism. Now, through spiritual science, this longing can be raised into the light of a new way of thinking. There is a dawning recognition that the new community is one which is carried by the moral striving of individuals.

It matters greatly that we, as representatives of Waldorf education, are not seen in any way to be advocating social reform programs or indeed any program at all, but that we strive to act genuinely out of individual moral insight in each situation. So far, the government has shown that it is strong enough and confident enough to be able to watch what we are

doing and wait and see what might come out of it. Perhaps one could say they are practicing Goethean observation!

I’m fully aware that many reports about China in the Western press focus on the repressive side of the government and that there are many fears about its economic and military expansion. I understand this, but the reality of China, when one is actually there and in touch with creative, questioning, intelligent, motivated people, is different. The government too has different faces. As well as the one the Western press portrays, I sense another, especially now, which is concerned about the state of the environment and the loss of moral values in the modern world. Often one hears it said that education needs to cultivate morality, but there are many questions about how this can be done.

It is easy to blame the West for the world’s moral decline and many Chinese people do so. Our challenge is to help them see that the roots of ethical behavior stem from much more than reciting ancient texts, which is becoming more and more popular. We have to demonstrate, in a rational way, free from any religious or Western cultural beliefs, that moral behavior, the striving for truth, arises out of the experience of goodness and beauty in childhood. We have to be able to show that, though Anthroposophy came to birth in the West, it belongs to the world – and that it can indeed become, as Rudolf Steiner predicted, a language of the spirit as universal and objective as mathematics.

A further step towards this was taken recently at a government-organized international conference, devoted entirely to Waldorf education and attended by well over a thousand people, in a large city in central China. Two of the presentations were on Education for Health and Education as a Moral Foundation, and they were received with gratitude.

It is a wonderful challenge, but there’s a long way to go, particularly as there is really no school in Mainland China yet that can fully represent Waldorf education. Everything is in process and with such rapid growth there are continual questions about quality. Nevertheless, as I travel to schools and meet so many different people, I am always impressed by their courage, and their willingness to bring change

into their lives. For many who have found their way to this education, inner development is not just a personal luxury, but something sensible and practical. Despite their struggles as pioneers, and their lack of thorough preparation before becoming teachers, their will is strong and they are grateful for this opportunity to bring their ideals closer to reality.

Everything depends on our being able to go beyond our own fixed ideas and personalities, and work together. This social dimension is at the same time one of the biggest obstacles and the brightest stars in the Waldorf movement in the Chinese-speaking world. It is a theme that we have decided to focus on in the next Chinese-speaking Conference, which is being organized jointly by representatives of the early childhood and school movements, and will be held in South China in the spring of 2016. Our theme is that of moving from the group soul community of the past, based on family, locality and tradition, to the new group culture which the modern world challenges us to develop, founded on the ethical striving of each self-responsible individual.

Ben Cherry

Ben Cherry has been involved with Waldorf education for nearly 38 years and has been connected with the Waldorf school movement in Mainland China since it began.

** Though this article is focused on what is developing in Mainland China, it is important to also acknowledge the achievement of the Waldorf schools in Taiwan, which now have nearly sixteen years experience and are looked upon with great respect by Mainland Chinese teachers. Several of the schools there are fully funded by the government – among them one which has almost 800 students from grades 1 to 12 and long waiting lists – while others receive no funding at all. Recent legislation allows all local governments to encompass experimental schools within their budgets, and there is a vigorous interest in what can be achieved through Waldorf education.*



The name of the Escuela Caracol Waldorf School, which translates as 'the snail's shell', gives us a clue to the vision behind this school located in the village of San Marcos La Laguna, and the close relationship of this school to Maya culture: spiral forms symbolize the connections between life's manifold facets, and life as a whole. Around 120 children from Maya families and from families who have emigrated from the USA learn three languages: K'aqchikel, the Maya language, Spanish and English. The Escuela Caracol became the first ever school in the modern period to teach in K'aqchikel, and now state schools have followed its example. The new school building, financed by both the Friends and by the Federal Ministry for Economic Cooperation and Development (or BMZ, Germany) was completed at the end of last year, to the great joy of the whole school community.



Impressions from life at the Escuela Caracol Waldorf School in Guatemala *Right*: the new building, co-financed together with the BMZ, both during and after construction



The School Building as Protective Shell

I still remember, when, during my schooling, we were getting ready to move buildings at the end of the middle-school. After years in the lower and middle school classes, we were leaving the 'village' as we called it – one-story buildings adjoining each other in a circle, each containing one class – for the new building. The new building, with its big assembly hall, the light stone of its wall, and its roof with many surfaces was, indeed, something special. It gave off a large and strong impression, and it was the most sought after goal during our break-times, to be able to remain inside it. But to do that, we had to first win the strenuous cat-and-mouse game against the teachers, who were convinced that breaks should be spent out in the fresh air. The nerves of each teacher on break duty will have been tried every time – but what an adventure we had! From that time on until our university entrance exams, this building became home to our class, and the place where we spent our time, day in and day out. When writing essays, when rehearsing for our class plays and when explosions could be heard in the chemistry lessons. We knew every corner, every wooden banister and every roughly plastered wall – radiating with color – like the back of our own hands.

What happiness such a permanent school building can represent is something you may be able to guess at, if you can remember the story about the Voronezh Waldorf School in the last issue of Rundbrief. The Russian school has had to move a total of seven

times, before they were finally able to purchase their own building – with a loan which the parents have to stand surety for and pay off in instalments for years to come. The kindergarten in Nairobi, Kenya (see p.19), is another organization which has been dreaming of their owned building and grounds for a long time. And it was due to utterly different circumstances, that the Nepalese schools were forced into new construction projects (see p.34).

For many of the world's Waldorf Schools, it is principally the costs of buildings – along with the constant costs for teacher' salaries and training – which seem often to be an insurmountable obstacle. Which is why Friends of Waldorf Education often receive requests for support in this area of school financing.

You can then easily imagine the joy, when these buildings are finally completed. We can think, for example of the Spanish Waldorf School *El.Til.ler*, which was in urgent need of their own grounds with space for an upper school, and that alongside the turmoil of the Spanish financial crisis. Over several years, more than 100 plots of land were visited and evaluated! And then cooperation needed to be built with sponsors, foundations and through a Friends' appeal for donations, until great enthusiasm could finally flow into the beginning of the building work. Arequipa's new kindergarten, or the new Michael School building are two further examples of successful construction projects, whose stories you can read about on the following pages.

Jasper Röh

A new built home for the El Colibrí kindergarten in Arequipa

El Colibrí in Arequipa, right in the south of Peru, arose out of the initiative of an individual named Arequipeños, who got to know and to value Waldorf Education in Germany, and did not want to give up on these new values on returning to his home country. After establishing initial contacts, an information evening for interested parents, new friendships, a long reconnaissance trip and much, much additional work, the kindergarten opened its doors two years ago.

Private rooms were renovated and redesigned using the founders own funds, and life in the kindergarten began, with 14 children. Yet more and more children joined rapidly, and it soon became clear that there would be a shortage of educational space for the coming school year. Out of which the idea was born to construct a new kindergarten house. But where could the money come from, to pay for it? The parents were at their limit through paying their regular kindergarten contribution, our private means were exhausted, and our charitable foundation in Germany couldn't draw upon the financial strength we needed. When searching for help we stumbled upon the Friends of Waldorf Education, who, after evaluating our project, agreed to assist with a substantial sum. None of us had envisaged such a rapid solution, enabling us to begin building already in January of this year.

As we had only applied for material building costs, we had to organize and carry out all the other essential work: buying in materials, executing measurements, digging holes for load-carrying beams... We had so much work, that, despite the tremendous financial assistance, we still had to employ individuals to carry out specific jobs. We were, moreover, plagued with torrential rain, meaning delivery appointments could not be kept, causing, in turn, post-



The new kindergarten building

ponements in completing the construction. We soon realized, that carrying out and managing the building project ourselves was a massive challenge for us. To top all that, we also unfortunately managed to attract some individuals who had bad intentions towards us. We had four break-ins inside a short period of time, during which tools, machines, private possessions but also educational materials – dolls for example – were stolen. The kindergarten's dog was even intentionally poisoned. These were all hefty setbacks, and resulted in additional, unplanned costs for an alarm system and an electric fence. The start of the school year was drawing nearer, and this put us under heavy pressure.

Yet finally, we managed it, and we were rewarded for our labors! The small kindergarten house now looks beautiful, and is an important step forward for our institution. The first days of March saw us able to host a Waldorf Education seminar with 30 interested, would-be teachers, both female and male, from Arequipa. After which our house was joyfully inspected by the children – and joyfully declared their very own!

Many, many thanks for the support, for your endorsing of the project, and for each individual donation, which played a part to the success of our endeavors. We would be delighted to encounter each and every one of you, who would like to get to know our project more closely!

Björn Winter and Mirjam Molnár

Mirjam Molnár and her husband José Tejada decided, together with their three children, to make Arequipa the middle-point of their lives. They got to know Björn Winter at the Wendelstein Waldorf School in Germany, who became their good friend, and a co-leader of the project.

The Curative Education Michael School in Tbilisi

Our story began over twenty years ago in Tbilisi, the capital of Georgia. The directing board of the 'Center for Independent Education' passed a motion to help children with developmental problems, and later on 'Children with Learning Difficulties' too, who had been sent to one of the psychological / neurological institutions. The plan was to found a curative education school, in which a new way of relating to and working with these children could be put into practice.



This led to the founding of the Michael School, a curative education institution, in 1994, which was a real innovation in Georgia! To move from the old attitude – 'these children cannot learn anything' – to these children learning genuinely, using the foundations of curative education. Which means looking at the child's whole being, 12 years of school, a teaching system which doesn't use grades to evaluate students' work, lots of artistic activities and modern teaching methodology. All of which was new.

Despite the decision having been reached with great enthusiasm, there was, at first, no financial means, and no 'home' in which to transform the vision into reality. With a little sum of money which had been donated, a rented classroom was renovated, in the wing of a half torn-down school. You could peek out onto the school yard through the holes in the walls on the landing. The school started with a pilot class with five children. More children

joined them the following year already, and due to an enactment issued by the District Department for Education of the People, the classes were given the status of 'curative education Waldorf classes.' Donations were collected to renovate the class rooms, while the German Embassy supplied the classroom furniture. And from then on the school grew larger every year, developing still further.

The events of 2002 were a heavy setback, with the earthquake damaging the whole building severely, including our classroom. The District Department revoked our right to use the building, leaving us homeless. Yet we were not alone: our partners at the Friends of Waldorf Education issued a call for donations, and many German curative education institutions also reacted to our bad luck. Thanks to their support, we were able to buy building land in the city-center, where we carried out the rebuilding of a small building which was also in a bad condition. The building was still not finished at the end of the year, meaning that we had to hold lessons outside under awnings. Bit by bit, children, parents and educators cleaned and tidied up the building, which was by that time already in our possession. It was also in 2002 that the pilot classes were granted recognition and a license as a curative education school from the Ministry for Education.

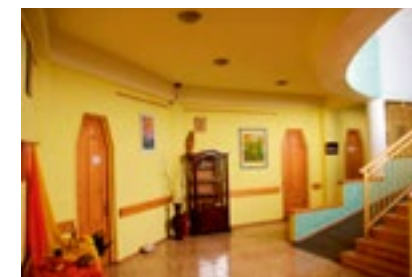
Two years later, in 2004, the school celebrated its tenth birthday. There was a big party, to which many guests and friends came. The children rehearsed the Shakespeare play 'Romeo and Juliet' for this celebration. The play was tremendous, leaving some in the audience applauding vigorously, while others wept. The teachers were very proud of their pupils.

The next day, Mr. Schramm, the German ambassador, turned the first sod for our new and current school building, giving a proper and permanent home to the school at last. The project was financed by the Federal Ministry for Economic Cooperation and Development (Germany), with the remaining sums needed gained by the Friends of Waldorf Education call for donations. The Michael School for Curative Education has now been standing for several years and is big, beautiful, and light. All the infrastructure needed for the students' development is available: attractive, spacious classrooms, and in each classroom a nature table, which changes its look with the seasons. That helps children orientate themselves in the turning year. There is, additionally, a sports hall, a theatre auditorium, a eurythmy hall, a therapy room, a medical room, a light kitchen, and a wheel-chair ramp, allowing every student to take full part in every lesson and in every school event. Everything on the inside of the building is 'unusual'. Lots of works of art created by the students hang on the walls, including paintings, knitting patterns, and felt work. On the second floor there is a 'magic cabinet' with minerals, in front of which you can spend a long while dawdling and admiring. Beside that is a beautiful, decorated table. On top of that vases and vessels are standing containing flowers, or ears of wheat. The color of the walls in classrooms and corridors vary, depending on the children's age, from warm pink to cold blue. These colors are there to provide warmth, or to assist in concentration. The school is indefatigable in enthusing all its new guests, and already while having a look around, many express the wish that their own children could spend its school years in our care.

We are very grateful for the fact that, over all these years, parents, friends, the Ministry of Education in Georgia, our colleagues in Germany, Switzerland and Sweden, the German Embassy in Georgia and various foundations – particularly Friends of Waldorf Education – have so generously helped and supported us.

Dr. Marina Shostak

Dr. Marina Shostak founded the Michael School and remains the school principal today.



Pictures of the construction and of the finished building of the Michael School

Waldorf One World Day, or WOW-Day: A global commitment to Waldorf Education



Twenty years ago, when the idea of the 'Waldorf One World Days' was born, who would have dreamt the day would come when it really had been around the globe several times, becoming in that process a world-wide event for Waldorf students? This is the vision which I had, when I took on responsibility for the coordination and development of the WOW-Days almost eight years ago, alongside my other responsibilities for the Friends of Waldorf Education. For me the decisive question came when one upper school student from a German Waldorf school asked me, 'why doesn't the WOW-Day take place simultaneously in all schools?'; a question which gave me much food for thought. It was the students who wanted the WOW-Day to become a simultaneous and communal action for all Waldorf schools. That was the start of the WOW-Day as a huge, global, school-student lead campaign.

It was the beginning of a challenge for me, similar to that faced by the director of an orchestra. Just that I wasn't directing musicians, but rather school events put on by enthusiastic children and young people, who, in countries around the world, showed great commitment in joining with their teachers and seizing the initiative, in order to make a difference for their fellow students in financially deprived Waldorf institutions around the globe. The students wanted to experience themselves as a community, an urge which was to express itself in successful commitment to the project in the years which followed. As a former Waldorf student myself, I helped them coordinate their involvement, and enthusiastically supported them, motivated as I was by the wish to apply myself to the cause of the ongoing existence and development of Waldorf schools, so that as many children as possible could benefit from a dignified and respectful form of education. During the last two-and-a-half decades, there has been a

deep change in the societal position of the child, as a result of the Convention on the Rights of the Child, passed by the United Nations in 1989. In legal terms, children were almost exclusively seen by society as beings in need of help and protection. Now they are perceived – at least in the eyes of international law – as co-fashioners of processes in society. WOW-Day, which started during this new period, is the fruit of this new period and marks the active participation of children in society, for the realization of holistic education based on Waldorf educational principals. In saying this, WOW-Day has primarily helped children in those places, where, without such support, they would not have had access to good quality school-level education.

At this point, it is with great delight that we wish to thank all schools on behalf of all the children and young people from Waldorf institutions worldwide, for their fantastic efforts during the WOW-Day 2014, which marked the 20th anniversary of the WOW-Days. As of July 30, 2015, school-students had been able to raise: **€353,608.71** 61 Waldorf and other educational initiatives in 25 countries benefitted from this total sum of money. 192 Waldorf schools from 31 countries took part in WOW-Day last year.

Meaning that more than 30 countries now regularly take part in WOW-Day each year, all of which have contributed to the massive total **€3,327,415.11** of donations which have been gathered over the last 20 years, and 100% of which the Friends of Waldorf Education pass onto over one hundred different Waldorf institutions.

Again and again, we are astounded how creative and how manifold the WOW-Day activities are. Last year, some school classes took part in harvesting activities, while others arranged flea markets, or live music in pedestrian precincts. Others still went to work in companies, or in their neighbor's garden,

getting the gist of what 'real work' might mean in the process. And, of course, baked cookies and waffles, and fresh apple juice and apple rings from the school gardens. Organizing handy-crafts was also a popular option, creating calendars and greeting cards for example. As Waldorf schools put a big emphasis on a considerate relationship with their environment, several school classes carried out exemplary cleaning and rubbish collecting activities, looking after the beauty and state of their surroundings. In this vein, bike repair workshops were also on offer. Sponsored runs were a popular activity this year as always, as were circus shows with diverse artistic acts, giving the youngsters the chance to show off their talents. It was also impressive how students, parents and teachers kept on swapping turns on bikes for 24 hours non-stop, cycling the whole day and whole night away! The student's commitment demonstrates their consciousness for an inter-connected world, in which today, more than ever, we are all in need of good, human relationships with each other. And that's the real and deeper sin of WOW-Day. To create a world, in which every child can enjoy their right to holistic education, so that they can later act in society as an holistic human being, with respect and reverence for each individual human, and for the treasure and diversity of all cultures.

*Olivia Girard
Campaign Leader WOW-Day*



"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

Richard Shaull, in "Pedagogy of the Oppressed" by Paulo Freire



Moldava

From the Chişinău Waldorf School

Dear Friends, we, the Grade Eleven students from the Chişinău Waldorf School, our parents and mentors, wish to say a heart-felt thanks to all the school students, who took part in WOW-Day 2014, and who supported our cultural exchange with our partner school in Luxemburg! It is very unusual by Moldovan standards, that our class was able to take part in such an exchange, because travel costs are, in comparison to our living standard, simply too high.

Our journey began early in the morning on April 24, when we stepped aboard our bus which would take us through Rumania, Hungary, Austria and Germany. We had the time to admire wonderful landscapes in each of these countries, and to appreciate many attractive places. For many of us, the hikes we went on were the first taste of mountain climbing.

It is difficult to put these very rich experiences into words, but we can say these impressions will stay in our memories for the rest of our lives. We'd also like to convey our warmest thanks to the Waldorf School in Luxemburg, to our host families, to the teachers, the students, and to everyone, who gave us such an hospitable welcome. The trip was extremely important for us as it will be for other classes, giving us the opportunities to support each other as a group in various situations, to bond, to get to know other cultures and people, and to practice encountering the unknown in a spirit of tolerance.

With our best wishes and a thousand thanks!

*The students of grade 11 and our class guardian,
Lidia Directorova*



Peru

Lima, Pro Humanus – Mobile School

Dear fellow school-students, *Taiteri mauwene – Gasonki!* which means, in the language of the native Asháninka people from the Peruvian rain-forest, 'have a good day and many thanks.' Which is what we indeed cry out to you from the bottom of our hearts. Your great efforts have made it possible again this year for us to work together with the children and their teachers from the small Yotatsipanto village school, and to prepare lesson materials with them.

The background: Panguana is an urban center in the middle of the rain-forest, on the banks of one of the arms of the Amazon river. Clear-felling and pollution of the forest motivated by illegal gold mining threatens the region, including the Asháninka settlements. Much of which we are unable to prevent; but we can do something to contribute to forms of education and bringing up children which respect human dignity.

This is the kind of educational social work which we've been carrying out for the last seven years in three regions: the Upper Andes, the coastal desert and the rain forest. It all started with aid missions in the wake of the huge earthquake in southern Peru in 2007. After months of sustained support for the children and their families, an inhabitant of a remote village in the Andes said to us: 'It isn't the catastrophe as such, nor our material poverty, but first and foremost our inadequate education, which condemns us to living a life of permanent want ...' These words, and requests coming from teachers for further training, were the impetus for our long-term engagement in the project, 'Mobile School'.

Again, we thank you most heartily, and send our greetings from Peru – Hasta luego

Bettina Vielmetter

Appeal for Eastern Europe

It makes a huge difference today, whether you live in Tallinn or in St. Petersburg, in Bucharest or in Odessa, even though the geographical distances between these cities are not vast, and though travel between them was very easy just a few decades ago. The cultural differences are moderate at most, and in all four cities there used to be a flourishing cultural and academic life. But the socialist zeitgeist, and the nationalist spirit which followed after, have lead to entirely different development paths in each of these places, in terms of a feeling for innovation, and a consciousness for human dignity. Currently it seems that chasms are being deepened, making the journeys between these places appear unbridgeable.

Waldorf school parents and teachers on both sides of the border, presently separating the European Union from the Russian Federation, are driven forwards by the same type of idealism, based on each individual, and seeing in her / him the key to a peaceful and responsible relationship between all humans. Even if there are occasional exceptions, in which people slip into nationalistic attitudes, Waldorf schools in general nevertheless unite people with the wish that this way of bringing up children can help these young people reach their own independent judgments, and their own spiritual/intellectual stature.

With this in mind, we're continuing to contribute to the development of Waldorf kindergartens and Waldorf schools on both sides of the border described above. We were able to grant funds as described in the 'Report About Our Work' and in the 'Financial Report', aiming thereby to construct an even stronger bridge across this border, to make this chasm bridgeable again, and to build new bridges to pan-European peace and understanding. This understanding always starts from individuals and creates itself through friendly cooperation – and through an understanding for each other, which

is not present at first, but which only be gained by working on shared tasks. Understanding of this type is constructed through the attempt to push through very foreign attitudes of the soul to the core of humanness, which unites one human with another, and out of which culture can be created. As that must be the principal task when building up any Waldorf institution: to build a culture, in which all individuals can feel a sense of home, not as members of a particular ethnic or national group, but as human beings.

This is a tremendous task. It has been a joy to find so many allies for this work, and to receive such a big response to our call for donations. We are all aware, that the path which lies before us is a long one, not the short stretch between Tallinn and St. Petersburg, but rather the long road between our fragmented and torn-apart present day, and fully accepting the other and foreignness in the time to come. A progression which will only be achieved by lots of cooperation in school conferences, at congresses, by visiting schools, through creating school partnerships, and through everything, which can contribute to building this bridge. We only have to go out and do it.

Nana Göbel



A school class from Odessa, Ukraine, on a hike



After the Quake

This year, at the end of April, Nepal was hit by the strongest earthquake for more than a hundred years, bringing destruction and chaos in its wake. Countless numbers of people lost their lives, suffered from injuries, and lost both homes and possessions.

The Friends' Emergency Education Team arrived two weeks after the first earthquake had struck, to carry out an acute intervention. The focus of their operation, which lasted fourteen days, was the Kathmandu location of our long-term Nepalese project partner, 'Shanti Sewa Griha'. The team members shared methods and exercises for helping this traumatized population, looked after nearly 2000 children, trained local teachers, and gave basic medical care to patients using a mobile outpatient clinic.

It was the population of the neighboring mountain regions who were most severely affected, which is why the team also carried out workshops for several hundred children in the village of Bimdhunga, 10km away. Ritual elements were incorporated into everyday processes to give everyone more strength and courage, relaxation techniques to deal with cramp were practiced, and the children has opportunities to express through painting and drawing that which they were unable to articulate verbally. And then, on May 12, only a couple of days after the emergency educationalists arrived, the second heavy seismic shock struck. The roof of



Shanti hospital was shaking, while tiles fell from the roof and water-tanks burst. The children started to panic, and ran around disorientated with wide-open eyes. They were lead outside straight away, to relative safety, while first aid was given to the injured, and the people, suffering under shocked, were calmed down and stabilized. Not only the children but also parents and teachers are traumatized, and the children's behavior, altered by these experiences, is often a riddle for them. These grownups are also offered assistance in recovering their inner balance. We then went on to do outreach work, informing as many people as possible about possible consequences of trauma, and demonstrating helpful pedagogical methods for dealing with these issues.

During a follow-up operation from August 26 to September 6, the emergency education team continued training more teachers and kindergarten teachers in the methods of emergency education, in order to facilitate continuing psychological and social care for the children.

Only now, months after the quake, is everyday life slowly resurfacing, bit by bit, and only in as far as conditions permit. The rubble has been cleared in most parts of the city, and many visitor attractions and monuments have already been restored. It's in the villages where the effects of the quake can still be seen most clearly. Many people have simply constructed a temporary dwelling beside their destroyed house, or, where outer walls are still standing, have covered these with corrugated iron and straw, to replace collapsed roofs.

The most acute want and deprivation has been met, yet the state has been catapulted back decades in terms of development. Thousands are still camping in tents, hundreds of mountain villages are still uninhabitable, and the schools – needed now more than ever – can only operate under extremely adverse conditions.

In Buddhanilkantha, the location where Shanti Sewa Griha has been at work for longest, the Waldorf school, the home for children with disabilities, and the boys' boarding school have all been completely destroyed. All the children from these institutions are now living nearby hospitals in the city. Co-workers, parents and volunteers joined forces to

sew tents together, to construct improvised dwellings, to distribute essential everyday groceries, and to build class rooms one floor up from the soup kitchen, which could nevertheless offer some sanctuary and privacy.

Recently solar lamps have even been installed in the camps, enabling the children to do some school-work in the evenings and the mothers to sew. A welcome relief – it gets dark early at this time of the year in the crisis regions of Nepal, and there's precious little else on offer to distract the tent dwellers from their hardship. Just as the teachers from the Tashi Waldorf School were preparing to start teaching again in June, the news came that the internal structure of their building can no longer offer safe protection in the event of further earthquakes, even though when looking at it from the outside it looks hardly damaged.

Everyone worked speedily with all the strength they could muster to erect a large tent for the lessons. After that, the school was then able to take in 40 new children from a nearby tent camp, in addition to their own children, who only returned to the school in small numbers at first.

The reconstruction work is especially important in this case, as children who have their own school building also have a long-term basis, carefully designed, decorated and formed, which offers them reassurance, and offers the teachers the conditions in which they can carry out good work, packed with their inner strength.

Yet there are many hurdles to overcome. Currently, high customs duty must be paid to the government on all imported goods, including all goods given as aid. All money donations which have any connection at all to the earthquake get automatically redirected into a government fund. The state authorities are facing massive difficulties, with government officials having to conduct much of their work in tents – their own buildings being to damaged or dilapidated to use.

After concluding that it was less the earthquakes themselves – and more buildings constructed with absolute disregard for legislations – which caused the most casualties, a two month complete cessation in building work was stopped. While the build-



Left: practicing a painting exercise, during an emergency education operation. Right: an improvised classroom at the Shanti Waldorf school.

ing regulations are being revised, only the army is allowed, at least at present, to carry out demolitions. Parallel to this, prices for building land are exploding, and there's a shortage of building material.

Few landowners are prepared to negotiate or to name concrete prices, as most are banking on prices continuing to rise. As things stand, neither of the two schools have the prospect of obtaining building land, even in the distant future.

These are the reasons why the Friends are remaining in close communication with both the Tashi and the Shanti Waldorf schools, while not yet transferring the funds for the reconstruction. This transfer has to wait until a thorough and reliable plan for this reconstruction has been prepared, through which we can ensure that all funds donated for this purpose actually do reach their goal. If we work together, also using funds we anticipate to receive from the BMZ, new and protecting school buildings can be built. But we have a long journey in front of us, before we can reach this destination.

Clara Krug und Jaspar Röh

Northern Iraq: Childhood in a Refugee Camp

Sherin*, aged 9, rushes towards her emergency education worker. She has hardly left the side of this project leader since the German volunteer team from the Friends of Waldorf Education began their work in the camp. The emergency educationalists can only guess at the experiences this Yazidi girl who fled with her family from the Sinjar mountains has had to endure. She does not talk about them. (*Name has been changed.)

To help children like Sherin work through their horrifying experiences long-term, the Friends of Waldorf Education have cooperated with UNICEF in northern Iraq to employ nine local educational workers, and to set up a local office. This cooperation with UNICEF is a vital marker milestone for emergency education in general, and makes sustainable help in the refugee camps possible. A team of German volunteers were in the region again between May 29 and June 12 to train the local team. This was already the fifth operation of an emergency education team in north Iraq. The Friends' volunteer team consisted of experienced Outdoor-and-Experience educational specialists, art therapists, Waldorf kindergarten teachers and curative / special needs educators.

Together with their local colleagues, they were able to work in the mornings in four UNICEF schools with c. 770 traumatized children. The work with the

children was, at the same time, an essential part of the practical training of the local educators. In team meetings both before and after the workshops with the children, these same workshops were discussed and analyzed. The leadership of the educational and therapeutic services will, bit by bit, be handed over to our Iraqi colleagues.

The living conditions in the camps prove to be an additional burden for all inhabitants, after they have already endured terrible experiences while fleeing from their homes. With temperatures rising up to 45 degrees Celsius by the early morning already, the heat inside the tents becomes impossible to bear. Yet there isn't anywhere else where the refugees can go to, and no way of cooling down, as water and electricity are only available irregularly. Without any clear perspective for the future at all, it is hard for the refugees to escape from their role as victims. The teachers who work in the UNICEF schools also feel powerless to influence matters. That's why we offer them training courses about the methods of emergency education.

Moreover, we offer advice sessions for parents. About 100 mothers and fathers informed themselves about the effects of trauma, about possible ways in which the children react to this burden, and about a supportive and stabilizing way of relating to their children.

After the operation of the German emergency education team, the work will now be continued by local educators. They will be supported by a project leader, who will coordinate the work in the region.

Clara Krug



An exercise in outdoor-and-experience education

INGLOS – A program for international volunteers in Germany

Every year the Friends of Waldorf Education, a registered association, act as coordinators for around 180 people from all around the world, who take part in our program for international volunteers in Germany. The volunteers of various ages learn and assist in anthroposophical and Waldorf Education institutions in all parts of the German Federal State.

By the end of their service period, everyone involved as a treasure trove of experiences to draw from, and many volunteers pursue new directions as a result. Moreover, the international volunteers enable the institutions to gain experience in dealing with foreign cultures, and to develop more generally. The program offers a particularly good chance to young people from countries in the global south.

Not only does this give them the opportunity for a diverse exchange of ideas with their co-workers, it also delivers the chance to explore both shared common ground and differences, with respect to social, ecological, economic and political contexts. A chance that most volunteers would normally never receive.

This is where our new project 'Incoming Volunteers From the Global South' comes in. Known in English as IVFGS, or in German as INGLOS. This is a comprehensive project based on the federal German Social Volunteer Year scheme (in English 'GSV', in German FSJ). It's focused on young women and men from the aforesaid countries of origin, and helps place volunteers in appropriate volunteer settings, in coordination with the Federal Ministry for Family, Senior Citizens, Women and Youth (BMFSFJ), and with the Federal Office for Family and Civil Society Spending (BAFzA). Additionally, host organizations and their world-wide partner projects are supported through the project, in their educational work for sustainable development. The input from the central office of the Learning and Helping Abroad Committee (AKLHÜ) facilitates the project in going one step further, by ensuring widespread partici-



Volunteers on the Incoming Program

pation from various sections of civil society.

As part of their voluntary service, volunteers from over 30 nations participating in the incoming program came together again this year for a week in Karlsruhe organized by the Friends, in order to reflect on their experiences during the service, to get to know each other better, and, through mutual respect and observation, to strengthen their understanding of and for each other.

In so doing, the Incoming Program makes an important contribution to global exchange, and offers a structure for intercultural education through international encounters, lived through each day through real individual people.

Raphael Kronwald und Christoph Herrmann

Countries of the Global South

In everyday discourse, it's normal to talk of 'developing countries and newly-industrialized countries'. As these are terms focused on economics and developments in the standard of living – a Eurocentric perspective, certainly, and concepts normally also used as value judgements – we would like to use the term 'Countries of the Global South' to describe these states and their contexts in a non-judgmental way, particularly when considering the history of colonization.

Volunteer Service in Australia – eleven months on the other side of the world

My eleven exciting months full of ups and downs at the Little Yarra Steiner School in Yarra Junction have now passed. Looking back, I can certainly state that I've gained so, so much from this year. I had so many unbelievably exciting experiences, got to know kind people, discovered much about Waldorf Education, about anthroposophy and about different customs, and, finally, can take plenty of new practical and social skills with me from this service period. I've outgrown some previous limitations, was able to become more certain in my personality, more self-confident, and have definitely changed as a result of all that I've been through.

After arriving at the school, my first task was to assist in the German lessons. Depending on the class and the teacher, I took on teaching a group of pupils myself, or gave my attention to individual children, or went round the class and helped the pupils with particular exercises. This was the part of my work which I enjoyed the most, because of the direct contact it gave me with pupils of all age groups, and the insights it gave me into different teaching methods and techniques.

One morning a week, I helped a teacher with her work with disadvantaged children from the primary school. I baked and played with them, or worked with individual children to support them with their writing and arithmetic. Which enabled me to discover more about this very individually tailored and focused kind of teaching. I really enjoyed working so intensively with the children.

Other responsibilities which I took care of every week included building up the 'Tuesday Market', and selling home-made fruit ice-cream: as it happens, the tastiest and healthiest ice-cream in the world!

On top of that, I was often out in the fresh air. The school stands in the middle of huge grounds, meaning that regular lawn-mowing, garden work, help on the farm with the weekly 'farm group' of volunteer parents, and transporting various materials with the tractor were all challenges demanding attention. I pruned vines, planted vegetables and looked after the animals. And in the school buildings, a new D.I.Y. task was always awaiting me.

I initiated a pen-pal project at the school, through which a vigorous exchange of letters between the Waldorf school students in Australia, and the students of my brothers' Waldorf School in Germany began. This project was received extremely well, and I really hope this is something 'to stay', which I have left behind me. Moreover, I also founded a small learning club, to help parents learn German.

The holiday camps were also thrilling experiences. From grade three onwards, the school offers numerous school-trips every year, most of which last anything from several days to a couple of weeks. Alongside a number of day excursions, I accompanied three trekking camps, and the 'Community Camp' in Central Australia. Giving me a chance to get to know the class better and to gain valuable experiences about survival in the wilderness. All of which was completely new for me.

The whole year now means to me a big treasure-chest of experiences gained: bio-dynamic agriculture, healthy nutrition, anthroposophy, Waldorf Education, mediation, ways to bring up children, a Waldorf school's organization, astronomy and religion. Added to that I was able to try out a whole range of new things, like: surfing, knitting, yoga, treks lasting several days, camps, diving, driving on the left side of the road, cooking, basketball, playing



guitar, singing in the school choir and looking after our own farm, to name but a few of them.

And, as it happens, the temperature soared up to over 40 degrees and down to levels where snow could fall, over the year it was there. Of course my English got much, much better – and I also now pronounce some words with an Australian accent.

I spent my volunteer service living in a couple of different families. I found this system helpful, enabling me to make various new contacts, allowing me to get to know utterly different ways of life, and giving me the chance to see some quite different places.

The teachers and the school-community in general took me in very warm-heartedly. I felt as right as rain, and experienced, in general, a unique, and indescribably beautiful year!

Anna Siegert



Impressions from the Yarra Steiner School, and from Australia

Cape Town: health-giving eurythmy in Siyakhula Waldorf Kindergarten *By Katherine Christen*



Lots of the children in Masiphumelele Township spend a lot of time in small, corrugated iron huts, surrounded by loud music and the TV. There are hardly any pleasant spaces, encouraging them to move and run around. Although English is the most common language in schools, the children in the township mostly speak in Xhosa, the main native language. It's a huge challenge for South Africa, to honor appropriately the many native languages on the one hand, and to properly establish English on the other, particularly for children from poor backgrounds. Who experience English at school as a big barrier.

The Waldorf Kindergarten in Masiphumelele has renovated a beautiful multi-purpose room to help meet this challenge, used for teaching eurythmy. The children began to love this movement form after a few lessons already, and we could observe them moving in an ever more differentiated fashion during the last few months. Through the spoken words in English and Xhosa, with their rhythmical sounds and accompanied by songs, the children are given a completely different access to language,

which also enables their vocabulary to grow.

WOW-Day 2015: Moving things forward together, and making good schools around the globe!

WOW-Day is one day in the year, during a time period full of activity and engagement, with donation campaigns, and collections of useable clothes etc. taking place across the globe. Actions which bring all of you together. By taking part, you contribute to children and young people being able to attend a Waldorf School and being able to receive a loving education. To generate donations, you could do some work for relatives or a company, you could stage a circus show, organize street performances, or sell tasty home-made baking. Every initiative makes a difference! This year, the activities take place between September 29 and November 29, 2015! Each school chooses a suitable WOW-Day during this time period themselves. WOW-Day means cycling and running races, barbeques and sponsored cleaning actions. Together you can move things on, and help make good schools world-wide. Please register using the online form at: freunde-waldorf.de



Kyrgyzstan: The 'Tumar' Curative Education group wins a dancing competition

'Ümut-Nadjeschda' is a curative education center for children which can be found in Bishkek, the ca-



pital of the state of Kyrgyzstan, which lies in the Central Asian Mountains. Here, a Mrs. Shalika founded an institution in 1989, based on anthroposophy, and offering children with disabilities a place to learn. Prior to this, any child with a disability would at best be put into the category of 'unable to learn', with the result that s/he would even have been denied a place at a special needs school.

And now the dance group from the 'Tumar' children's center is overjoyed and proud to have won first prize in an international dance festival in the neighboring state of Kazakhstan. A victory which came as a complete surprise, with the group taking the stage in their old wheel-chairs, to compete against much more experienced dancers in expensive and modern wheel-chairs. It was an honor for the group to accept the heavy, shining trophy.



The first social-therapeutic initiative in the West Bank

The small city of Jenin lies roughly 30km south of Nazareth, near to the uppermost tip of the West Bank. While some children with disabilities often

remain in their families until they become adults, many end up on the street when they reach full legal age. That's because there are normally no chances for them – particularly because the unemployment amongst young people here is roughly 80%. After this organization's first sprouting was suffocated by a bomb explosion which destroyed the premises which had already been made ready, the founder met a mother from the Harduf Waldorf School, who wanted to get involved. Meaning that project 'Sama' – which wants to give the children the present of a place to learn and to live – will now be built up again.

Independently of Sama, the first initiative for a Waldorf teacher-training in the city began, which wants to lay the foundation stone for a Waldorf school in the future. Both initiatives still have a long way to go ahead of them.

New Windows for the Jerewan Kindergarten

The new kindergarten in Jerewan, the capital of Armenia, has had to move homes often in the past already. All these moves have costed the community a lot of energy and money, which is why they have been glad about being able to stay in the current building for several years now. Allowing parents and kindergarten teachers to gather their strength, to at last source means with which to find their own building, so that the kindergarten can at last find a long-term dwelling place after twenty-five years. Which will also enable new kindergarten groups to be opened finally, responding to the many more requests they have had over the years, in comparison to the number of places which have been available.

Substantial work on the current, crumbling structure of the building still needs to be done, before new, warm radiators, and thick, light windows, both paid for with the assistance of the Friends of Waldorf Education, can be installed.

A new library for the Zenzeleni Waldorf School

The Zenzeleni school in Cape Town, South Africa, has just celebrated its 21st birthday. The school was founded in 1999 by the Centre for Creative Education, also based in Cape Town, after the municipality of Khayelitsha had put in numerous requests.



dealing specifically with trauma – many of the children and young people are heavily traumatized after armed conflicts, persecution and the experience of fleeing itself.

Brazil: a new kindergarten for C.R.E.A.R

Two years ago, the first spade went into the ground for a new kindergarten building at C.R.E.A.R, a social project in the rural region of 'Capão Bonitoin', near to Sao Paulos. Due to building problems and long-lasting periods of terrible weather, it was only possible to complete the building at the start of this year. Now cheerful cries can be heard from all corners of the kindergarten, after which the doors open and the children run outside. To the new sandpit, which was also built recently, after the old one had to make way for the new building.

At the C.R.E.A.R school, the children are still working with the life-cycles of various grains, and looking at everything from the seed to the profession of a baker. After that comes the festival of St. Martin with the lanterns and a big fire, paving the way into Advent and Christmas – at which time, it should be said, t-shirts are worn. Summer begins in December in this part of Brazil. At the end of December the school and the new kindergarten building get cleaned thoroughly, before more than 150 families receive a packet of groceries for the days of Christmas. Major poverty for many families remains a reality in this region.



And now the school-students can definitely feel happy about the new library. Thanks to donations, it was possible to paint the rooms anew, and to fit them out with wooden shelving. Additionally, the local library, the Constantia Waldorf School, and many more individuals donated new books in order to fill the shelves. The books were sorted at the same time, the whole process culminating in an opening celebration of thanks at which eurythmy, music and poetry were performed.

Emergency Education – and honoring those who help refugees.

On June 20, World Refugee Day, a reception was held in the New Palace, Stuttgart, to honor local helpers of refugees. The CDU fraction and their chairman Guido Wolf expressed their recognition and valuing of volunteer helpers in the whole of the state of Baden-Württemberg. The Parzival School Centre in Karlsruhe, and the Emergency Education Team from Friends of Waldorf Education (registered association) were also invited.

The Parzival School-Center in Karlsruhe founded two classes for refugees in the fall of 2014 already, in which under-age refugees can be schooled. Through cooperating with the emergency education team from the Friends of Waldorf Education, it's now possible for the Parzival Center to look after c. 70 refugees in three classes. A particular focus is laid on supporting special educational work

EDUCATIONAL SPONSORSHIPS

Dear sponsors and school classes,

In most countries Waldorf schools do not receive any government funding and parents often cannot afford to pay school fees. With an educational sponsorship, you enable children from financially disadvantaged families to attend a Waldorf school. Your donation allows the respective school to admit children from different social backgrounds. You are free to specify the amount of your donation. The full tuition fee is usually between € 25 and € 200. As a sponsor you will receive a photo and a letter from your godchild on a semi-annual basis.

We would be delighted if you became a sponsor! Simply fill out the "Donate and Help" form and indicate the name of the child and the school. As each sponsorship represents a unique relationship and each sponsor has different expectations, I am looking forward to talking to you in advance.

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ARMENIA



Aregnazan Waldorf School, Yerevan Hrachya (10) is a calm boy, who brightly observes all which surrounds him. He really likes going to school. On the one hand he's got lots of friends there, on the other, he looks forward to his class teachers lessons. Since his father lost his job, the family's financial situation has been fraught.

KENYA



Rudolf Steiner School in Mbagathi Hope (3) lives with her two older sisters and her mother in a single room without running water or electricity. Since her parents separated, her father no longer supports the family. When at kindergarten, Hope loves most of all to play in the kitchen-corner, or with the other children.

GUATEMALA



Escuela Caracol school in San Marcos La Laguna Eny (7) is a very sociable child with a reverence for nature. He plays with all his energies and fantasy, building houses from bed linen, or automobiles and planes with help from school benches. On top of that, Eny is always ready to help, and helps the younger children put on their shoes.

PHILIPPINES



Gamot Cogon School Elaine (6) gives the impression of being a peaceable and observant girl. Yet when she plays with her siblings and her friends, she's also very fun-loving. And she's very caring towards these siblings, particularly her younger sister. She walks back from school together with her older brother.

HUNGARY



Gödöllő Waldorf School

Kornel (11) is a popular student, full of empathy. He carries out school tasks in a conscientious and thorough fashion. Kornel loves making and building things together with his friends. And

Kornel has also been playing the piano for the last two years, with great enthusiasm. Unfortunately, his parents don't earn enough money to finance fees at this school for both their children.



Ujpest Regional Waldorf Upper School, Budapest

Adrienne (16) is a cheerful girl. After many years attending a state school, which was, for her, marred by an experience of social marginalization, she

changed to the Waldorf school. Here she loves taking part in craft activities. Alongside archery, Adrienne practices several other kinds of sport. Her mother has suffered from a severe illness, which contributes to a difficult financial situation for the family.

RUSSIA



Saint George School, Moscow

Danja (8) is a hard-working boy who thoroughly enjoys life. He wants to manage everything he does alone, from start to finish – which isn't always successful. He likes singing and making

music. He lives together with his mother, grandmother and younger brother in humble circumstances.



Raduga Waldorf School, Voronezh

Evgenia (10) is a very creative child. She loves to think up stories, and, indeed, entire fantasy worlds. This creativity also expresses itself in painting and in dance. And now

she's started making music, at the Raduga school. Evgenia has four sisters, all of whom give close support to each other.

SOUTH AFRICA



Imhoff Waldorf School, Fishoek

Sive (6) is full of energy, and enjoys making other people laugh. He's a child who runs a lot, plays catch, and makes toys out of building material which she finds. Sive's mother is

herself a Waldorf kindergarten teacher, and both his siblings also attend Waldorf institutions.



Zenzeleni Waldorf School, Cape Town

Mandiluve (7) is a kind, and sometimes quick-tempered girl. She is gregarious, with lots of friends who she passes the break-times with. She also enjoys movement at home as well, and skips, for example. She lives together with her parents, siblings and grandmother together in Khayelitsha.



Hermanus Waldorf School, Hermanus

Nastex (9) is a delicate, little girl. She lives together with her parents and her five siblings in a township, not far from the school. And Nastex enjoys going to school. Where she enjoys playing with her friends, and has recently been able to

increase her self-confidence. Her favorite subject at school is writing.

CLASS SPONSORSHIP



A class introduces itself:

The second Curative Education Class in Arca Mundial, Medellin

The 'Class of the Second Youngest' are taught and looked after using Waldorf educational methods by a Columbian teacher and by two volunteers from Germany. Subjects range from handicraft to baking to math. Children between the ages of nine and sixteen with a variety of different special needs enjoy learning in this place.

Although the focus is on the lessons themselves, most students have to receive help and support in a range of other activities, like eating for example, or going to the toilet. Because of the great scope of characters and requirements that each of these individuals poses for the group, the classroom is always very lively and full of movement. Which is why the real art of the matter is holding the group together, so that all students – whether more reserved or more extroverted – can continue to be involved in the lessons, as continuously as possible.

Arca Mundial – the organization

Since the Fundación Arca Mundial was founded – which means, in English 'the world's ark', children, teenagers and young adults have been supported educationally, and accompanied also by therapeutic means. This is a work which plays its part in balancing out the exterior conditions of life for people with disabilities, and enables them to develop in a healthy fashion. It is generally young people from disadvantaged social-classes who come to the Fundación, and only a few families can afford the necessary monthly fees. Which is why the organization is in urgent need of your continuing generous assistance.

I would be happy to offer personal advice and information about sponsoring a child at any Waldorf schools world-wide.

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Donate and Help

Yes! I would like to donate _____ € once monthly
Mi donación es para: 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

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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



Photo of a sponsored child, at the Hermanus Waldorf School

Impressum

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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 regularly inform us about their work.

How do I contribute as a supporter?

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

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