

## Where We Come From and Where We are Going

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The article raises the question of whether Waldorf education adapts to the present time: new technology, media, new questions carried by children and parents, living conditions and more. On the one hand, Waldorf education has become increasingly popular and public known, and on the other hand, it rests on a pedagogical concept that seems to many outdated and non-actual. The author emphasizes the training of teachers in the framework of Waldorf Education, and shows why this training is so significant and how teachers undergoing a thorough in-depth training can meet the deep needs and requests of the children they work with. The article notes the deep and universal aspects of Waldorf education, parties that must be preserved and nurtured, as opposed to the more external parties that can and perhaps should be changed.