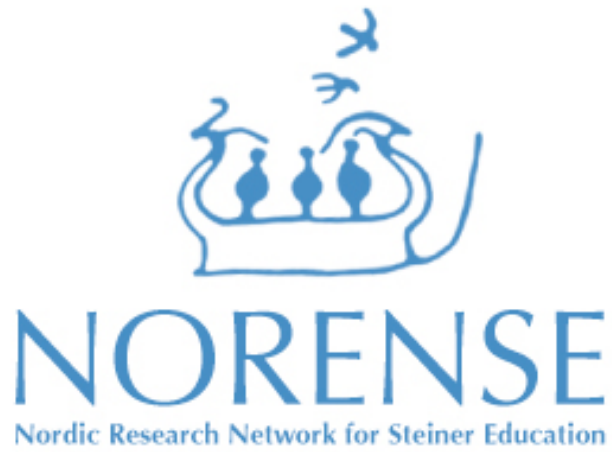




Annual Report 2012

NORENSE Council

Rudolf Steiner University College, Oslo

Waldorf University College, Stockholm

Snellman College, Helsinki



Participants in the NORENSE meeting in January 2012

Foreword

On the 7th of March 2008 an agreement of intent was made between Rudolf Steiner University College (Oslo), Waldorf University College (Stockholm) and Snellman College (Helsinki) with the vision of developing a common research network. Through yearly meetings in Stockholm this intention was communicated to the School and Pre-school Federations in the three countries and the spiritual, organisational and financial structure of the research network was piece by piece being formed. In February 2009 the first meeting within NORENSE; Nordic Research Network in Steiner Education was held in Stockholm and a first website was established. In 2010 the planning work was taken to the institutional level and it resulted in the formation of a legal body, the Nordic Research Council (NRC), which in January 2012 changed name to the NORENSE Council (NC) and whose role it is to help develop and govern all activity connected to research and development work in NORENSE. The federations in all three countries have been pivotal in establishing the research programme in the school movement. This collaboration has been characterized by an atmosphere of mutual trust in a truly Nordic spirit and we are very grateful for this contribution. Also the Pedagogical Section – particularly in Sweden – has been an important contributor to the process of establishing the right interest and enthusiasm in the school movement for developing a common research culture.

This is the third annual report from the NORENSE Council. It gives a short account of the whole formation process of NC with its statutes and guidelines. It also gives you an overview of what has happened in 2012 and which research and development projects that were given grants. Some projects that were granted scholarships in 2010 and 2011 have been finished during 2012 and they are therefore included in this report.

We would like to thank all financial contributors for the grants that have been given to NC during these years in order to make this work possible. A warm thank you to all the Nordic collaborators, to the school and preschool federations, the parents organisations, the Pedagogical Section and not the least to donors that made the start and continuing work of the Nordic Research Network in Steiner Education possible.

11.03.2013

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RSUC

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Introduction

How do we envision the development of schools, teacher education and research in the next 10 years in the Nordic Countries? Could we build a common strategy for this in our dialogue with the political authorities? Has perhaps the time come for us to start looking at the possibility of some day establishing a Nordic Waldorf/Steiner University College? These were questions that were posed at a first meeting on March 7th 2008 in Stockholm. The need for a long-term national and Nordic political strategy was agreed upon at this first meeting. An agreement of intent was signed between the three teacher training institutions (RSUC, WLH, SC). In February 2009 the first NORENSE-meeting, with participants from Finland, Norway and Sweden, was held in Stockholm. Some years have now gone and some ideas have now turned into action. Many ideas are still to be thought of, formulated and realized.

Based on the foundation of previous years work, the NORENSE Council (NC) was established as a governing body of NORENSE in 2010. 2010 was also the year in which we for the first time could grant scholarships and give financial support to research projects.

There is now a routine and working rhythm established. NC meets three times a year, and invites a wider group of people to the yearly held NORENSE-meeting. Since the NC meetings take place in our three capitals and participating colleges it gives us the possibility to stabilise and discuss the work within NC and NORENSE among all the teachers in our institutions.

This report gives an overview of the formation process of NC, its organisational structure, statutes and members. It also describes the progress of projects funded in 2010 and 2011 and which projects that have been initiated and funded during 2012. A status of the financial situation is given, as well the actual statutes and members of the NC.

The present situation and challenges of the three colleges is shortly mentioned.

Shaping a Nordic Research Model: the NORENSE-meeting in Stockholm

At the meeting in Stockholm January 2010 a work-plan for 2010 was agreed upon for the process of

1. Establishing a legal structure for NC
2. Establishing a collaboration network between the Nordic federations

3. Starting the process of a joint financing strategy
4. Clarifying guidelines for research applications

A working group consisting of Aksel Hugo and Caroline Bratt prepared the process of 1 and 4 in close collaboration with Dagny Ringheim and Gerd Eva Valøen (RSUC). Dag Øystein Nome from the Norwegian School Federation agreed to be coordinator of process 2 and 3. The carrying through of this work-plan has been essential for the continuing work in 2011 and 2012.

The legal structure of NORENSE Council (NC)

In 2010 the planning work was taken to the institutional level and it resulted in the formation of a legal body, the NORENSE Council whose role it is to help develop and govern all activity connected to research and development work in NORENSE. NORENSE can be described as a network, which supports and guides the work within NC.

The regulative framework places NC within RSUC as a legal body. It is understood as an offer from RSUC for the proposed working period (2010-2014) that can be revised. The RSUC makes no economical profit from hosting the NC. It is important that this understanding is communicated to the participating individuals and organizations. The role of the NC is to develop and govern NORENSE. The vision and intention of NORENSE is twofold:

1. To develop a research culture in Steiner Education in the Nordic countries.
2. To support and develop research and research publications.

The principles and criteria for funding within NC should serve these two aims. The research culture (see point 1 above) is embodied in the pre-schools, schools, teacher education institutions and individual researchers. Research (see point 2 above) is defined as projects supervised by a person with PhD. The statutes and guidelines for NC that were a result of this meeting have in November 2011 been revised and slightly changed. The statutes are attached to the report (appendix 1). These include guidelines for research applicants (appendix 2). The documents will in 2013 be revised and NRC will be changed to NC where necessary.

Review of the NC work 2012

- NORENSE-meeting January 28 in Stockholm. Amongst other things Jan Erik Mansikka, from the University in Helsinki and new member of NC held a lecture.
- NC-meeting January 29 in Stockholm. NRC changed name to NORENSE council (NC).
- The possibility to apply for money and the guidelines of NC were announced in the beginning of 2012. (Guidelines, NC appendix 2)
- PhD seminar March 14 in Stockholm. Intentions with the seminar was e.g. to see how we can encourage master students to go further with PhD studies and also to investigate possibilities of collaboration between NORENSE and universities in our Nordic countries. Amongst the speakers was prof. Ingrid Carlgren from the University of Stockholm.
- NC-meeting March 26 in Oslo. Decisions were taken on eleven applications, whereof four received funding (Criteria for funding, see appendix 3). We decided to allow applications to be decided upon at the council meeting in November.
- A second announcement for scholarships was done.
- NC-meeting November 12 in Helsinki. We discussed four applications and decided to grant two of them scholarships. Projects that had received funding were followed up. Markku Niinivirta gave a lecture based on his on-going PhD project.
- The Ahtola Culture Foundation has supported the journal RoSE through NC.
- The Pestalozzi foundation has continued to support Swedish master students.
- Bo Dahlin published the article “Our posthuman futures and education: Homo Zappiens, Cyborgs, and the new Adam” in *Futures: The journal of policy, planning and futures studies*.
- Dag Nome published the article “Kroppen som dannelsesarena” in *Tidsskrift för psykisk helsearbeid*.

In 2010 there was much focus on establishing NC and routines for the work. Also important work was done within the federations to anchor the project in the school movement. In 2011 we looked more on which research questions and fields we should focus on. It is important that the projects we support and/or initiate can be part of a context and long-term strategy.

Themes that were mentioned during in 2011 were e.g. “The concept and practice of spirituality”, “Parent’s motives for choosing/leaving Waldorf schools”, “Teacher’s competencies” and “Early childhood education”. In 2012 these themes were looked over and revised. A topic discussed throughout the year was how support and to increase the number of persons to take PhD:s.

A project on teacher’s competencies that was initiated in 2010 and was worked upon in 2011 was not granted more funding in 2012. For more information about the idea behind this project, see the report from 2011.

In 2011 it was decided to invite external members in the NORENSE council. The aim is to have one external member from each participating country. Not do the external members only contribute with their competence, they can also contribute by sharing their networks and contacts. Jan Erik Mansikka from the University of Helsinki was appointed to the council. Aksel Hugo, the University of Life Science in Ås was also appointed external member. There is still an external member from Sweden is to be appointed.

An important and constant issue is how to secure the economy of NC. The federations have played a vital role in this. We are very grateful to the work done by the federations – without this support we would not have been able to realize what has been achieved so far! It is, however obvious, needed to work more on this issue all the time. At the meeting in Stockholm in February 2013 and in Oslo on March 2013 an economic income plan for the coming years will be set up.

In March 2012 prof Bo Dahlin retired from the position as research director. It has not yet been possible to appoint a new research director. In the meantime Bente Edlund, lecturer and associate professor at RSUC, has been standing in and different tasks have been taken care of by members in the council.

During the year the council has discussed the responsibility of the research director. A new work description will be set up.

There has in the three countries been work done to increase the understanding of the need of research amongst the pre-school- and schoolteachers. The federations, as well as the Pedagogical Section and the institutions themselves are all, in different ways working consciously on this. One example is the yearly Swedish teacher’s meeting, which for several years has focused on research and Waldorf pedagogy.

In 2011 RSUC and WLH became formal members of the equivalent to NORENSE on the European level. ENASTE – European Network in Academic Steiner Teacher Education –

meets three times a year. Work done within NORENSE is then brought into a European context of research and higher education in Steiner education.

Follow up of applications granted in 2010

In 2010 the following projects were granted funding:

- Bente Edlund received 40.000 NOK in 2010 for a project within the field of early childhood education. The aim is to collect articles by several authors on different topics in relation to early childhood education. Ten persons have agreed to contribute to the book. The limit for delivering articles is set to 1st of March 2012 and the editing work is expected to be finished by the summer 2012.

This project was in addition to the earlier sum granted 66.000 NOK in March 2011.

The project is still in process.

- Anne Mette Stabel received 224.000 NOK in November 2010 for her PhD work regarding the history of primarily the Norwegian Waldorf curriculum. The curriculums and articles written by Norwegian Waldorf teacher are analysed and also compared with the Bildungstheory of Wolfgang Klafki. made the subject of a formation theory analysis which includes aspects of Wolfgang Klafkis German education didactics used.

Anne-Mette Stabel received a scholarship also in November 2011. She will present her PhD late spring term 2013.

- Trond Skaftnesmo received 156.000 NOK for a research project about Evidence-based research. He published a report in 2011 in which he describes epistemological perspectives to evidence-based research and what the consequences might be for education. The report can be downloaded from <http://noreense.net/articles.php>

Overview and follow up of research grants given in 2011

NC received six applications and decided to financially support the following projects at the meeting in March 2011:

- Hans Andersson – was granted the application of 50.000 SEK for a project to study if there are differences in grading with regard to gender in Waldorf schools. He did not

come as far as planned due to problems in collecting relevant data. The project will therefore slightly change focus and is still in process.

- Margunn Bjørnholt – was granted the application of 105.000 NOK. Margunn Bjørnholt will study the significance of the place and space within Waldorf pedagogy. The results were published in an article in 2012.
- Bente Edlund was granted 66.000 NOK (see above).
- Anne-Mette Stabel was granted 240.000 NOK in November 2011 (see above).

The total sum of granted scholarships in 2011 amounts to about 461.000 NOK.

In addition to this it was decided to allocate 20.000 NOK for the planning of a seminar for master students on how to go further with PhD-studies.

It was also decided to allocate 5.000 NOK for the planning of a research project on teacher's competencies.

It was decided to allocate 10% of the incomes for administrative costs.

Overview and follow up of research grants given in 2012

NC received fifteen applications and decided to financially support the eight following projects at the meeting in March and November 2012:

- Dag Nome was granted 20.000 NOK for studying effects of the new curriculum for waldorf schools.
- Leif Tjærnstig/WLH was granted 142.000 SEK for a Learning study project focused on studying how reading and writing skills are developed in waldorf schools (grade four). The study is intended to be reported in June 2013.
- Eeva Raunela was granted 31.200 € for her PhD project. The topic is within the field of teaching Finnish in upper secondary school.
- Bo Dahlin was granted 14.800 SEK for participation in a conference.
- Ruhi Tyson was granted 30.000 SEK to cover travel costs and expenses for literature in connection to his on-going "licentiatavhandling" on vocational education at the University of Stockholm.

- Markku Niinivirta was granted 6000 € to complete his PhD project. The title of his project is The Aristotelian Aspect of Phronesis and its Connection to the Teacher Education at Snellman.

Cooperation between the federations

The important work done through 2010 in creating collaboration structures between the School federations in the three participating Nordic countries has continued in 2011. The dialogue between the federations has been of significance, not only for the donations to NC, but also for increasing the understanding for what it means to transform our educational institutions from being traditional Waldorf teacher training seminars, to institutions offering academic teacher education and developing higher education in Waldorf pedagogy.

The kindergarten federations from all three countries participated in the NORENSE meeting in Stockholm 2011. We see the importance of a close dialogue between the kindergarten federations and the kindergarten teacher education.

The situation of teacher education in Denmark

It has been the intention of NORENSE to also include the federations and teacher training institutions in Denmark. In January 2010 Jeppe Flummer gave a picture of the situation for the teacher education in Denmark. In January 2011 we were happy to have two participants from Denmark; Jørgen Bækkeskov and Annette Klevi Nielsen, representing also Michael Brinch, updated us on the situation. In 2012 there were unfortunately no representatives from Denmark at the NORENSE meeting.

The Danish federation decided to donate 20.000 DK to NORENSE in 2012 (as was done in 2011), which we are grateful for.

Rudolf Steiner University College (RSUC)

In 2012 the following Higher Education Study Programmes commenced:

1. Bachelor

- Three year Teacher Training Education (BA, 180 ECTS credit points)
- Three year full time Early Childhood Education (BA, 180 ECTS credit points)
- Five year module based Early Childhood Education (BA, 180 ECTS credit points)

- Four year module based Social Pedagogy (BA, 180 ECTS credit points)
- One year Visual Art Training
- Further Education

2. Master

Three year module based Action Research Program in English (M.Ed, 120 ECTS credits)

3. Master (PhD)

According to an agreement between the University in Oslo and RSUC Anne-Mette Stabel is enrolled at the Faculty of Education, Oslo University.

Academia in Teacher Training Education

During the first two decades at RSUC, many students had a public Teacher Education or other vocational background but what they also desired was anthroposophy and Waldorf methods.

A new epoch began with the BA accreditation of the Teacher Education in 2002 and the establishment of the Master program in 2005.

The standard in the Norwegian and International System of Higher Education gives advantages and demands. Research questions and international cooperation have to be highlighted.

To mention one example; a Bachelor Thesis has to be written in accordance with a common framework for this level of academic studies. During the last years greater emphasis was placed on academic writing in the study programmes; with courses and training. The appropriate efforts have given great impact on the results. 34 students in Early Childhood and Teacher Education delivered and presented their bachelor thesis in 2012. Students, lecturers, visitors and external sensors alike were extremely impressed by how the students presented the core values of Waldorf Education in a manner understood by everyone; not only insiders.

Projects given priority in 2012

Bachelor in Social Pedagogy – a new study program

24 students from Social Therapy Centres and Waldorf schools started their four year part-time study in September 2012. The opening session was an exciting event; the culmination of a long and hard period of planning, application and follow up, leading to accreditation.

This study program has been established through close cooperation between the Social Therapy Federation and Centres and RSUC; as a result of significant interest and positive thinking.

So far two modules have been successfully arranged, the first at Berle in Oslo and the second module at Vidaråsen.

Research and Development for Academic Staff at RSUC

According to the requirements for up to date texts in education and for the renewal of plans, a program on text writing for lecturers at RSUC was implemented. A preparatory course on research and development was conducted by associate Professor Arve Mathisen and associate Professor Bente Edlund. Professor Emerita Torlaug Løkensgaard Hoel conducted a seminar on text writing. Two seminars for lecturers at Freie Hochschule Stuttgart and RSUC were dedicated to the use of literature and methods in teacher education. As a result several documents connected to education and a collection of text for Preschool Education is forthcoming.

Two significant projects were completed in 2012:

1. Revised study plans according to the European and Norwegian Qualification Framework. i.e, describing learning outcomes in all subjects and reformulating study plans in all programs.
2. Application for a four year (prolonged) Teacher Education (234 pages).

The situation of Snellman College

Snellman College has reached the age of 33 and has established a position in Finland as the only college offering Steiner/Waldorf education. The core staff is 15 persons and the number of students is 251. All teacher education in Snellman College gives qualification to work in Waldorf schools/kindergarten.

The co-operation between Snellman College and Tampere University is active with students in both Master's and Postgraduate Programmes. A two-day seminar will be organized in September 2013 by Snellman College, Federation for Steiner Waldorf Education in Finland and Tampere University in co-operation with The European Council for Steiner Waldorf Education (ECSWE). The theme of the Seminar will be Curriculum Theory.

Snellman College had a meeting with The Minister of Education and Science in December 2012 about the situation of Snellman College and state funding.

The Foundation year studies participated in the Initiative Forum, organized by the Youth Initiative Program in Järna, Sweden.

The Kindergarten Teacher Education Programme participated in the World Early Childhood Conference in Dornach, Switzerland in April 2012. The event was organised by The International Association for Steiner/Waldorf Early Childhood Education (IASWECE).

Snellman College offers fulltime education in:

- Foundation Year Studies, 60 credits
- Class Teacher Education, 280 credits
- Kindergarten Teacher Education, 240 credits
- Goethean Art Studies/Art Subject Teacher Education, 180/300 credits
- Speech And Drama Studies, 240 credits

Snellman College offers part-time education:

- Foundation Year Studies, 60 credits
- Class Teacher Education, 60 credits
- Kindergarten Teacher Education, 60 credits

Snellman College offers studies with a Personal study plan:

- Class Teacher Education, 280 credits
- Kindergarten Teacher Education, 240 credits

Snellman College offers studies with co-operative organisations:

- Eurythmy, 300 credits
- Werbeck-singing year, 60 credits

Challenges for the future:

- Changes in staff structure continues (retirement, more teachers needed)
- Increase in the level of salaries needed to match in the common educational field (both, for new staff and retired staff)

- The legal base: Snellman college is under the law of liberal adult education, which doesn't finance research
- Research and research culture need funds
- The state funding has been cut down by approx. 40,000 euros for the year 2012 and also for 2013, creating a need for additional financial support

Plans for the Future:

- A possibility for additional state support for 2013 has occurred as Snellman college is eligible to apply for funding for Quality and Development from The Finnish National Board of Education (FNBE)
- The Kindergarten Teacher Education Programme from Snellman College, together with other Nordic Steiner Waldorf kindergarten teachers programmes is organizing a Nordic Conference for 2014 in Helsinki

The situation of Waldorf University College/Waldorflärarhögskolan

WUC/WLH has in 2012, besides delivering educational programmes and continuing professional development courses had much focus on long-term strategy and creating a sustainable economic situation. The economic situation reached a crisis point in the beginning of 2012 and the question of closing down has been a serious issue during 2012. WUC/WLH has been negotiating with the pre schools and the schools with the aim of finding a solution. Despite the good will, this didn't work. Negotiations with the authorities led to the positive decision to let our students get access to the public study loans. It did however not solve the funding of the educational programmes. Thanks to a large donation from the Pestalozzi foundation it became possible to in December 2012 decide to continue as an educational institution. It was at the same time decided to increase the course fees radically. We have unfortunately also radically had to decrease the number of co-workers. The effects of this we have not yet seen.

In 2011 the institution developed a more clear structure with regard to functions, tasks, decision-making etc. The changes are to support the aim to eventually deliver academically credible and recognized educational programmes. These aims have not changed despite the economic difficulties. The new structure has proven to support necessary processes in 2012.

Through NC, WUC/WLH has taken part in supporting a number of research projects as part of the striving to create a research culture and academic context in waldorf education. Besides being part of the NORENSE, WUC/WLH is a member of the European equivalent (ENASTE).

WUC/WLH hopes to in the future find more concrete possibilities for collaboration with mainly RSUC and Alanus University. As WUC/WLH is not an accredited institution we will need an already accepted academic institution with which we can deliver education in cooperation. But it is also a question of sharing certain resources regarding competence and students. One issue of great importance in this context is of course to get a stabile economy based on state funding.

The educational programmes running in 2012 have been:

- Pre-school teacher programme, part time, five years
- Class teacher programme, part time, five years
- Complementary Class teacher programme for curative educators, part time, two years
- A complementary course in waldorf pedagogy for subject teachers (60 ects) – this course is accredited through Crossfields Institute/Edexcel.
- We have also delivered courses e.g. in mathematics for class teachers, in management and leadership for pre-schoolteachers, teaching in foreign languages and assessment and grading, nourishment in pre school, six year old issues in pre school.

Coming projects/challenges:

- Full-time Class teacher programme
- Full-time Eurythmy education
- Negotiations with the Ministry of Education regarding state funding
- Looking over the co-worker situation, possibilities to recruit new educators when the economy allows, also with regard to connecting younger co-workers

Financial support

A donation from the Ahtola Foundation in Finland has continued to support the development of NORENSE also in 2012. The donation from Ahtola supports the peer-reviewed journal RoSE.

A donation from Pestalozzi has given scholarships to master degree students from Sweden. The Swedish School Federation has administrated the call for and distribution of the scholarships. The Norwegian federation has also granted scholarships for master degree studies. This is of importance, since the development of a research culture depends on recruiting and educating new researchers amongst the Waldorf School practitioners and creating an understanding among the schools of the importance of educational development of the staff. It is *not* just a private matter.

The main income within NORENSE comes from the federations in the Nordic countries. Without this support the on-going work would not be possible.

RoSE: Research Journal on Steiner Education

An important element in the Nordic research development has been the establishment of RoSE, a peer reviewed research journal. The journal is produced in cooperation between RSUC and Alanus University. Prof. Bo Dahlin has been pivotal in establishing this and has until 2012, together with Dr. Axel Föller Mancini (Alanus University), been head of the editorial board (see: www.rosejournal.com). Bo Dahlin will now withdraw and it is not yet clear who will take over his task.

In 2010 the first two issues were published, in 2011 two new issues were published and yet another one issue were published in 2012 on <http://rosejournal.com/index.php/rose>.

In 2011 the journal was registered at several university libraries and databases, e.g. *Directory of Open Access Journals (DOAJ)* and *The Norwegian Database for Academic Journals*, as well as at several American universities. This is a step towards positioning itself in an international and academic context. Important is that RoSE is now accepted as an Academic Journal on level 1 in the Norwegian Database for Academic Journals. This means that publications in RoSE that are reported through RSUC will give both academic and financial credit.

Research Collaboration

At the NC-meetings in March and November there were discussions on how to take a step with regard to awaken and support an interest for doctoral studies among e.g. former master students. In November 2011 it was decided to have a one-day seminar aimed at mapping what needs, options and paths a strategy for supporting and possibly also shape a network of PhD

projects in the Nordic countries related to Steiner Waldorf inspired education. The meeting took place in Stockholm in mid March 2012, and was hosted by WLH. Leif Tjærnstig, Aksel Hugo and Arve Mathisen prepared the seminar. The seminar was greatly appreciated and it showed the need to continue working within this theme. This will be a question for the NORENSE council to look upon in 2013.

Through the NORENSE website, it is possible to connect and have an overview of research conferences inside and outside the Nordic Countries.

Summary of the economy in 2012 (NOK)

Narrative	Incomes 2011 (NOK)	Incomes 2012 (NOK)
Steinerskoleforbundet	415 657	214 532
Barnehageforbundet	100 000	60 000
Waldorfskolefederationen	167 700	169 200
Steinerkasvatuksen	19 162	22 617
Ahtola foundation	40 000	38 235
Pestalozzi foundation	148 000	--
Bank interest		7 194
Alanus (50% Gavrell)		8 895
	Decided expenses (NOK)	Expenditure (NOK)
Scholarships	461 000	526 930
Travel costs	30 000	43 690
Web costs/RoSE	45 000	19 256
PhD-seminar	20 000	
RSUC-administration (10% of income from federations)	74 251	49 058
Advertisement På Väg	2000	---
Research Director	148 000	---
		Committed, but not yet received
Steinerskoleforbundet		215 000
Alanus (Gavrell)		10 000
		Committed, but not yet paid out
Scholarships, adm costs		156 649
Available as at 31 December 2012		346 479

Besides the donations from the federations and foundations, which have been used to support research projects, RSUC, WUC/WLH and SC have carried the costs for all allocated staff time in planning, developing and documenting work with NORENSE/NC. Costs connected to staff time involved from the institutions and for travels, accommodation and meetings are not included in the summary above. From RSUC a 20% position and from WLH a 20% position were allocated to this work in 2010. Several co-workers in all three institutions have participated in the development work.

Members of NC, 2012

The members of NC in 2012 were:

Bo Dahlin, Research director, RSUC (resigned in March 2012)

Marja-Leena Ilmonen, SC

Eeva Raunela, SC

Jan Erik Maniskka, external member, University of Helsinki.

Bente Edlund, RSUC (adjunct Research director from April 2012)

Arve Mathisen, RSUC

Dagny Ringheim, RSUC

Gerd Eva Valøen, RSUC

Aksel Hugo, external member, University of Life Science, Ås.

Caroline Bratt, WLH

Leif Tjärnstig, WLH

Dag Øystein Nome, Norwegian federation

Göran Fant, Swedish federation

Pia Pale, Finnish federation

Caroline Bratt wrote the Annual Report 2012.

Appendixes

Appendix 1

Statutes for the NORDIC RESEARCH COUNCIL (NRC) for Steiner Waldorf Education as of 18.11.11

1. Vision and purpose

NRC serves the development of a research culture¹ in Steiner Waldorf Education within the Nordic countries. The purpose is to develop and stimulate research², and to raise and distribute research funds.

2. Tasks

The general task of the Council is to serve this vision and purpose, by developing NORENSE³ as a programme and network. This task includes to

- raise funds for research and development work in Steiner Education
- stimulate, support and produce applications for research resources
- allocate research funds and give financial support to R&D projects
- support development of a research culture in schools and teaching institutions
- report on research and development projects to carrying institutions and individuals
- administer the NORENSE webpage

¹ The term 'research culture' as described in Hugo, A. (2010): Cultivating Human Growth: a Research Strategy for Waldorf Education. *RoSE - Research on Steiner Education*, 1(1); pp. 96-100.

² 'Research' includes the following activities: research conducted by persons with a PhD, doctoral thesis work, master thesis work, research and development projects conducted or led by someone with at least a PhD-degree or equivalent research competency, and contributions to academic research conferences.

³ See: Nordic Research Network for Steiner Education, www.norensenet.net

3. Legal framework and constitution

The NRC is constituted by 2 representatives from each of the participating teacher education institutions. The Nordic preschool-federations, school federations and parents' federations choose 3 representatives among themselves for membership in the council.

In addition, up to 3 representatives of external academic institutions can be part of the council. These should preferably be from each of the participating countries. The council decides the acceptance of such members.

The council chooses one of its members as chair and director for 3 years. The director must be employed by one of the participating Waldorf teacher education institutions.

Decisions in NRC are taken by votes, in cases where general agreement is not achieved.

NRC is legally housed as a body within Rudolf Steiner University College (RSUC), Oslo. Principal and head of administration at RSUC both participate in NRC.

Principal and head of administration participate in the roles of hosting NRC, and do not vote.

3. Meetings and reporting

The whole NRC meets at least twice a year.

At the beginning of each year NRC meets with representatives from the participating and funding organisations to report on achievements the previous year and plan/discuss focus for the coming year. The aim of this meeting is to tune planned activities to future needs.

4. Guidelines and reporting

NRC develops guidelines for the different task areas (see point 2), funding policies and procedures (see point 3), meeting routines (see point 4) and reporting procedures.

Appendix 2

NRC / NORENSE

NORDIC RESEARCH NETWORK FOR STEINER EDUCATION

Principles and criteria for funding / 2010-2011

Background and aim

The vision and intention of NORENSE is twofold:

1. To develop a research culture in Steiner Education in the Nordic countries.
2. To support and develop research and research publications.

The principles and criteria for funding within NRC should serve these two aims. The research culture (see point 1 above) is embodied in the pre-schools, schools, teacher training institutions and individual researchers. Research (see point 2 above) is defined as projects supervised by a person with PhD.

Funding resources

The funding resources are either

- earmarked (from private foundations or public funds) or
- open donations (from school and kindergarten federations, parents federations etc.).

Decisions of hosting research by earmarked resources can be made in NRC as long as it

supports the vision and intention of NORENSE. Decisions related to NRC hosted research financed by open research donations are made based on the criteria given below.

Criteria for funding

According to the agreement between the three participating institutions (Snellman College, WLH and RSUC) the overall aim is to develop a common research programme to be shared by all participating institutions – and to avail and communicate new research for the Federations and the Waldorf preschools and schools in all participating countries.

1. RELEVANCE

Nordic relevance

Choices of funding should over time be balanced to help the development of research across and within the participating countries. *Priority* should be put to research that proves to be relevant for all participating countries.

Relevance to school life

Choices of funding should help develop the connections between research, education and school life. *Priority* should be put to research that proves to be relevant for educators, practitioners and researchers.

Public relevance

Research funded by NRC should also aim at contributing to the wider public outside the Waldorf preschools/schools and Waldorf-education institutions. *Priority* should be put to research that is interesting for the general public as well as for Waldorf schools.

2. ACADEMIC RIGOUR

Research hosted and financed by NRC should have academic rigour at a high level.

Priority should be put to research applications that prove to be conducted within a research context that secures academic rigour.

3. ACADEMIC ORIGINALITY

Research hosted and financed by NRC should help develop new holistic approaches in educational research, building on the impulse of Steiner. *Priority* should be put to applications where the individual researcher demonstrates an ability to perform this within a particular research field.

4. RESEARCH COLLABORATION

Research hosted and financed by NRC should help develop strong links between researchers and practitioners in Steiner Education and researchers and practitioners beyond. *Priority* should be put to applications where the applicant will facilitate and situate the research activity within a larger community of researchers. This bridging also applies to the content of the research.

The Nordic Research Council should in their evaluation of research applications validate and balance applications separately according to these criteria. An overall judgement should be made to always serve the long-term aim and intention of NORENSE. It is also reasonable that a certain balance is sought between input of open donations and return of research activity between the participating countries.

Approved by the NRC meeting in Helsinki

2010-11-26

Appendix 3

Guidelines for the Nordic Research Council's (NRC) treatment of applications

Approved 14.09.2010

1

The purpose of NRC funding is to support research, development and publications that aims to deepen or in other ways develop the theoretical and/or practical sides of Steiner's educational impulse.

2

The NRC especially welcomes projects that can build bridges between the Steiner Waldorf school and kindergarten movement on the one hand, and mainstream schools/preschools and educational research on the other.

3

All projects must be documented and reported in writing in a form accessible to the intended public (teachers, researchers, or the public at large).

4

Applications should be addressed to the NRC and sent to the Research Director, preferably in digital form. Applications should be in writing, about 5–10 pages. Applications must include the following:

I. A description of the project: its purpose, background and ways of working.

For research projects this means:

- Purpose: what is hoped to be achieved by the research
- Background and educational context, theoretical and practical
- Specific research questions
- Methods of research

- Intended form of publication of results

II. The academic and practical qualifications of the applicant

III: A time frame for the project

IV. A budget for the project and the actual amount of money applied for

5

Applications can be sent in anytime but have to await the decision meeting of the NRC, which takes place once a year (March). Only in exceptional cases can extra decision meetings be held. Applications are preferably received in digital form, see address below.

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