

Thank you for your Support!

The voluntary work of pedagogical professionals and the support of our donors have enabled us to provide emergency pedagogical assistance to traumatised children and teenagers in areas affected by armed conflict or natural disasters. We continue to depend on personal and financial support to enable us to implement emergency pedagogical interventions promptly and effectively.

Your continued support will be greatly appreciated.

Donations account

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Ongoing Emergency Pedagogy: Trauma Pedagogy



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The aim of Emergency Pedagogy is to stabilise children and teenagers psychosocially in the long term. In order to achieve this, local professionals are involved in the work during our projects and instructed in emergency pedagogical methods. Sessions with parents form part of the interventions as many mothers and fathers are often helpless when confronted with the changes in their children's behaviour caused by the trauma.

Ensuring help in the long

term by involving local
professionals and parents

Follow-up trauma pedagogical projects focus on the training of local educators. They include introductions to traumatology, Emergency Pedagogy and teaching theoretical and practical methods.

Friends of Waldorf Education

Emergency Pedagogy Department

In 2006, after meeting children and teenagers in a refugee camp in Beirut, Lebanon, who had been traumatised by war, the association developed a comprehensive concept for emergency pedagogy, which at the same time initiated the very first pilot project. Thus emergency pedagogy became another large area of the association's work. Since then there have been numerous emergency responses in war zones or areas affected by natural disasters, such as China, Gaza, Indonesia, Haiti, Kyrgyzstan and Japan.

Since 1971 the Friends of Waldorf Education have been using donations to support initiatives for pedagogy world-wide, based on the principles of Waldorf pedagogy and have organised sponsorships. International voluntary services have been managing and organising our office in Karlsruhe since 1993. Through our organisation, persons from abroad can also perform social services in German organisations, which we equally have been offering to volunteers from Germany since 2011.



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Emergency Pedagogy

Pedagogical acute support
for children and teenagers in
areas affected by armed conflict
or natural disasters

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Emergency Pedagogy

- aims to stabilise children and teenagers psychosocially in areas affected by armed conflict or natural disasters
- helps them to cope with traumatising experiences
- begins in the post-traumatic stress phase
- applies therapeutic methods based on Waldorf educational concepts
- aims to alleviate or counteract post-traumatic stress disorders



Psychological Trauma

... is a psychological injury inflicted by an event such as war, torture or a natural disaster, for example, that causes severe distress.

Generally speaking, a psychological trauma develops in phases. After experiencing a shock, there is an acute phase lasting one to two days. In the following four to eight weeks, post-traumatic stress reactions, such as panic attacks, nightmares or self-inflicted injuries, for example, may occur. These vary from individual to individual and are normal reactions to abnormal experiences. In some victims, the symptoms gradually abate, while others develop psychological illnesses as a result of the trauma which may have serious consequences for the biography of the individuals concerned.



Basic Elements

The concept of Emergency Pedagogy is based on Waldorf educational methods and related forms of therapy.

These include, for example:

- elements of painting and drawing therapy
- experiential learning and teaching circus skills
- educational concepts for teaching young children
- plastic-therapeutic artistic activities
- eurythmy

Creative and artistic forms of expression help victims to express their experiences by means other than words.

Experiential learning exercises aim to restore the victims' self-confidence and trust in others.

Cultivating rhythms helps to reorganise and harmonise rhythms disrupted by shock.

Rituals help to create a feeling of safety and security and help victims to orientate themselves anew.

Eurythmy and active games help to counteract the mental paralysis caused by a traumatic event that has left the victim feeling helpless.

Stimulating self-healing processes,

helping victims to cope with their experiences



Around the world, natural disasters and wars claim numerous victims every day. Millions of children and teenagers experience situations which often leave them severely traumatised. Their lives are changed forever when the incomprehensible happens and they frequently need help to cope with their experiences.