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EAST AFRICA ASSOCIATION OF WALDORF/STEINER SCHOOLS

Newsletter December 2025

Editor: Judith Brown

East Africa Association of Waldorf Steiner Schools (EAAWSS)

The East Africa Association of Waldorf Steiner Schools (EAAWSS) serves as the central and officially recognized body that promotes, supports, and advocates for the Waldorf–Steiner educational movement across the East African region and beyond. Since its establishment the Association has played a pivotal role in creating awareness and strengthening understanding of the significance of Waldorf holistic pedagogy, an approach that nurtures the intellectual, emotional, and physical development of children in a balanced and human-centered manner.

Over the years, the region has witnessed remarkable growth in initiatives inspired by Waldorf education. Many new schools, kindergartens, and community learning projects have emerged, demonstrating an increasing appreciation for an educational model that fosters creativity, resilience, environmental consciousness, and a deep respect for human individuality.

EAAWSS continues to work closely with both pioneering and newly established institutions to uphold the standards and integrity of the Waldorf–Steiner philosophy. Among the founder schools that remain at the forefront of promoting this educational impulse are:

1. **Rudolf Steiner School – Kenya**
2. **Hekima Waldorf School – Tanzania**
3. **Nairobi Waldorf School – Kenya**
4. **Zanzibar Steiner School – Zanzibar**
5. **Waldorf Woodlands School – Kenya**

These schools have maintained their commitment to offering child-centered, developmentally appropriate learning experiences, serving as guiding pillars for newer initiatives in the region. EAAWSS also strives to foster collaboration, professional development, and mutual support among all Waldorf institutions, ensuring continuous growth, quality enhancement, and sustainability of the movement in East Africa.

Kasmir Msigwa – Chairman of the EAAWSS

CONFERENCE NOTICE

The Council of the East Africa Association of Waldorf Steiner Schools hereby apologizes to all members, participants, and invited guests for the cancellation of the **Pedagogical Conference**, which was scheduled to take place at Hekima, Dar-es-Salaam Tanzania from **1st to 5th December 2025**, it was cancelled due to unavoidable circumstances in the country.

CONFERENCE 2026

On the other hand, the Council is pleased to inform you that there will be an **Anthroposophical Conference from 30th March to 2nd April 2026 at Rudolf Steiner School, Mbagathi, Kenya** – for more information see page 10 of this newsletter.

Kasmir Msigwa – Chairperson EAAWSS

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MOUNT KENYA WALDORF SCHOOL

This year at Mount Kenya Waldorf School has been one of steady, organic growth and meaningful achievement. In the quiet foothills of Mount Kenya, our children continue to learn with joy, resilience, and a deep sense of belonging to both nature and culture.



A significant milestone has been the establishment of our first Class 5, a clear sign of our thoughtful and intentional development. As a young school, we remain committed to growing one class at a time, taking slow but steady steps forward that honour the needs of the children and the capacity of our community. This approach ensures that each stage is rooted, well-prepared, and supported.



We proudly celebrate three teachers who completed their Waldorf teacher training this year. Their dedication strengthens our pedagogical foundation and enriches the learning environment for all our children. At the same time, we remain realistic about our ongoing challenges: sustaining healthy student numbers and finding long-term committed teachers. These are common realities for many developing Waldorf schools, and we meet them with transparency, optimism, and continued investment in strengthening our faculty.

Our drama department has been a source of great pride. With teachers writing original Kenyan plays and children performing them with enthusiasm and heart, this work beautifully honours our cultural heritage. The stunning backdrop created by our dedicated parents reflected the deep artistic partnership that supports our school life.

We also celebrate Kenyan heritage through our strong cross-country program, where the children train with focus and joy, embracing the country's renowned tradition of endurance and excellence.

Looking ahead, we hope to raise funds to make our school more accessible to families in our wider community. We remain committed to nurturing partnerships, strengthening capacity, and widening access to Waldorf education in Nanyuki.

A Little Mountain Village

Instagram: [mtkenyawaldorf](#), Facebook: Mount Kenya Waldorf School, Homepage: www.mountkenyawaldorf.co.ke



THE HUMANE WALDORF SCHOOL, KITALE



The Humane school in Sirende, Kitale, offers a unique and inspiring learning environment where Waldorf education meets Kenya's Competency Based Curriculum (CBC). The school primarily serves children from the community's lowest income earning households, ensuring they have access to quality education. Our school operates as a non-profit, relying on the kindness, donations and continued support of friends who believe in our mission.



Beginning from kindergarten all the way to class 4, and expanding to class 5 next year, the school now serves 105 pupils. New classrooms currently under construction will soon allow the school to host learners from kindergarten to class 6, giving more children access to child centred education.



The school sits on seven acres of land, where pupils participate in organic farming activities as part of their learning. The farm produces various crops, and recently the school began practicing biodynamic farming, enriching both the land and the learning experience. The farm supplies nutritious food for the school, while the surplus harvest is sold within the community to support our operations. One of the schools treasured achievements is producing its own organic coffee - an exciting point of pride in the community. We are currently laying the groundwork for a poultry farming project to be launched next year.

We celebrate planting and harvesting festivals, creating joy and togetherness among learners, teachers and families. The highlight for many children is the Advent Festival, a cherished event that brings light, music and deep reflection.



The Humane School continues to grow as a place where children in Sirende learn with their hands, hearts and mind - rooted in community, culture and care.

Juliet Mia



EURYTHMY IN EAST AFRICA

My name is Neema Godfrey Makene, I am a Tanzanian lady. I went to Hekima Waldorf school from Kindergarten to class Seven then went to a government school for my High school.

When I went to South Africa for my Eurythmy training I got help from many beautiful people, some were individuals and some were in an organisation. These people supported me from the beginning of my journey to the end, my Eurythmy journey was not easy but whenever I felt like giving up I just remembered everyone who was supporting me in my journey then I got all the strength to work hard so that at the end they could be proud of me.

After my studies I went back home to Tanzania and taught at Hekima Waldorf school for one year. Then later I travelled to Kenya to begin my role as a eurythmy teacher resource for all Waldorf schools. I will be serving schools in the region on a rotational basis. At the moment on Mondays and Tuesdays I teach at Rudolf Steiner school and on Wednesday to Friday I teach at Nairobi Waldorf school.

I enjoy teaching children Eurythmy and they really enjoy it even if sometimes it is hard for them to grasp but they positively embrace it and I am happy to share the knowledge that I have of Eurythmy with them. I also teach teachers during the Teacher Training and it has been so wonderful, you could see the difference and how much they have changed from the first day we started Eurythmy to the day of performance. It is really uplifting to see that.
Neema Makene.



Classes from the Rudolf Steiner School Mbagathi



INTERNATIONAL ASSOCIATION FOR STEINER EARLY CHILDHOOD EDUCATION (IASWECE) UPDATE

The International Association for Steiner/Waldorf Early Childhood Education (IASWECE) continues to build global connections among early childhood educators, kindergartens, and training centres.

This year, the Council held two in-person meetings – April in Budapest, Hungary, and in October in Mumbai, India. IASWECE now has 38 member countries and 42 council members. The meetings focused on deepening our work, sharing experiences, and reviewing the Birth–3 and 6–7 documentation, soon to be published.



October 2025 – India

Projects: IASWECE provides support to projects for different educational activities around the world. In East Africa IASWECE provides support for mentoring which helps to strengthen Waldorf Early Childhood education.

Leadership Update: The Council appointed Tina Iversen as the new IASWECE coordinator, succeeding Suzanne Howard, who has retired. We look forward to supporting Tina in her new role.

Thank you, Sarah Dickson, Hekima Waldorf School



EAST AFRICA WALDORF TEACHER TRAINING



The East Africa Waldorf Teacher Training Program

Nurturing Educators for Holistic and Transformative Teaching and Learning

The East Africa Waldorf Teacher Training is one of the most vibrant and well-established teacher development programs in East and Central Africa, extending its reach to West and Southern Africa. Over the years, it has grown into a dynamic center of learning, serving educators from Kenya, Uganda, Tanzania, Ethiopia, Zimbabwe, Madagascar, and Ivory Coast. For many teachers, the program has become an inspiring and adventurous journey; one that transforms their professional capacity while nurturing deep personal growth. **We wish to give our deep appreciation to Nana Göbel from Friends of Waldorf Education in Berlin for his consistent support and advice throughout the journey of the Teacher Training.**

A Training Rooted in Anthroposophy and the Wisdom of Rudolf Steiner

At the heart of this program is the educational philosophy of Rudolf Steiner, which views the human being as a threefold entity:- thinking (head), feeling (heart), and willing (limbs). The training empowers teachers to understand these three aspects not just as concepts, but as living processes that shape how children learn and experience the world. Waldorf education does not aim merely to transfer information. Instead, it seeks to awaken and develop the full human potential; cognitive, emotional, social, cultural, and practical. The training helps teachers recognize that children are not empty vessels waiting to be filled, but unique individuals with innate capacities that must be invited, awakened, and nurtured through meaningful experiences.

A Deep and Comprehensive Learning Journey

The program offers two specialization pathways; Kindergarten and Primary; each consisting of 10 intensive modules, with every module running for two weeks. These sessions are conducted during the school holidays in April, August, and December, allowing practicing teachers to join with ease and convenience. Participants can join any module and progress until they complete the full cycle.

Upon completion of the 10 modules and the required mentorship, trainees graduate with a Diploma in Waldorf Education, recognized by the Goetheanum and by Waldorf schools worldwide. However, trainees must already be eligible for teacher registration in their respective countries, as this diploma supports pedagogy but does not confer national teacher registration.

Learning Through Experience: The Waldorf Way

True to the Waldorf approach, the training stands on the principle that teachers must first experience what they hope to bring to the child. Therefore, the program is richly artistic, practical, and contemplative.

Participants engage in:



- Eurythmy and movement, which deepen awareness of rhythm, gesture, space, and inner balance.
- Drawing and painting, through which teachers learn how colour, form, and artistic process support human development.
- Handwork and crafts, cultivating patience, precision, willpower, creativity, and appreciation for beauty.
- Music and singing, which awaken joy, harmony, and emotional expression.

These artistic experiences do more than build skills – they shape the teacher's inner life. They model the type of experiential learning that children later receive in the classroom: learning that is alive, practical, and connected to their own development.

Awakening Potential Through Head, Heart, and Limbs

The East Africa Waldorf Teacher Training champions an approach where intellectual growth (head) is balanced with emotional development (heart) and practical, will-based activity (limbs). This threefold balance ensures that teachers are prepared to guide children in ways that speak to the whole human being.

The head: Clear thinking, imagination, storytelling, and cognitive development
The heart: Empathy, beauty, artistic expression, rhythm, and emotional intelligence
The limbs: Practical tasks, crafts, movement, purposeful activity, and moral will



Such an integrated approach leads to functional and holistic learning, enabling children to connect knowledge with experience, feeling, and action.

A New Understanding of the Child

One of the most transformative aspects of Waldorf training is the shift in how educators view childhood. Instead of seeing the learner as an empty container that must be filled with facts, the training reveals the rich inner potential present within each child. The teacher's role becomes that of a guide and artist; creating environments and experiences that awaken what already lives in the child, supporting their natural curiosity, creativity, and love for learning. Through experiential and developmental pedagogy, teachers learn to bring subjects in ways that resonate deeply with the child's stage of growth.

A Program that Shapes Teachers and Human Beings

Many participants describe the East Africa Waldorf Teacher Training as life changing. Beyond its academic rigor, it encourages inner reflection, artistic creativity, and human connection. It builds a sense of community and shared purpose among educators from diverse cultures and countries.

Ultimately, the program does more than prepare teachers; it cultivates human beings who can inspire, guide, and uplift the next generation. Through this training, teachers emerge confident, centered, and capable of bringing meaningful, living education to the children in their care.

Josphat Gogani
Coordinator/ Administrator,
The East Africa Waldorf Teacher Training,



CEFZ SCHOOL—ZANZIBAR

CLOVE FESTIVAL

A Festival of Participation and Purpose

This term, we joyfully observed our annual Clove Festival, one of the most anticipated and culturally rooted events in our school calendar. The clove, often referred to as “Zanzibar’s gold,” plays a vital role in the island’s economy, history, and community life making it a perfect anchor for experiential learning in our Waldorf curriculum. At CEFZ School, the clove harvest is not only a local tradition but also a living lesson. The festival begins before the Clove trees are in full bloom. This timing aligns with the traditional clove harvest season, which typically starts mid-September through January in Zanzibar.

Our older students took part in harvesting cloves directly from the trees, learning to recognize mature buds and pick them gently by hand. Our younger students stayed close to campus, helping with sorting, drying, and spreading the harvested cloves. This tactile experience invites observation, rhythm, and teamwork, in keeping with Waldorf principles.

Beyond school, cloves are woven into the everyday lives of Zanzibaris, used in spices, medicine, and ceremonial incense, cloves are valued for both their economic and spiritual properties. Families often gather during harvest time, turning it into a social and intergenerational activity, much like our own celebration at school. Traditionally, cloves are sun-dried on mats and stored for local use or export, especially to markets in the Middle East and India.

By engaging students in the seasonal and cultural rhythm of the clove harvest, we are not only teaching them agricultural skills but also embedding respect for the land, cultural continuity, and communal responsibility. This reflects the Waldorf aim of educating the whole child head, heart, and hands.

*We’re grateful to the local farmers and community members who support this meaningful tradition each year.
Karibu Zanzibar*

Mwita Abdulla





RUDOLF STEINER SCHOOL MBAGATHI



We have had a successful school year 2025 with full classes giving a total number of children in the school to be 430, 140 of these children are in the boarding. This is the first year with our grade 10. The children are thriving through the care of their teachers.

One of our challenges is the integration of the Competence Based Curriculum (CBC) into our Waldorf curriculum together with a number of new teachers. Work has been made through mentorship to maintain the Waldorf standards.

We are now drawing to the conclusion of our present building projects completing the staff houses, water tank, Class 10 classroom/teachers room and science laboratory. A big thank you to our funders for our building projects - Friends of Waldorf Education, Future Foundation for Development and Merck Family Foundation. Our funding partners and friends remain our life line allowing us to fulfil our task for delivering the Waldorf education to our children.



Class 1



Science Laboratory

Our second challenge is finding ways to secure the future income of the school, and efforts are being made to engage our partners and friends to help us with this huge task, this is Friends of Waldorf education, Future foundation for Development and Sanduko and many more. Judith Brown

[Website: www.steinerschoolmbagathi.co.ke](http://www.steinerschoolmbagathi.co.ke)

NAIROBI WALDORF SCHOOL



Director of Quality
Tana Lyons

The year 2025 has been a transformative and deeply inspiring chapter in the life of the Nairobi Waldorf school Trust. A significant milestone has been the introduction of a new school organogram – an important structural evolution marking a new era of leadership and collaboration. After many years of having a single school director, the school is now guided by a three-director model comprising the Pedagogy Director, the Administration Director, and the Director of Quality. This shift reflects a commitment to shared responsibility, clearer roles, and stronger foundations for a thriving Waldorf community. Each director brings a distinct focus, ensuring that both pedagogical and operational dimensions are supported with care and vision.



Directors of Pedagogy and Adim.
Philip Beaven and Dr. Assumpta

Academically, 2025 has been a year of remarkable achievement. The Class 12 cohort, sitting for the final examinations in the IBDP, posted excellent results. Every student surpassed the minimum threshold of 24 points, a notable affirmation of hard work, consistency, and the holistic support characteristic of Waldorf education. The leading candidates achieved 38 points out of a possible 45, demonstrating commendable dedication and academic excellence.

Equally uplifting has been the spirit of participation in this year's Sports Day, Holcim Foundation Awards for Sustainable Architecture, AGM and SGM. These gatherings were highly interactive, drawing in parents, teachers, and board members to engage in meaningful dialogue about the school's direction. Through these conversations, though difficult sometimes, the community continues to actively remodel and recreate itself, strengthening the culture of collaboration and shared vision. 2025 stands as a testament to renewal, growth, and the power of working together towards a vibrant future.

Patrick Karanja

[Website: www.nairobwaldorfschool.ac.ke](http://www.nairobwaldorfschool.ac.ke)



HEKIMA WALDORF SCHOOL



The 2025 has been an engaging year. The need for infrastructural improvement was a vivid fact. We had to improve the kindergaten entrance together with lavatories. A close eye was kept at the primary classrooms but also the general outlook of the school. The end of November counted us with 285 pupils, from Kindergarten to standard seven.

The pedagogy is running smoothly. Class one and two have assistant teachers who help making it easier to manage a class of more than 30 pupils. In August the standard seven pupils bid farewell to the school community for having been successfully completed their primary education.

Two of our kindergarten teachers had an opportunity to be mentored by Silviah Njagi, a Waldorf kindergarten teacher from Mt. Kenya Waldorf School.

A number of visits in school brought vibrance: Two Waldorf student teachers from the Netherllands, Britta- a class teacher and Fiona- eurhythmmy teacher, both from Germany. Then we had Ortrud the school mentor.

Our school garden has been providing enough supply to the kitchen. Thanks to Matanana e.v. for their donation which helped us built a borehole that keep our garden green. Thanks to our friends the Freunde der Erziehungskunst, for always working hand in hand with us!



www.waldorfeducationtrust.com



WALDORF WOODLANDS SCHOOL Playgroup and Kindergarten

Over the past year, the kindergarten has maintained a dynamic group of ten children, which continues to shape much of our work. The stable group size has allowed us to deepen individual observation and adjust the rhythm more precisely to the children's needs.

One of the main developments this year has been strengthening transitions within the morning rhythm. We simplified the sequence between free play, circle and artistic activity, which has resulted in calmer settling for several children who previously struggled with mid-morning shifts. Outdoor play has remained a substantial part of the morning. With the gradual improvement of the outdoor area, the children are spending more time in open-ended movement and exploration. This has supported a noticeable reduction in indoor restlessness.

We have kept festival work simple but exciting, building further on some familiar stories and crafts from last year as well as new ones. This continuity has been particularly helpful for returning children and has supported smoother integration of our younger ones. Overall, the focus this year has been consolidation rather than expansive, adjusting the rhythm, maintaining a predictable environment, and observing how the children respond to the warmth of a small group setting that is characteristic of Woodlands.



FORUM FOR ANTHROPOSOPHY

The introductory course for Anthroposophy

The Forum committee has been busy continuing to work on the introductory course for Anthroposophy. Despite the fluctuating numbers of participants, there has been great commitment in the modules. There has been significant discussion and inquiry to thoroughly understand the material.

Work in 2025 has been done in particular on:

Human evolution

- Cultural epochs
- The developing consciousness

and

- Building community

The first module in 2026 deals with

- The essence of the human being
- The four members
- The three folded man
- The temperaments
- The hierarchies of the Angels



The course is open to all interested people.

Troels Ussing

ANTHROPOSOPHICAL CONFERENCE 2026 AT RUDOLF STEINER SCHOOL MBAGATHI

THE POWER OF COMMUNITY ENGAGEMENT

The 2026 Anthroposophical Conference at the Rudolf Steiner School Mbagathi will focus on the theme of **'The Power of Community Engagement.'** This conference aims to address important questions, emphasizing the value of authentic collaboration.

Over recent times, there have been many questions regarding the Anthroposophical Society and of the collaboration with the work locally and the Goetheanum. People have expressed interest in understanding the significance of the ongoing connection with the Goetheanum.

Through a series of discussions and presentations, attendees will explore the meaning of working together and the impact it has on personal and organizational growth.

A special highlight of the conference is the presence of Ueli Hueter, who serves on the board of the Anthroposophical Society at the Goetheanum. Ueli Hueter also holds the position of co-chair in the biodynamic section, bringing valuable insights and experience to the gathering.

Troels Ussing

