



Centre for
Creative
Education

2023/4 ANNUAL REPORT

1993 - 2024

Celebrating 31 Years for the peoples of Africa - Iziko labantu be Afrika



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Centre for
Creative
Education

2024 Organisational Summary

The Centre for Creative Education, Iziko labantu be Afrika is a not for profit organisation focusing on early years education, teacher education and community advocacy. The CCE exists to connect every child through creative education. Through the three focus areas the CCE aims to reconnect every child to their passions, their culture, their imagination, their spirituality, nature, society, the past, the present and their future.

The profile of the CCE as an organisation reflects its heritage, its already established relationships and practices, but also its reorientation to current conditions and challenges in the education sector and the South African socio-economic landscape. These conditions are reflective of the enduring legacy of Apartheid impacting various aspects of society, including education. The CCE orientates its efforts towards reflexive educational practices that can grapple with these inequalities and divisions towards connection for children in the education system.

Our leadership and governance

Strategic Leadership and Transformation & Senior Leadership Teams



Rubert Van Blerk
Chair of The Board of Directors



Helen Stotko
Managing Director



Joanne Peers
Head of Academics



Silke Sponheuer
Chair of The College of Teachers

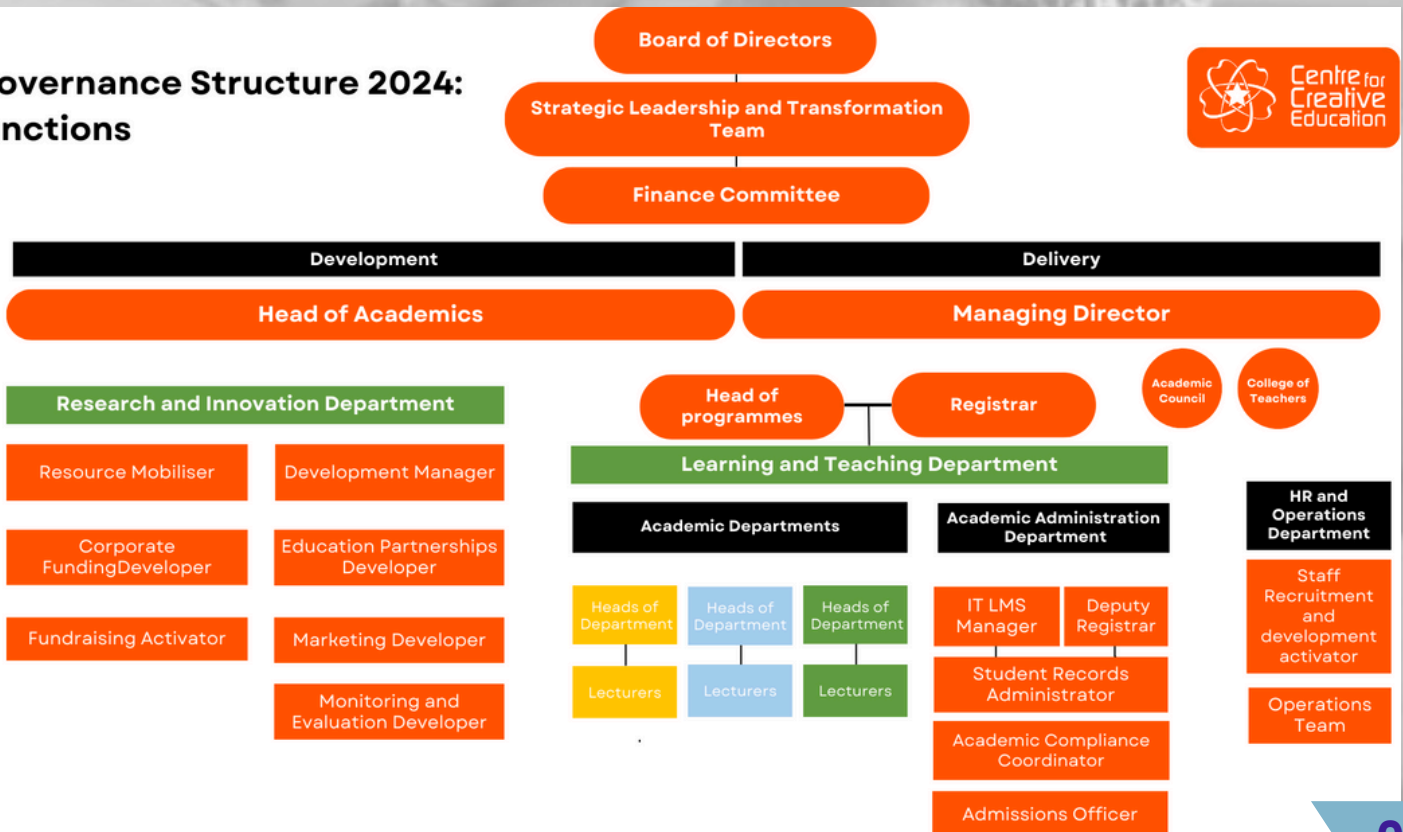


Theresa Giorza
Head of Programmes



Mkululi Nompumza
Registrar

Governance Structure 2024: Functions



Our Vision

The Centre for Creative Education's vision is to provide relevant, contemporary teacher education born out of a dynamic understanding of pedagogy and social responsibility.

CCE strives to be a creative, active centre of learning and endeavours to develop motivated graduates with innovative approaches to education, critical thinking, and insight.

Furthermore, CCE aims to make significant contributions towards transforming education through supporting the building of a just and empowered nation for all its citizens.



Our Ambition



Connecting children in South Africa through **creative education**



Centre for
Creative
Education

Our Mission

As an NPO and independent provider of tertiary education, CCE strives to equip future teachers with relevant, reflexive, ethical practice in education and self-development through furthering imaginative, innovative, arts and activity-based learning and teaching approaches. We strive to empower future teachers to meet their vocation with love, expertise, integrity, and professionalism.



Our Purpose



We will keep training dedicated teachers until every child is connected through **creative education**



Board of Directors Chairperson Report

As Chair of the Centre for Creative Education (CCE) Board of Directors (BoD) it is indeed a privilege for me to pen these opening lines in reporting on progress made during the past year at the CCE. For the past 2 years we have embraced and entered an exciting and daunting period. As a BoD we have had to steel ourselves to face the challenges, provide leadership and to act decisively steering the CCE towards a brighter and sustainable future as informed by our vision and values. The CCE operates as a non-profit organisation and is reliant on student fees and donor funding to serve and fulfil its objectives in the education sector of South Africa.

We are reminded that as a country, we still grapple with the consequences of colonialism and Apartheid. The legacy of an unequal education system has persisted, leaving the majority of our children excluded from the benefits and opportunities of a good education. Education can and must play its role in turning the tide of poverty and despair and here we need motivated teachers competent in meeting each child as a whole being. Therefore, guided by the need to develop responsive and relevant teacher training programmes for higher education in South Africa while securing our financial sustainability, the CCE is in the midst of a process of organisational transformation where we will be better positioned for this future.

So we are conscious of the difficult educational landscape in which our graduates will work. And the CCE needs to repeatedly ask, out of our core values; and the very best of our pedagogy and practice, how well are our students are being prepared for both facing and working creatively with the challenges in our schools? At the same time an ailing economy has placed pressure on the institution to collect student fees and secure donor funding to adequately cover the cost of operations. The need for continued relevance of the CCE which connects to our ability to attract students and donors in this challenging environment is the existential issue for the CCE which the BoD has had to face and navigate.

Some key achievements in 2023:

A significant focus of the past year was the CCE's preparation for the audit by the Council for Higher Education (CHE) a regulatory body in the Department of Higher Education. The CCE has to fulfil provisions for regulatory compliance in order to maintain its accreditation for awarding qualifications. The BoD has mandated the management to prepare the institution for this quality assurance process.

Notably in the 2023/2024 period: the CCE completed its CHE Self-Evaluation Report (SER), a significant piece of work required for all institutions of higher education. This report has brought together the multitude of efforts undertaken by the organisation as well as outlining areas for growth and improvement. The programmes have been reviewed and refined in accordance with national policies and relevant research in early years education research. The CCE also worked with the Kopanya Institute to produce a diagnostic review of transformation, diversity and inclusion at the CCE. Extensive interviews were conducted with both staff, students and relevant stakeholders. This work will be followed up by a workshop bringing us all into dialogue around the outcomes of the report.



The CCE is not just a producer of highly competent teachers in early childhood development (ECD) and the Foundation Phase, but a producer of knowledge and research on cutting edge pedagogical practice that speaks to the most marginalised schools and children in this country. As detailed further in this annual report, the array of initiatives undertaken within the CCE is designed to enrich our pursuit of a bold and ambitious vision, fostering and building the necessary capacities for its realisation.



In conclusion, I commend the dedication and sacrifices of our management and staff who have persevered to bring us to this point. Together, we are shaping a brighter and creative future for education in South Africa.

Where we are and where we're going





Goetheanum Worldwide Teacher Education Conference **Conference theme: Inspiring Development** **17 - 21 April 2024**

At the International Conference in Dornach, Switzerland, Kelly Collier lecturer at the CCE, presented on a panel on: The relation of global perspective to the concrete environment of teacher education in South Africa. We include Kelly's presentation in the annual report as it amplifies the collective voice of the CCE as an organisation, articulates her experience of the CCE & its response to the call of contextualising teacher education.

Where we are and where we're going



I am Kelly Collier, hailing from Grassy Park, Cape Town, South Africa. With four young adult children and married to a passionate surfer who lives for the waves; family life keeps me grounded. My journey with Waldorf education began when I embarked on a part-time Early Childhood Development (ECD) course at the Centre for Creative Education (CCE). I was inspired by the beauty, strength, and wisdom of Africa, my motherland, and her ever-unfolding story as inscribed on the heart and shining through the eyes of every child on her great firmament. The rich abundance seen in her peoples, places, plants, and creatures is a legacy and illustrious inheritance bequeathed to future generations, prompting me to question

“ What could I do and offer to be part of making meaning of existence and contribute to something greater than only my own singular goals? ”

South Africa is undeniably a diverse country, as reflected in the motto of our coat of arms, featuring an image of our First Nation people alongside the phrase "!ke e: /xarra //ke," translating to "Diverse People Unite" in the |Xam indigenous language. It is essential to delve into history when discussing the tone and quality of the education system or teacher training. South Africa, regarded as the womb of the Motherland and Cradle of Humankind, stretches beyond immediate social complexities to foster stability and nurture the potential of the future. Historically, Apartheid entrenched racial segregation and discrimination and led to significant educational inequalities that continue to impact our nation's educational system. During that era, higher education institutions were racially segregated, with black students experiencing severe marginalisation.

“ Within this historical context, the CCE recognises the need to intensify its holistic approach towards self-development and social justice within all its courses and curricula, furthering a healing pedagogy towards self-mastery and community growth. ”



Despite progress made through new laws and legislation, challenges remain. As illustrated in the work of De Beer (2023); Giorza (2021); Peers (2023); and The CCE Steiner Waldorf Declaration (2024), the sedimented separation of relations between black bodies and environments (which include space, place and other species in their materiality) lingers in the ongoing erasures of histories of knowledge, peoples, animals, oceans, plants and land, and continues to affect higher education classrooms. An urgent re-storying is needed in order to unravel colonial practices of education and resurface indigenous knowledge, stories and relations.

“

Over the past two years, the CCE has undergone significant changes in its leadership, management structures, and ethos. The changes we have undergone have involved a deep dive into transformation, serving as a verb, an action, and a process of evolution.

”

This shift was unavoidable and crucial, laying the foundation stones for the future of an institution that can position its core vision as one aiming to offer creative education to every child in South Africa. This change has had a significant impact and has shifted the social dynamics in our community. The position of the CCE as an independent and private Higher Education Institution (HEI) is one which also affects the position of our students. We are facing a significant adversary in our quest for financial sustainability, with the CCE having endured more than its fair share of hard times over its years of existence. Given our demographic of students, the burden of reliance on generating funding to cover basic costs is overwhelming. Despite the consequences of this financial vulnerability, we have a dedicated and resilient team of staff committed to serving our purpose with excellence. We have intensified our strategic planning efforts towards fundraising, development and financial management to increasingly stabilize our institution.



How does the CCE respond to the context and the students in order to keep training dedicated teachers to connect every child through creative education?

In my view, the CCE recognises our responsibility to address the urgent crises in the historical local situation and offers the following as contributions:

Relevance of African indigenous wisdom such as Ubuntu, Ukama, Hudo, etc and diverse socio-cultural legacies and ecological/more-than-human as emphasized by Le Grange (2012) who suggests that moral education guided by the African philosophy of ubuntu should not only involve teaching students about moral responsibility towards human communities and the environment but also actively engage them in community-building projects and environmental regeneration efforts. As a principle of cosmic unity and holistic interconnectedness of all things; communal life and personhood in which each person is responsible for others. The CCE recognises that a moral education based on ubuntu, is vital to provide a personally meaningful educational experience, and paramount to the healing and development of the past, present and future of the South African context” (The CCE Steiner Waldorf Declaration, 2024, p.4).

The Need for Connection in a Time of Disconnectedness

“Connection fosters a sense of belonging within the school or educational community. When students have a sense of belonging, they are more likely to identify with the values and ethos of the context, which can contribute to a collective culture. The CCE aims to facilitate processes of connection by training dedicated teachers through creative, artistic individual and group processes that foster connection with, between and for their learners. The Steiner-Waldorf educational philosophy, which frames the CCE teaching approach, encompasses the concept of "connection" in several key principles: Holistic education; Steiner’s stages; practical artistic activities; teacher-student connection; nature and environmental awareness; freedom within structure and spiritual connection” (The CCE Steiner Waldorf Declaration, pp. 5-6).

THEORY OF CHANGE

IMPACT GOALS

attunement with the life worlds of children

qualified dedicated teachers

empowered communities

INTERVENTIONS

Curriculum development for early years interventions

Zenzeleni Primary School

Research with children

Increasing ECD site network

Birth to three certified course

Level 4 Certificate in Early Childhood Development

Level 5 Higher Certificate in Early Childhood Development

BEd Foundation Phase degree

BA Dance (specialising in Eurythmy)

isiXhosa conversation certified course

Philosophy with Children course

Fostering collaborations between education institutions and community-based organisations.

Community engagement activities on site and broader local context

Work-integrated learning (WIL) for teacher education students

Making connections between schools in our network

FOCUS AREAS

early years education

Direct engagement with children from birth to nine years in research, learning and teaching spaces

teacher education

Formal and informal adult education offerings that foster creativity and connection in South African education spaces.

community advocacy

Engaging in community advocacy initiatives, projects and programmes to build capacity and empowerment of community.

OUR STRATEGIC GOALS

**Shared
Identity**

**Culture of
Collaboration for
Student Success**

**Professional
Succession
Planning**

**Relevant
and Responsive
Programmes**

**Change for
Relational
Development**

**Sustainable
Futures**

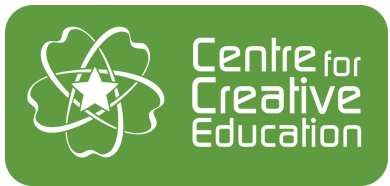


WHAT HAVE WE BEEN DOING?

Our work in early years education implicates us in complex ecologies of African childhoods which connect contested pasts and many possible futures. Thousands of children in South Africa experience hunger daily. Schools in poorer communities are ill-equipped which undermines the basic rights of children. Compounding this violence, local responses are continuously eclipsed by ready-made solutions from elsewhere built on a deficit view of communities and the erasure of the resources and skills that exist and could be better mobilised for enhanced early years care and education. Amid the pain, stories exist that take us beyond the ready solutions - stories of care that always ensured that every child in school had a pencil or community level organising that ensured access to basic necessities. These relations of care embody interconnectedness, a commitment to a common good and the possibility of 'thriving in the ruins'.

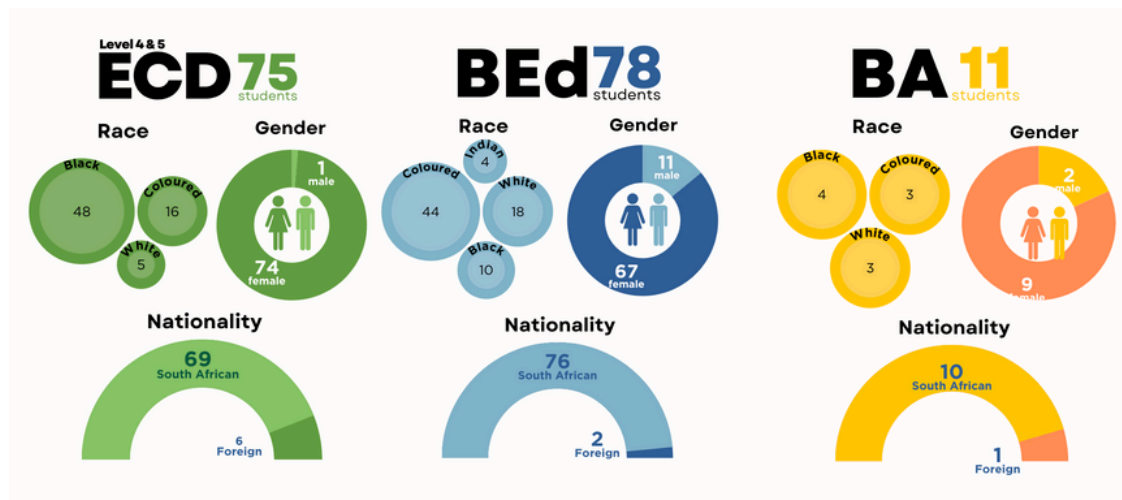
It is with this understanding of context and possibility that we are working on multiple projects towards creating connection for all children towards creating connection for all children through creativity.

TRAINING DEDICATED TEACHERS



The CCE offers a range of programmes in teacher education including: BEd Foundation Phase; Level 5 Higher Certificate in ECD; Level 4 Certificate in ECD; BA Dance (Eurhythm); Birth to three training; Philosophy with Children (P4C); isiXhosa conversation certificate. These programmes and courses are underpinned by a generative integration of educational approaches that realise the overarching goals of the South African National Curriculum. Our programmes are responsive, relevant and actively reviewed annually in accordance with ongoing research, policy engagement and student feedback.

STUDENT DEMOGRAPHICS



IMPACT SNAPSHOT

2023 Graduates

65

2024 Student Enrolment

164

2024 STUDENTS' REPRESENTATIVE COUNCIL



**CLEO
POOLE**

ECD



**SIPHAMANDLA
DYONASE**

B.A



**JENNA
NORMAN**

B.ED



**ZIA
KINGWILL-CLOETE**

ECD



**ADELE
ERASMUS**

B.ED



**KARUNA
MANGA**

B.ED



**JADA
JACOBS**

B.ED



**CLEONAH
ERASMUS**

B.A



**SHENAY
WYNGA ARDT**

ECD



**AYABONGA
DLAKIYAS**

ECD



**SANELISE
NGOWANGI**

B.ED



**HANNAH
JOHNS**

B.ED



**SAARAH
MAJIET**

ECD



**DAIYAAN
ISRAEL**

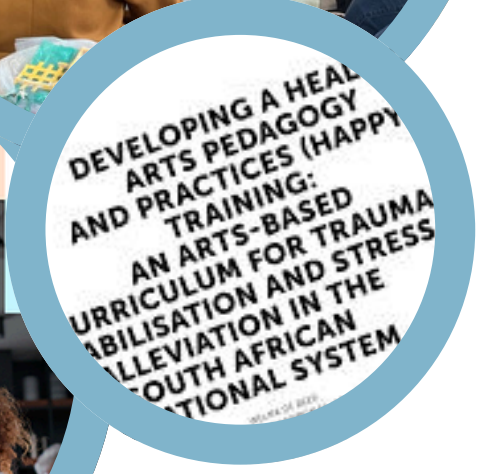
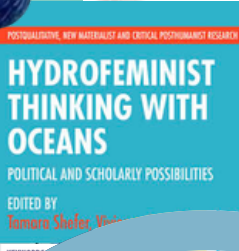
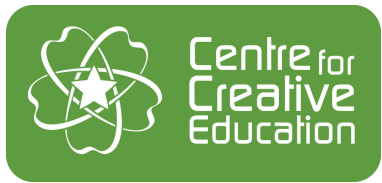
B.ED



**DHARMA
CANAU-KURT**

ECD

RESEARCHING IN EARLY CHILDHOOD EDUCATION



Meandering as learning: Co-creating care with Camissa Oceans in higher education

Hydrofeminist Thinking With Oceans

Developing_a_Healing_Arts_Pedagogy_and_Practices

Postdigital Play and Global Education: Reconfiguring Research

Researching digital inequalities in children's play with technology in South Africa

RESEARCH PARTNERS 2022-2023



IMPACT SNAPSHOT

5
Publications

6
Research projects



In 1998, during Maria Msebenzi’s third year teaching the reception class at Noluthando Educare Centre, the parents of the children were amazed by the positive changes they saw in their children and envisioned a different educational journey for them. Maria fondly recalls how seasonal festivals were celebrated in the kindergarten, not only for the children but for the entire community, fostering the spirit of ubuntu. The CCE was approached by the parents and the community to open a class 1 so that their children could continue with a holistic, creative approach to education. Thus, the Waldorf initiative kindergarten and the The Centre for Creative Education, Zenzeleni school was founded at Noluthando Educare Centre. The Khayelitsha community wholeheartedly embraced the uplifting of education in their community. The Centre for Creative Education School, Zenzeleni, offers a Waldorf education experience for every child. This school is fully registered as an independent government subsidised primary school.

IMPACT SNAPSHOT

Zenzeleni Primary
School children
impacted

7500



At Zenzeleni, children are taught in their home language, isiXhosa, from kindergarten through grade 3. In grade 4, they transition to learning in English, and by grade 5, English becomes the primary language of instruction. Nevertheless, the curriculum includes multiple weekly lessons dedicated to teaching both isiXhosa and Afrikaans, ensuring students maintain proficiency in these languages.

The dedicated primary school teachers are from the community, and have received teacher education qualifications through the CCE. The majority of the school staff have served the school community in excess of 18 years. A few of the Zenzeleni school alumni have chosen the teacher education profession and completed their Bachelor Education Foundation Phase degree at the CCE. We also celebrate how graduates of our teacher education degree have chosen teaching appointments at the school after graduating at the CCE. One of our Zenzeleni Primary school staff members is now lecturing our current 2024 BEd students as well as our teacher education students being placed at the school for their work-integrated learning (WIL) component of their degree. This ecosystem speaks of the embodied relationship across our three focus areas, teacher education, early years education and community advocacy.

IMPACT SNAPSHOT

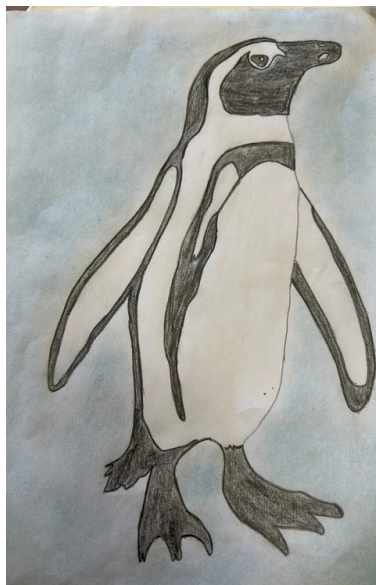
children currently
enrolled

224



Mbalentle

Class 7 December 2023



My name is Mbalentle. I really enjoy Mathematics, and I understand it very quickly. I am good at Afrikaans but I struggle a bit with History. In my free time, I love knitting and playing netball. I also play the viola. I have a brother and a sister, and we all stay together in the same home. I started Grade 8 this year at a High School in Mowbray.



Chulumanco

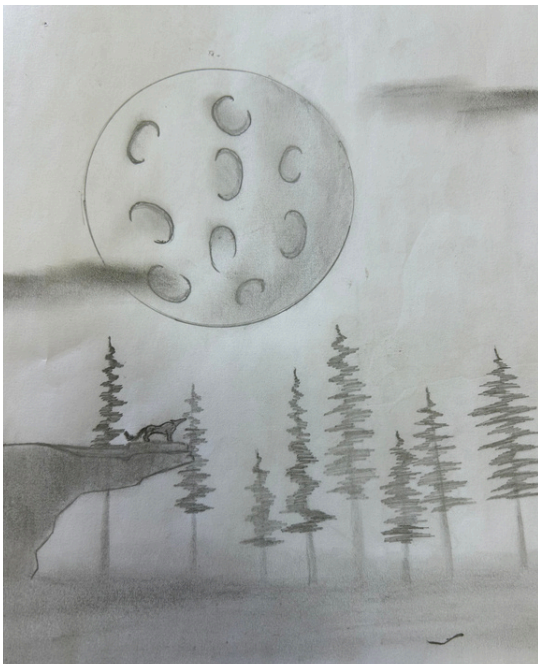
Class 7 December 2023

My name is Chulumanco. I love to tell jokes, I enjoy laughing and having a good time. I do not like it when people fight and argue. My favourite subject is isiXhosa because it is my cultural language. My strengths are reading and writing. In my spare time, I love playing with my friends and watching television. I live with both my parents. I started Grade 8 this year at a High School in Salt River.

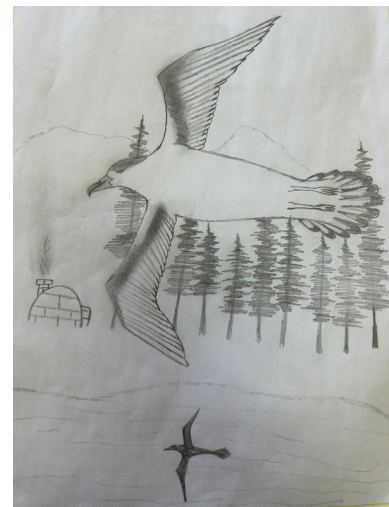




Hlumelo
Class 7 December 2023



I am Hlumelo. I like laughing. I enjoy Art, History, and Science. In class I try help others and make my work beautiful. I do not enjoy Afrikaans. I'm learning isiXhosa, English, and Afrikaans which is a third language for many and sometimes a fourth language for children at Zenzeleni. I struggle a bit in Mathematics. In my free time, I enjoy watching television and eating delicious food on our veranda. I started Grade 8 this year at a High School in Khayelitsha.





Maria Msebenzi, our Early Childhood Development (ECD) Head of Department (HoD) travelled to Kenya in April 2024 to train kindergarten teachers in the East African Waldorf Schools Teacher Training programme. This programme forms part of the CCE's collaboration with Freunde der Erziehungskunst Rudolf Steiners and Rudolf Steiner School Mbagathi. This is a three and a half year programme with three 2 week modules a year. Early this year the graduation ceremony took place for the teacher educators who completed the programme. As an organisation situated in South Africa we are grateful for the way in which this collaboration expands our partnerships across the African continent.

The focus for the two weeks in April was the child's need for magical traditional tales, fairy tales and folk tales. The teachers participated in a puppet making workshop for the fairy tales they worked with in the programme.

“

...teachers participating in the programme from Tanzania, Ethiopia, Zimbabwe, Zanzibar, Namibia as well as different areas of rural and urban Kenya...

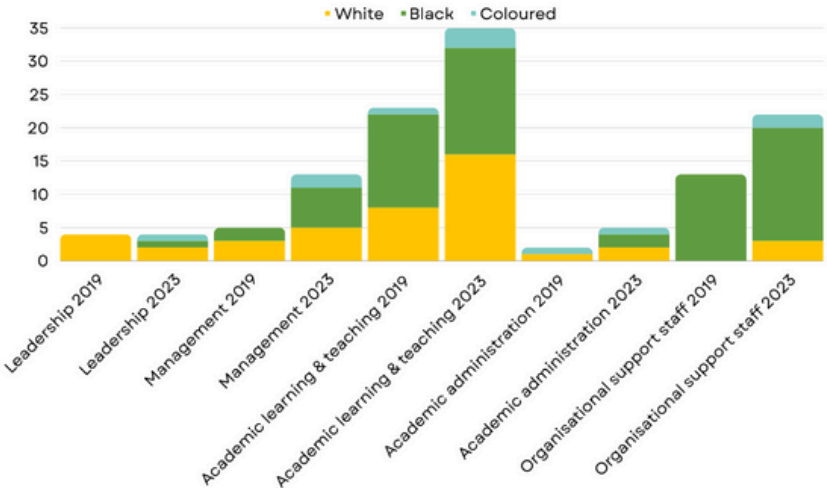
”



Various efforts towards strengthening the CCE as an institution took place in the 2023/2024 year. The Council on Higher Education (CHE), Institutional Audit Self Evaluation Report (SER) was done in a community of practice, including people from other institutions, submitted and shared within the CCE as a way to encourage shared identity, growth and learning. Towards identifying and addressing areas of work in the CCE’s transformation, a critical dimension of the CCE’s quality assurance. Kopanya Institute conducted a diagnostic review of transformation, diversity and inclusion at the CCE through engaging with both staff and students. This work will be followed up by a workshop which engages dialogue around the diagnostic report. The report has identified some key areas for improvement in this area. An external monitoring and evaluation review was done in relation to quality assurance to assist the CCE in identifying short, medium and longer term interventions for quality assurance and management across the institution and at different levels of operation. The final report identified a gap in the integrated management and collaborative utilisation of appropriate data.

Across programmes, curriculum reviews and refinements have been done and course structures have been clarified and made transparent to students. For example, the Head of Academics has initiated work that ensures Steiner Waldorf is reviewed and integrated into our programmes in context sensitive ways - mirroring the reflective work on Steiner Waldorf being done globally (Haralambous 2018).

Staff Equity Profile 2019 vs 2023



The Centre for Creative School, Zenzeleni

“a state-subsidised private Waldorf primary school owned and operated by the CCE, plays a pivotal role in this context. The school not only offers placements for our students for their teaching practice as part of their work-integrated learning (WIL) but also provides an immersive experience of Waldorf education within a community that mirrors the 'majority' demographic of South African society.”



RITEC project

As part of the Responsible Innovation with Technology and Ethics for Children (RITEC) research project, the CCE facilitated direct engagement with children between 6 and 12 to explore children’s digital play experiences. This engagement feeds into the CCE’s theory of change which holds that direct engagement with children is critical to realising our mission. (Along with schools, teachers, parents, community members and people from New York university.). The RITEC project included engagement with educators, families of learners on areas relating to well-being and digital play. This comprises relational work with the ecology of childhood and informs a rich contextual understanding of the educational contexts that the CCE is trying to influence.



Teacher Education

The CCE hosted a Philosophy for Children (P4C) course with SACE accreditation for a diverse group of educators, researchers and community organisers. Taking place over 2 days, this course covered an introduction to the philosophy with children approach including presentations and interactions by Prof. Karin Murriss & Dr Theresa Giorza. In addition to sharing elements of the P4C practice, the course activated a community of practice for ongoing enquiry work - currently known as ‘MindBoggles’.





Our Head of Academics, (HoA) Joanne Peers represented the CCE at The University of Seville sharing her experience as the South African Research Coordinator in the RITEC project funded by The LEGO Foundation. She additionally shared CCE's teacher education philosophy. Our HoA Joanne Peers collaborated with Dr Dylan McGarry, Gerald Cloete and Namakhoi Productions at Rhodes University drama department. We're super excited about this collaboration, to more arts partnerships and joint learning experiences!



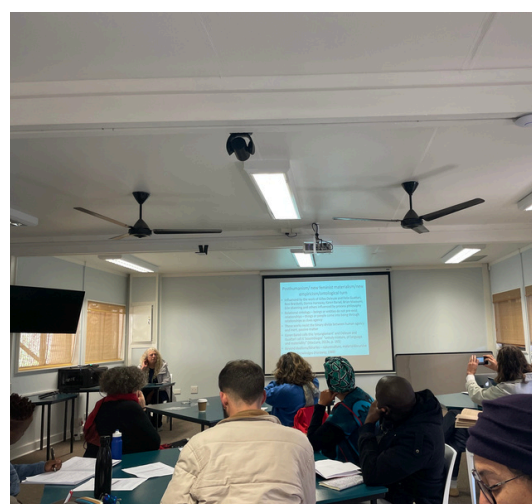
The International Professional Eurythmy Conference (2024) took place in Dornach, Switzerland. Silke Sponheuer and Michelle Kaplan from the CCE, South Africa gave a series of workshop sessions. Eurythmy is a tool to stimulate healing and strengthening of individual and social processes. The CCE staff joined by one of our Board members, Mdebuka Mthwazi in their presentation at a National Early Childhood Conference in Cape Town.



Our HoA participated in the 7th European Congress of Qualitative Inquiry, showcasing outstanding contributions. Book Launch: Successfully launched a chapter in a groundbreaking South African exploration of ocean and history. Global Research: Collaborated on a LEGO Foundation-funded project, unveiling insights from an upcoming book. PhD Presentation: Presented insightful perspectives from her PhD, emphasising Global South and indigenous research approaches.



Head of Programmes (HoP) and HoA attended the Rhodes University, PhD week in June at the Environmental Learning Research Centre. This PhD week included the sharing across research communities of practice including researchers in early childhood education, higher education and environmental learning projects. Research by Dr. Anna James in collaboration with Dr Dylan McGarry was presented at the UN decade and was used in the development of the UN Ocean Decade White Paper.



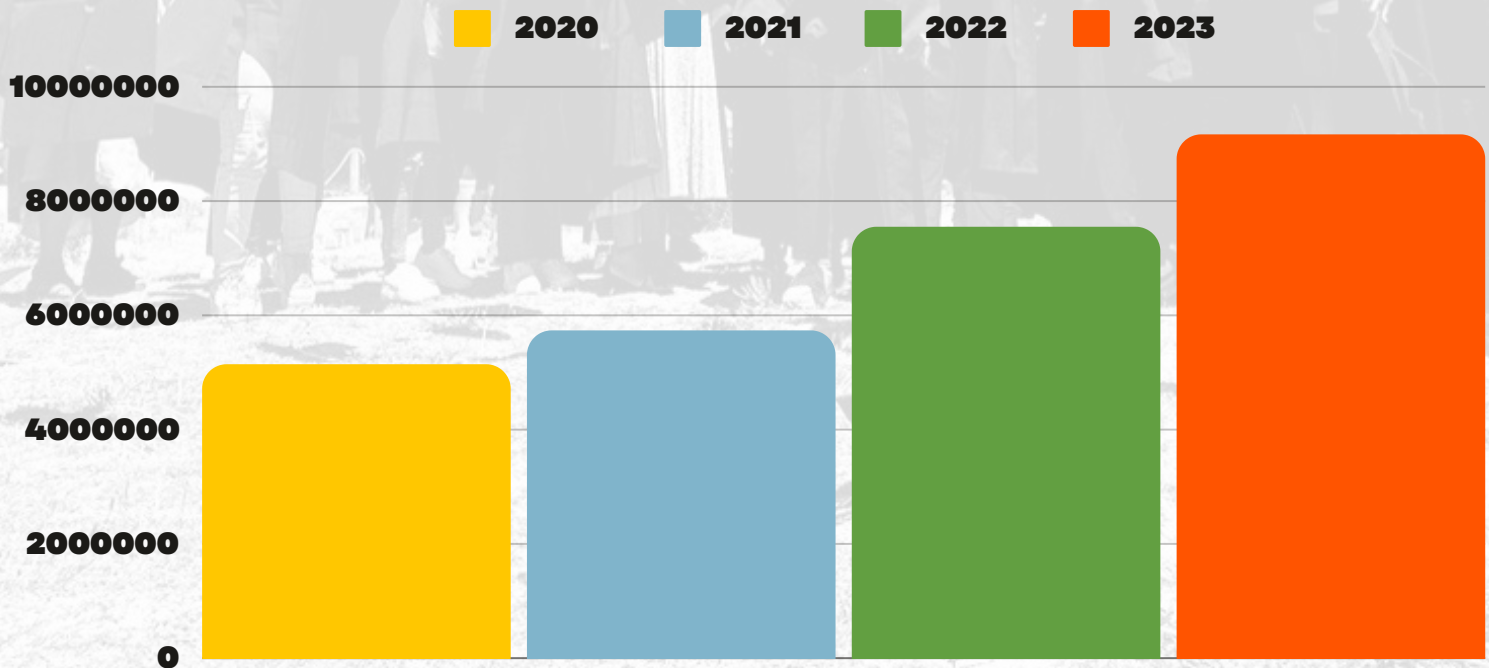
2023 FUNDS RAISED

R 9 167 322

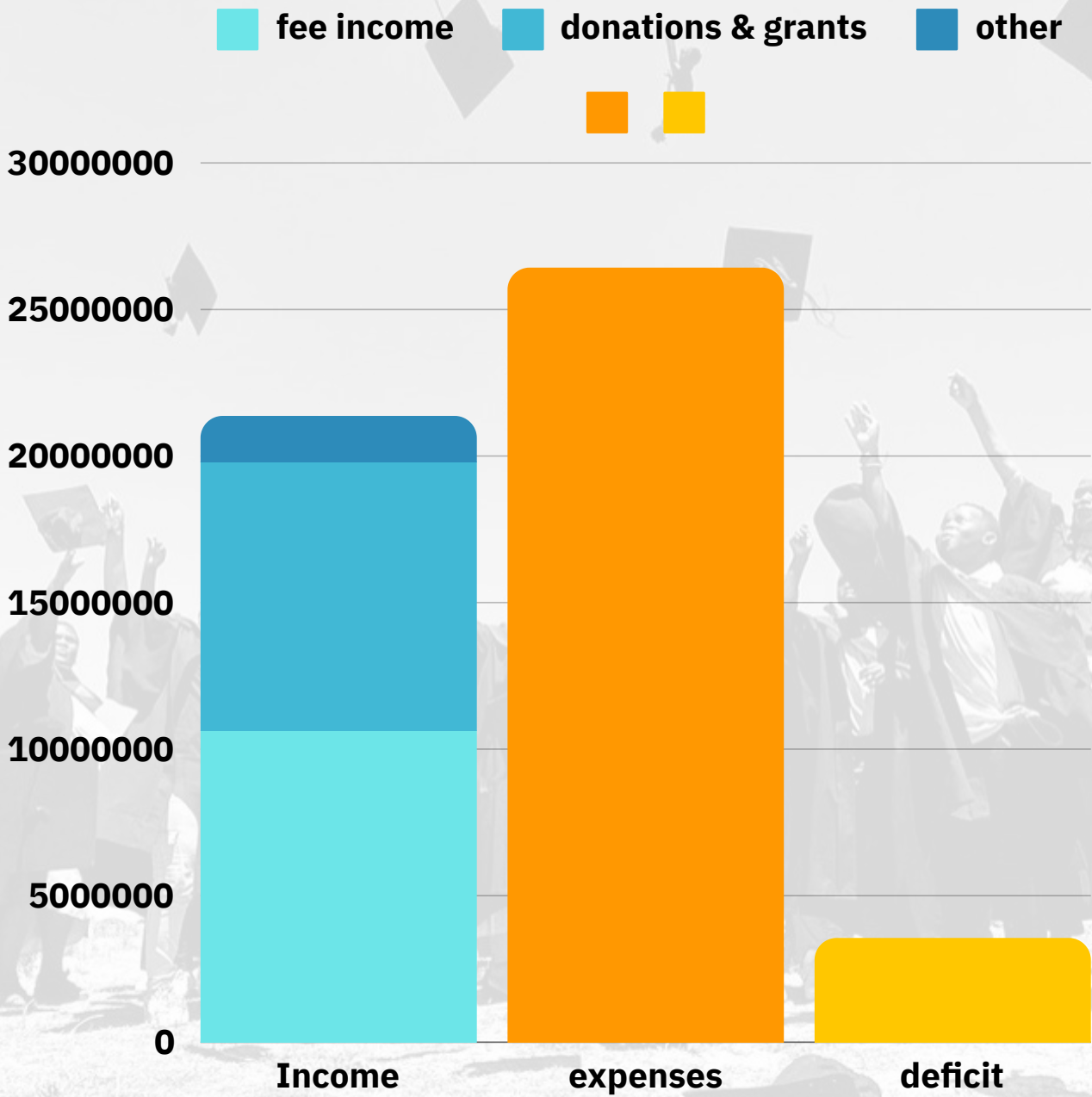
FUNDRAISING REPORT

Our Research and Innovation Department, saw the CCE raise **R1, 616 873** more than the previous year 2022.

Our gratitude is passed to all our donors, staff and partners that helped us achieve this great feat.



INCOME STATEMENT 2023



Head of Academics Acknowledgment



Being a woman of colour in South Africa, means I come from a lineage and lived experience of understanding the value of community. I have been in the role of Head of Academics (HoA) for long enough to understand the affordances of staying with community orientated leadership, engagement and development. I am reminded of a moment in 2023 when I experienced signing graduation certificates and being aware of the reality of my hand holding a pen in the company of many other hands, hearts and minds. The company included the ones who have been a part of the life of CCE in its 30 years of existence, the school communities, the family members, the grandparents who paid a price for the freedom of our generation, the activists in the struggle against Apartheid. In the signing experience I recalled being awarded a learnership with ETDP SETA in 2001 whilst being a teacher assistant at a primary school. The stipend was to complete my studies whilst working full time. Staying with these reminders, I recognise the privilege of being the final voice of this Annual Report and being given the responsibility of writing the acknowledgements which could never quite fit on a few pages!

On behalf of the Board of Directors (BoD), I extend our sincere gratitude to the team who have compiled this annual report, the ones who have contributed and assisted the team, the CCE staff and student body as well as the donors and organisations who've helped us in our purpose, vision, mission and ambition. To our individual, corporate and anonymous partners that could not be named due to POPIA compliance, your contributions are notably appreciated in contributing to connecting every child through creative education.



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STAKEHOLDER AND COLLABORATOR PARTNERSHIP ACKNOWLEDGEMENTS

The CCE would like to extend our sincere gratitude to the organisations and partners who've helped us in our cause

Black Girls Rising
The Kopanya Institute
Laser Chemicals
Izinto
New York University
Revolutionise
Simon's Town Museum
South African National Parks
Southern African Federation of Waldorf Schools (SAFWS)
International Waldorf Movement
Stellenbosch Academy of Design & Photography
The University of Seville
The Beach Co-Op
The University of Sheffield
The University of Oulu
UBU
Veld and Sea
Western Cape Education Department (WCED)
Rudolf Steiner School Mbagathi



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DONOR

ACKNOWLEDGEMENTS

The CCE would like to extend our sincere gratitude to the donors and organisations who've helped us in our cause

Project Funding

Acacia
ETDP SETA Discretionary Fund
Evidenz Stiftung
Freunde der Erziehungskunst Rudolf Steiners
GLS Bochum Bank
Hausser Stiftung
International Association for Steiner/Waldorf Early Childhood Education (IASWECE)
Iona Stichting
Mountain Rose
Southern African Federation of Waldorf Schools (SAFWS)
Stichting Internationaal Hulpfonds (IHF)
Wild Olive Trust
The Sustaining Theatre and Dance Foundation (STAND)



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DONOR ACKNOWLEDGEMENTS

The CCE would like to extend our sincere gratitude to the donors and organisations who've helped us in our cause

Bursary/Sponsorship Donors

Acacia

Freunde der Erziehungskunst Rudolf Steiners

Stichting Internationaal Hulpfonds (IHF)

Jenaer Seminar for Fernstudium WaldorfPädagogik &
Coaching e.V.

Laser Chemicals

Liz Smith