



Annual Report 2013

NORENSE Council

Rudolf Steiner University College, Oslo

Waldorf University College, Stockholm

Snellman College, Helsinki



Participants in the NORENSE meeting in January 2013

## Foreword

On the 7<sup>th</sup> 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 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 fourth 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 2013 and which research and development projects that were given grants. Some projects that were granted scholarships in 2010, 2011 and 2012 have been finished during 2013 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.

12.02.2014

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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 7<sup>th</sup> 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. We have in 2013 for the first time had a meeting in Denmark. Hopefully this new connection will increase the number of institutions participating in NORENSE.

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, 2011 and 2012 and which projects that have been initiated and funded during 2013. A status of the financial situation is given, as well the actual statutes and members of the NC.

## **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 are attached to the report (appendix 1). These include guidelines for research applicants (appendix 2).

## **Review of the NC work 2013**

- NORENSE-meeting February 10 in Stockholm. Amongst other things Leif Tjärnstig and Dag Nome presented two research studies.
- NC-meeting February 11 in Stockholm.
- The possibility to apply for money and the guidelines of NC were announced in the beginning of 2013. (Guidelines, NC appendix 2)
- NC-meeting March 18 in Oslo. Decisions were taken on eight applications, whereof five received funding (Criteria for funding, see appendix 3).
- NC-meeting November 18 at Marjatta in Denmark. We had the possibility to take part of work done at Marjatta besides having our regular NC-meeting. It was decided to invite Marjatta to the Norens meeting in Stockholm 2014.
- The Ahtola Culture Foundation has supported the journal RoSE through NC
- Published articles:
  - Dahlin, Bo. Gloves of ice or free hands? A nomadic reading of Rudolf Steiner and Bergson and Deleuze and others on knowledge as nonrepresentational and the importance of aesthesis.... Coventry, England: Other Business Ltd 2013 22 s.

- Dahlin, Bo. Poetizing our unknown childhood: meeting the challenge of social constructivism. The Romantic philosophy of childhood and Steiner's spiritual anthropology.. Research on Steiner Education 2013 ;Volum 4.(1) s. 48-83
- Dahlin, Bo. Thomas Nagel (2012). Mind and cosmos. Why the materialist Neo-Darwinian conception of nature is almost certainly false. Oxford: Oxford University Press.. Research on Steiner Education 2013 ;Volum 4.(2) s. 146-150

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. The federations in Norway and Sweden will look over their possibilities to continue supporting the Norenses work in the beginning of 2014.

In March 2012 prof Bo Dahlin retired from the position as research director. It has not yet been possible to appoint a new steady 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.

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.

We have also discussed that each institution must look over in what respect NORENSE supports the respective institutions. In what way is the Nordic cooperation of use for our institutions? How does this show in what resources we can put into NORENSE? Each institution will give a more detailed description of thoughts in this matter in February 2014. This is important also from the point of view of inviting new members into the NORENSE network and council.

Another topic discussed at our meetings during 2013 was how to communicate the research supported by NORENSE. A special issue about research of the journal Steinerskolen was published during 2013. This is one example of how to reach to e.g. pre-school and school teachers. We decided to take this aspect in consideration when granting scholarships.

In November we revised and updated our Statutes, Guidelines and Principles for Funding. We also suggested that we add a sentence to the statutes to make more clear the connection

between NORENSE and the support of the institutions. This will be taken up in February 2014.

We had the opportunity to locate the NC meeting in November at Marjatta in Denmark. Co-workers at Marjatta presented research projects and we started a dialogue to see what issues and interests we have in common. It was inspiring to take part of the work done at Marjatta.

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 1<sup>st</sup> of March 2012 and the editing work is still in process.

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

- 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 presented her dissertation in January 2014.

- 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. This project has not been carried through and the money has gone back to Noreense.
- 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 was 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.

### **Overview and follow up of research grants given in 2013**

NC received eight applications and in March 2013 decided to support the following projects:

- Bo Dahlin was granted a scholarship of 1850 € for covering of travel costs connected to two conferences. Articles to be published are: “Unknowing lines of flight in teacher education” and “Poetizing our unknown childhood”. Margunn Bjørnholt – applied for 120.000 NOK for two projects on the theme “The spatial dimension of Waldorf Pedagogies: a) to revise and re-submit an article to a peer reviewed journal based on a project she was given support for in 2011 b) to write a second article. She was granted a scholarship of 105.000 NOK for a first project in 2011.

We decided that the first article should be revised within the earlier scholarship.

We see the relevance of the topic. If the article is published Margunn Bjørnholt is welcome to re-apply for a second project.

- Karen Swartz was granted 25.000 SEK for a study about the concept of culture in language teaching in upper school.
- Marie Kolmos was granted 250.000 DK for a PhD project with the aim of studying mindfulness and awareness in waldorf education and mainstream education. Marie Kolmos is doing her PhD at Aarhus University and has half of her costs covered there.
- Leif Tjærnstig – applied for a scholarship for covering costs for the first year of a PhD study. The topic is to study learning and didactics in waldorf education using the learning study method. He has received a scholarship of 140.000 SEK in 2012 for a learning study project which is to be presented in May 2013. *Decision:* He was now granted a scholarship of 150.000 NOK.

- Astrid Sundt received a scholarship in 2011. This has not been used. She now re-applied for the sum to do the study. The topic is Time as a pedagogical element. We decided to grant the scholarship. It must be used within a year.

## **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 2013. 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 2013. We see the importance of a close dialogue between the kindergarten federations and the kindergarten teacher education.

## **Financial support**

A donation from the Ahtola Foundation in Finland has continued to support the development of NORENSE also in 2013. 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 (Analus University), been head of the editorial board (see: [www.rosejournal.com](http://www.rosejournal.com)). Bo Dahlin has now withdrawn and Axel Föller Mancini has for the time being taken 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. In 2013 two issues have been published 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.

## Summary of the economy in 2013 (NOK)

<b>Narrative</b>	<b>Incomes 2013 (NOK)</b>	<b>Incomes 2012 (NOK)</b>
Steinerskoleforbundet	460 000	214 532
Barnehageforbundet	65 000	60 000
Waldorfskolefederasjonen	0	169 200
Steinerkasvatuxsen	22 998	22 617
Danish federation	39 887	
Ahtola foundation	15 233	38 235
Bank interest	3821	7 194
Alanus (50% Gavrell)		8 895
	<b>Decided expenses (NOK)</b>	<b>Expenditure (NOK)</b>
Scholarships	360 539	526 930
Travel costs	36 814	43 690
Web costs/RoSE	46 049	19 256
RSUC-administration (10% of income from federations)	94 509	49 058
Research Director	120 000	---
		<b>Committed, but not yet received</b>
Steinerskoleforbundet	245 000	215 000
Waldorfskolefederasjonen	140 661	
		<b>Committed, but not yet paid out</b>
Scholarships, adm costs	42 297	156 649
Available as at 31 December 2013	409 858	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, 2013

The members of NC in 2013 were:

Bente Edlund, adjunct Research director, RSUC

Marja-Leena Ilmonen, SC

Eeva Raunela, SC

Jan Erik Mansikka, external member, University of Helsinki.

Arve Mathisen, RSUC

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

Caroline Bratt, WLH

Leif Tjærnstig, WLH

Jens Uwe Korten, Norwegian federation

Britta Drakenberg, Swedish federation

Pia Pale, Finnish federation

Dagny Ringheim and Gerd Eva Valøen are representatives for RSUC, the hosting institution of Norene.

Caroline Bratt and Gerd Eva Valøen wrote the Annual Report 2013.

## Appendixes

### Appendix 1

#### STATUTES FOR THE NORENSE COUNCIL

NORENSE – Nordic Research Network in Steiner Education

##### 1. *Vision and purpose*

The Norens Council serves the development of a research culture<sup>1</sup> in Steiner Waldorf Education within the Nordic countries. The purpose is to develop and stimulate research<sup>2</sup>, and to raise and distribute research funds.

##### 2. *Tasks*

The general task of the Council is to serve this vision and purpose, by developing NORENSE<sup>3</sup> 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

##### 3. *Legal framework and constitution*

The Norens Council 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.

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.

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<sup>1</sup> The term 'research culture' as described in: Cultivating Human Growth: a Research Strategy for Waldorf Education, Research on Steiner Eductaion, ROSE Vol. 1, Number 1 - 2010, pp 96-100.

<sup>2</sup> '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, contributions to academic research conferences.

<sup>3</sup> See: Nordic Research Network for Steiner Education, [www.norensenet](http://www.norensenet)

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 the Noreense Council are taken by votes, in cases where general agreement is not achieved.

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

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

4. *Meetings and reporting*

The whole Noreense Council meets at least twice a year.

At the beginning of each year the Noreense Council 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.

5. *Guidelines and reporting*

The Noreense Council 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

### **NORENSE – Nordic Research Network for Steiner Education Principles and criteria for funding / 2013-2014**

#### **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 the Norens Council 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 the Norens Council as long as it supports the vision and intention of NORENSE. Decisions related to the Norens Council 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 the Norens Council 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 the Norense Council 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 the Norense Council 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 with in a particular research field.

## 4. RESEARCH COLLABORATION

Research hosted and financed by the Norense Council 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 Norense 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 longterm 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.

2010-11-26

Revised 19/11 2013

## Appendix 3

### Guidelines for the Noreense Council's treatment of applications

1. The purpose of the Noreense Council 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 Noreense Council 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 Noreense Council and sent to the Research Director, preferably in digital form. Applications should be in writing, about 5 to 10 pages.

Applications must include the following:

- 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
    - The academic and practical qualifications of the applicant
    - A time frame for the project
    - 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 Noreense Council, 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.

The Noreense Council  
 Research Director: Bente Edlund  
 Rudolf Steinerhøyskolen  
 Prof Dahls gate 30  
 0260 Oslo  
 NORWAY  
 Email: [research.director@rshoyskolen.no](mailto:research.director@rshoyskolen.no)