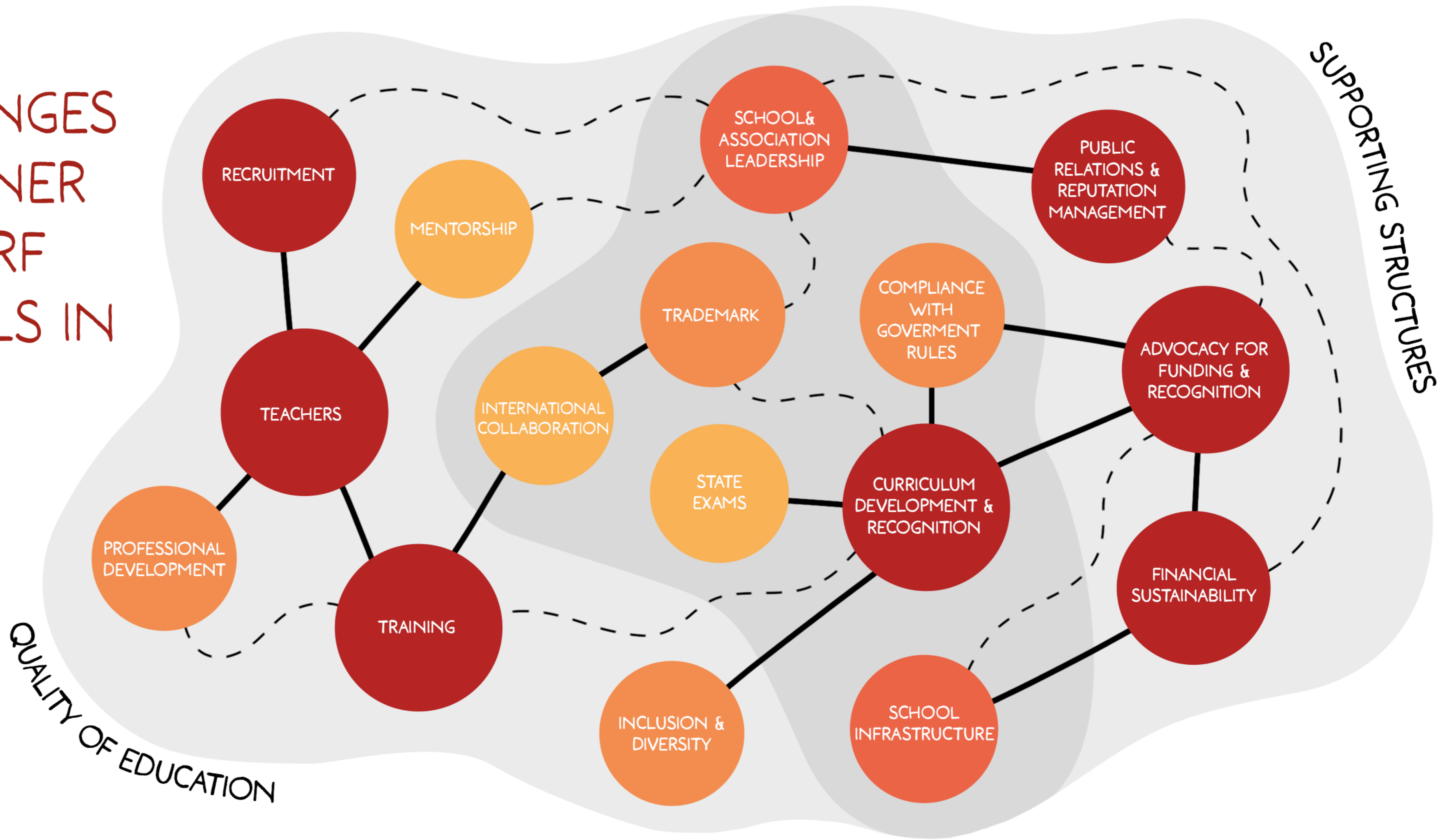


# CHALLENGES OF STEINER WALDORF SCHOOLS IN EUROPE



# CHALLENGES OF STEINER WALDORF SCHOOLS IN EUROPE

## 1 TEACHER TRAINING AND TEACHER RECRUITMENT

Finding and keeping a sufficient number of qualified and Waldorf-trained teachers is a common challenge across Europe. This challenge is central to maintaining the quality of Steiner Waldorf education and requires continuous efforts in recruitment and teacher training.

## 2 FINANCIAL SUSTAINABILITY

Ensuring the financial stability of Steiner Waldorf schools and national associations is of primary concern for many members. This includes securing public funding, ensuring sufficient enrollment rates, and carefully managing school and association budgets.

## 3 CURRICULUM DEVELOPMENT AND RECOGNITION

Creating and implementing a curriculum that adheres to Waldorf-specific quality criteria while also aligning with national-level requirements and education standards necessitates a cooperative approach between government bodies and Steiner Waldorf schools at the national level. However, in some countries, fostering such collaboration remains challenging.

## 4 ADVOCACY FOR FUNDING AND RECOGNITION

In many countries, advocating for better funding and legal recognition for Steiner Waldorf schools includes maintaining independent school status, ensuring autonomy, and securing financial support from government authorities. This challenge is closely connected to education pluralism and parental rights.

## 5 PUBLIC RELATIONS AND REPUTATION MANAGEMENT

Maintaining a positive public image is vital for the existence of Steiner Waldorf schools, given their reliance on parents choosing them for their children. While this is not a universal focus for all members, professionalising the PR of national association level is becoming more important every year.

## 6 SCHOOL INFRASTRUCTURE

Ensuring a conducive physical environment for Steiner Waldorf education is important. If not provided by the state, finding a suitable building and maintaining school infrastructure is a challenge as it often requires considerable financial investments.

## 7 SCHOOL AND ASSOCIATION LEADERSHIP

Setting up an adequate leadership structure, managing transitions, and developing effective working processes within our member associations and their schools can pose challenges in some countries. Addressing these aspects is important, as they play a role in ensuring the seamless operation of our schools.

## 8 INCLUSION AND DIVERSITY

Steiner Waldorf schools strive to be inclusive communities, welcoming children and families from diverse backgrounds. However, in some countries, there is room for improvement in promoting inclusion and diversity to enhance visibility and accessibility for a broader range of pupils and families.

## 9 TEACHER PROFESSIONAL DEVELOPMENT (AND I2.)

In some countries, the implementation of mentorship and capacity-building programmes for teachers and schools to enhance the quality of Steiner Waldorf education face challenges, prompting the need for collaborative efforts at the European level.

## 10 TRADEMARK

Some of our member associations face challenges in managing the sublicensing of the Steiner Waldorf trademark at the national level and request more information and cross-country collaboration on this theme.

## 11 COMPLIANCE WITH GOVERNMENT RULES

Navigating government policies that are constantly evolving, assessing teacher qualifications, and adapting to ongoing educational reforms at the national level are shared challenges among several of our member associations.

## 12 TEACHER MENTORSHIP

Look at 9.

## 13 INTERNATIONAL COLLABORATION

Maintaining good collaboration with international Steiner Waldorf organisations and clarifying organisational roles in the global Waldorf movement is a lesser, but shared challenge

## 14 STATE EXAMS

Balancing pupils' preparation for national exams while adhering to Steiner Waldorf principles and ensuring good academic performance is a concern in certain countries.