



NORENSE
Nordic Research Network for Steiner Education

Annual Report 2011
Nordic Research Council

Rudolf Steiner University College, Oslo
Waldorf University College, Stockholm
Snellman College, Helsinki

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

We would like to thank all financial contributors for the grants that have been given to NRC 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.

18.01.2012

Gerd Eva Valøen

Rudolf Steiner Univ. College

RSUC

Caroline Bratt

Waldorf University College

WUC/WLH

Marja-Leena Ilmonen

Snellman College

SC

Contents

Introduction	5
Shaping a Nordic Research Model: the NORENSE-meeting in Stockholm.....	5
The legal structure of NRC	6
Review of the NRC work 2011	6
Follow up of research grants given in 2010	9
Overview and follow up of research grants given in 2011.....	9
Cooperation between the federations	10
The situation of teacher education in Denmark	10
The situation of Rudolf Steiner University College.....	11
The situation of Snellman College.....	12
The situation of Waldorf University College.....	13
Financial support from Ahtola and Pestalozzi foundation.....	14
RoSE: Research journal on Steiner Education.....	14
Need of a PhD strategy.....	15
Research Collaboration and Conferences	15
Summary of the economy in 2011	16
Members of NRC, 2011	17
Appendixes.....	18

Introduction

How do we envisage 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? The need for a long-term national and Nordic political strategy was agreed upon at a first meeting on March 7th 2008 in Stockholm. 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.

Based on the foundation of previous years work, the Nordic Research Council (NRC) 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. NRC meets three times a year, and invites a wider group of people to the yearly held NORENSE-meeting. Since the NRC meetings take place in our three capitals and participating colleges it gives us the possibility to stabilise and discuss the work within NRC and NORENSE among all the teachers in our institutions.

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

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 30-31 2010 a work-plan for 2010 was agreed upon for the process of

1. Establishing a legal structure for NRC
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.

The legal structure of NRC

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 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 NRC.

The regulative framework places NRC 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 NRC. It is important that this understanding is communicated to the participating individuals and organizations. The role of the NRC 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 NRC 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 NRC 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).

Review of the NRC work 2011

- NORENSE-meeting January 29 in Stockholm. Amongst other things Trond Skaftnesmo presented the coming project on evidence-based research he received funding for in November 2010. Lise Granlund, PhD-student from Bergen University spoke on the topic of spirituality in teacher education.

- NRC-meeting January 30 in Stockholm. It was decided to look more upon the possibility to work out a project on teacher's competencies.
- The possibility to apply for money and the guidelines of NRC were announced in the beginning of 2011. (Guidelines, NRC appendix 2)
- NRC-meeting March 23 in Oslo. Decisions were taken on six applications, whereof three received funding. It was also decided that a group consisting of mainly three members would prepare an application for a research project on teacher's competences and present it at the meeting in November. (Criteria for funding, see appendix 3)

We decided to increase the number of external members and if possible have one external member from each country.

- The group working on designing a project on teacher's competences has met on three occasions during 2011; May, August and December.
- NRC-meeting November 26 in Helsinki. The new statutes were decided (appendix 1). Projects that had received funding were followed up. One application was granted.
- The Pestalozzi foundation has continued to support the professorship at RSUC as well as Swedish master students.
- The Ahtola Culture Foundation has supported the journal RoSE through NRC.
- Bo Dahlin published articles in *Norsk pedagogisk Tidsskrift* and *Futures*.
- Dag Nome published an article in *Norsk pedagogisk Tidsskrift*.
- Dagny Ringheim visited the teacher's conference in Finland to speak about curriculum and curriculum work.
- Cooperation in form of dialogue and exchange of experience between RSUC and WLH regarding the pre-school teacher and class teacher programmes.

In 2010 there was much focus on establishing NRC and routines for the work. Also important work was done within the federations to anchor the project in the school movement. In 2011 we have 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 have been mentioned during the year are e.g. "The concept and practice

of spirituality”, “Parent’s motives for choosing/leaving Waldorf schools”, “Teacher’s competencies” and “Early childhood education”.

A project to be mentioned specifically is a study on teacher’s competencies. In the NORENSE-meeting January 2010 Aksel Hugo and Caroline Bratt proposed to initiate a project as part of our research strategy to go into the field of teacher competences. In 2011 a group consisting of Aksel Hugo, Dag Nome and Leif Tjærnstig was asked to design a research project and write an application. This group has met on three occasions in slightly different constellations. A first draft was presented to NRC in November 2011 and the group was asked to go on with the work and present a second draft in January 2012. This research and development work could, in the light of the European and National Qualification Frameworks, investigate conditions for shaping pre-school teacher and teacher programmes with double qualifications. It also serves to formulate what can be experienced as specific characteristics of waldorf pedagogical competences in teacher education.

NRC has worked on being more precise in how to scrutinize and judge the applications in relation to our strategy, criteria and financial resources. A contract to be signed by the receiving applicant has been formulated to regulate e.g. the right to publish results of the project and time limits for how long a granted scholarship can be kept without reporting results.

The work within NRC has now reached a point when was adequate and needed to include external members, this to broaden the academic competence and experience in the group. 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.

An important and constant issue is how to secure the economy of NRC. 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 in the coming year.

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.

RSUC and WLH have in 2011 become 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.

- 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.

- Trond Skafnesmo received 156.000 NOK for a research project about Evidence-based research. He has now published a report 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://norense.net/articles.php>
- Renate Krämer Østergaard was awarded 40.000 NOK for a project about play in the pre-school. She has not started to work on the project.
- Astrid Sund was awarded 36.000 NOK for a project about the question of time in a pre-school context. She has not yet started to work on the project.

Overview and follow up of research grants given in 2011

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

- Hans Andersson – we decided to grant 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 has so far not come as far as planned due to problems in collecting relevant data. The project will therefore slightly change focus.
- Margunn Bjørnholt – we decided to grant the application of 105.000 NOK. Margunn Bjørnholt will study the significance of the place and space within Waldorf pedagogy. The results are expected to be published in an article by summer 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.

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 NRC, 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 federations have also, through the work of Dag Nome, taken part in the project on teacher's competencies.

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.

There are at the moment only part time programmes in Copenhagen (Sophia seminar) and Skandeborg (Novalis seminar) with a total of around 60 students. These programmes do not receive any state subsidies. There are efforts to develop a full time programme for pre-school teachers. The Danish federation decided to donate 20.000 DK to NORENSE in 2011, which we are grateful for.

The situation of Rudolf Steiner University College

In addition to the inspiring everyday education and mentoring, the following topics were highlighted in 2011:

- Application for Bachelor in Social pedagogy
- Plans for a prolonged Teacher Education
- Programme for lecturers on academic writing, FRUKT
- Co operation with the Waldorf and Kindergarten Federations on recruiting students
- A decreasing number of students within the last years gave economic problems, and the focus on Economy management was strengthened
- In 2011 RSUC celebrated 30 years with time for summing up challenges and growth. From the last decade we mention.

International cooperation

In addition to NORENSE RSUC has systematically built alliances in the international area.

- Agreement with Alanus Hochschule on mutual exchange of lecturers, delivery of the Oslo master at Alanus and publishing RoSE, a scientific net based journal
- Agreement of Intent with Freie Hochschule Stuttgart connected to teacher training and exchange of lecturers
- Agreement with the Sloka Waldorf Initiative Group, Hyderabad, cooperation on future teacher training in India and teaching practice for teacher students from Oslo
- Agreement with Crossfields Institute, Hiram Academy and Ruskin Mill Educational Trust on delivery of The Master programme

Academic programmes

2002: Bachelor degree for 3 year Teacher and Early Childhood Training

2005: Master in Waldorf Education

2005: One year Visual Art Training

2009: Quality System for RSUC accredited by NOKUT.

2009-2010: Public Evaluation of Early Childhood Education by NOKUT .

2010: 3 in service training options based on the existing bachelor programmes

Early Childhood, 60 ECTS, Language and mathematics for class 1-4. 30 ECTS and Natural Science class 7-10. 30 ECTS

2011: Bachelor degree in Curative Education and Social Pedagogy accredited by NOKUT.

Starting in August 2012.

The situation of Snellman College

Snellman College has reached the age of 30 and has established a position in Finland as the only college offering Steiner/Waldorf education. The core staff is 16 persons and the number of students is 259. All Teacher education in Snellman College gives qualification to work in Waldorf schools/kindergarten.

The first two Master programme students graduated from Tampere University (as a result of the co-operation program of Snellman college and Tampere University).

Challenges for the future:

- Changes in staff structure (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

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:

- Eurhythmy, 300 credits
- Art therapy studies (part- time)
- Werbeck singing year, 60 credits

The situation of Waldorf University College

WUC/WLH has in 2011, besides delivering educational programmes and continuing professional development courses had much focus on strategy, organisation and structure. The institution has 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. Through NRC 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 has become a member of the European equivalent (ENASTE).

In last year's report the collaboration between WLH and Crossfields Institute was presented. The first programme to become accredited is a Complementary Course in Waldorf Pedagogy for Subject Teachers (60 ECTS). The differences between the countries on what is considered

academic/vocational have changed the conditions of the work. It has been made clear that “the English vocational pathway” is not adequate for Nordic teacher education. The accrediting process has however forced WLH to transform and become clear in its organisation and structure.

WUC/WLH has started to negotiate with RSUC and Alanus Hochschule to see what possibilities there might be for collaboration. As WUC/WLH is not an accredited institution we will need an already accepted academic institution with which we can deliver education in cooperation. One issue of great importance in this context is how to get a stable economy based on state funding. We have not yet found a solution to this problem.

The educational programmes running in 2011 have been:

- Pre-school teacher programme, part time, five years
- Class teacher programme, part time, five years
- A complementary course in waldorf pedagogy for subject teachers – this course has during 2011 been 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.

Financial support from Ahtola and Pestalozzi foundation

Donations from two Nordic foundations, the Ahtola Foundation in Finland and the Pestalozzi Foundation in Sweden, have continued to support the development of NORENSE also in 2011. The donation from Ahtola supports the peer-reviewed journal RoSE. A donation from Pestalozzi has supported the position of the research director (Prof. Bo Dahlin) and has also given scholarships to master degree students from Sweden. The Swedish School Federation has administrated the call for and distribution of the scholarships. For the other Nordic countries, this is an important example to follow, 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.

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 Hochschule. Prof. Bo Dahlin has been pivotal in establishing this and is together with Dr. Axel Föllner Mancini (Alanus Hochschule) head of the editorial board (see: www.rosejournal.com). In 2010 the first two issues were published and in 2011 two new issues were published on <http://rosejournal.com/index.php/rose> .

The journal has in 2011 been 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.

Need of a PhD strategy

In the meeting in Helsinki, it was decided – as a preparation to the March meeting 2012 in Oslo – 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 will take place in Stockholm in mid March, and is hosted by WLH. Leif Tjärnstig and Aksel Hugo agreed to prepare the seminar. The document from the seminar will serve as a point of departure for developing a strategy for PhD projects within NORENSE.

Research Collaboration and Conferences

Through the NORENSE website, it is possible to connect and have an overview of research conferences inside and outside the Nordic Countries. These include conferences for teachers and teacher educators; for example the conference on “The Reality of Mind” held at Alanus Hochschule in May 2011 where many Nordic educators participated.

At the NRC-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 came a question from WLH about a possible interest from the Annual Report 2011 NRC (3/2 2012, CB)

University of Stockholm to support a PhD-project. As a result of these preparatory discussions it was decided that a meeting should take place in February 2012 to make plans in this direction.

Summary of the economy in 2011

Narrative	Incomes (NOK)
Steinerskoleforbundet	415 657
Barnehageforbundet	100 000
Waldorfskolefederasjonen	167 700
Steinerkasvatuksen	19 162
Ahtola foundation	40 000
Pestalozzi foundation	148 000
	Decided expenses (NOK)
Scholarships	461 000
Travel costs	30 000
Web costs/RoSE	45 000
PhD-seminar	20 000
RSUC-administration (10% of income from federations)	74 251
Advertisement På Väg	2000
Research Director	148 000

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/NRC. 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 NRC, 2011

In March 2011 Arve Mathisen was appointed new member, representing RSUC.

Aksel Hugo, resigned as representative for RSUC and was asked to become the first external member.

Jan Erik Mansikka was elected the second external member. He will join NRC from January 2012.

The members of NRC in 2011 were:

Bo Dahlin, Research director, RSUC

Marja-Leena Ilmonen, SC

Eeva Raunela, SC

Bente Edlund, RSUC

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 2011.

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

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.

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

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.

Nordic Research Council
 Research Director: Bo Dahlin
 Rudolf Steinerhøyskolen
 Prof Dahls gate 30
 0260 Oslo
 NORWAY
 Email: bo@rshoyskolen.no