

## Editorial

**Axel Föllner-Mancini**

The summer issue of *RoSE: Research on Steiner Education* is here and opens Volume 13! We would like to thank all authors, the reviewers, the translators as well as the layouter for their reliable and fruitful collaboration. This issue includes contributions to the peer-reviewed sections *Foundations of Waldorf Education and Framework Concepts for Transformative Education*.

The *Foundations* section contains the Spanish translation of the first part of Martyn Rawson's series of articles, which as a whole is a theory of Waldorf education. The article discusses teacher dispositions and competencies that should be considered in education and asks about the possibilities of sustainability and habitualization. Neil Boland and Dirk Rohde in their joint study examine principles of Waldorf educational theory and practice from the point of view of time: what might be subject to change and which guidelines can be described as unchanging ("eternal")? Frank Steinwachs devotes his article to the relevance of medieval literature in schools. He does not characterize the use of appropriate reading via the concept of competence, but analyzes anthropological and biographically conducive aspects of such guided engagement. Peter Lawton undertakes a comparative examination of the pedagogical approaches of Paulo Freire (Latin America) and Rudolf Steiner (Europe). Both can claim to have formulated an education for freedom in their own cultural sphere. Similarities and differences emerge.

This provides a segue to the section *Framework Concepts for Transformative Education*, in which we have continued to publish articles that emerged from an empirical research project in Sao Paulo, Brazil. Since 2018, a bi-national group (Brazil, Germany) has been studying the educational processes of children and adolescents at an educational institution near a favela. The articles published here conclude the series. Several authors from Sao Paulo discuss theoretical and empirical aspects of the "appropriation of social space" and analyze the socio-political relevance of the "United Educational Units" (CEUs) in Sao Paulo.

We wish all readers and authors a relaxing summer and a stimulating reading!

