

Goetheanum
Freie Hochschule für Geisteswissenschaft

Anthroposophic Council for
Inclusive Social Development



International Conference
for Curative Education
and Social Therapy
5th to 9th October, 2020
Goetheanum
Dornach

Education
Developing what lives in me
– **always!**
and moves the world



Program	Monday, October 5	Tuesday, October 6	Wednesday, October 7	Thursday, October 8	Friday, October 9
	9:00	Common opening	Common opening	Common opening	Common opening
		Prof. Dr. Joachim Bauer: Finding yourself and acquiring competence through mirroring and resonance	Florian Osswald: Becoming human as a lifelong process	Annette Pichler: Education as a resonance space for individual and collective growth	Mariano Kasanetz: Re-gaining the question – a way to sanctify vocation
		Small group conversations	Small group conversations	Small group conversations	Small group conversations
	10:30	Coffee break			
	11:15	Working groups A	Working groups A	Working groups A	Closing – end at 12:15
	12:45	Lunch break			
	14:30	Contemplative spaces and guided tours	Contemplative spaces and guided tours	Contemplative spaces and guided tours	
	15:30	Break to go to the working groups		
16:00 Contributors meet	16:00	Working groups B	Working groups B	Working groups B	
18:00 – 20:00	17:30	Dinner break			
Common opening with artists and the leadership team	19:00	Pantomime with BODECKER & NEANDER «Festival of Wordless Comedy» until about 20:30	Eurythmy ensemble of the Goetheanum stage until about 20:30	Roof deck celebration: Bal folk with «BasarExpress» and jazz with «Alakart-Trio» until about 22:00	

Subject to change!

Foto: Matthias Spalinger



... to the international community in inclusive social development and related fields, especially also our colleagues in Waldorf education. We invite you once again to attend our conference at the Goetheanum in Dornach/Switzerland.

Two years ago, we discussed social and personal spaces. How can we design and develop them together? — This year we will focus on lifelong learning. This topic comprises physical, social and structural conditions that enable education. What is education in itself? Does it only take place at schools and universities? Are education and learning the same? What do I learn with the cow and when weaving? What do I learn from you, because I live and work with you? — We are looking forward to working on these issues together with you.

What is new?

- Around lunchtime we offer guided tours of the Goetheanum and contemplative spaces as opportunities to turn inward. We create peaceful and silent spaces for reflection and contemplation to allow you to have active breaks.
- Translations are additionally available in Chinese and Dutch, so we hope to be able to connect the international community even more closely. Unfortunately, we therefore have to cancel the Italian translation because of technical limitations.
- We offer tandem tickets to encourage people with need for assistance to attend the conference together with their assistants. There is a reduced fee for tandem tickets.
- Meals are vegan to allow as many people as possible to participate.

Many thanks to all colleagues who share their educational questions with us and open up a common field of experience with a working group or a contemplative space.

**We are looking forward to seeing you,
to new encounters and a warm reunion!**

Sonja Zausch · Bart Vanmechelen · Jan Göschel

Language and speaking The lectures in the hall will be held in German and translated simultaneously into Chinese, English, French, Dutch, Russian, Swedish and Spanish. All other events are offered in the languages listed in the program. All contributors are asked to speak in simple and clear language and to avoid long sentences, technical jargon, irony and unusual expressions.

Financial assistance for travel Some financial support is available for participants from countries with limited financial resources or a long distance to travel. Please send your support inquiry in writing (email or letter) to the business office of the Council not later than 15 August 2020. Please use the form provided on the event page for this conference on the Council's website to make your inquiry. Please wait for our decision before booking your travel.

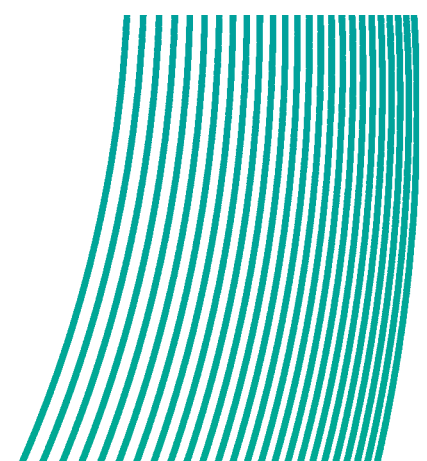
Notice for wheelchair users Unfortunately, we cannot guarantee that all rooms and facilities are suitable for wheelchairs. If you have any concerns, please contact the business office of the Council so that we can find a solution together.

Further information If you cannot access the website, please contact the business office of the Council. We will send you the program booklet and registration form by mail.

Contemplative spaces Every day you can select freely among a range of events that offer artistic, inward, calm and contemplative experiences. Have an active lunch break! — Parallell to this, there are class lessons for members of the School of Spiritual Science and open School of Spiritual Science working groups in German and English as well as guided tours of the Goetheanum in German, English and Spanish. — A little preview: 'Vitaleurythmie' (anti-stress eurythmy), Chiophonetics, Tibetan Healing Yoga, Spacial Dynamics, knitting, making pentatonic solids from straws, mindfulness practice, meditative drawing, playing games, creative writing, listening activities and many more. — All activities are announced at the beginning of the conference and can be selected spontaneously each day.



lectures



DE Prof. Dr. Joachim Bauer

Finding yourself and acquiring competence through mirroring and resonance: The importance of the pedagogical relationship from the neuroscientific point of view

The way children and adolescents are mirrored by their parents, attachment figures and educational supporters tells them that they are who they are and who they can be. The resonance young people receive from adults can open up or prevent possibilities. Educational assistance not only aims at allowing a stable self to emerge in children and youngsters but also promotes their ability to self-direct.

• Prof. Dr. Joachim Bauer, psychiatrist, psychotherapist, neuroscientist and author of widely read books. He received an award from the German Society for Biological Psychiatry for his outstanding research, which also took him to the USA. Lives and works in Berlin/DE.

DE Florian Osswald

Becoming human as a lifelong process

Access to education is a human right. Becoming human is our purpose in life. On our lifelong journey of learning we meet ourselves more and more – that is development! • Florian Osswald, head of the Pedagogical Section at the School of Spiritual Science in Dornach/CH. Former teacher and curative teacher, now co-responsible for the Steiner-Waldorf movement worldwide.

DE Annette Pichler

Education as a resonance space for individual and collective growth

As human beings we continue to develop. We can be active inwardly and ask questions, which means that we can use all our life experiences in order to grow and, to a certain degree, to shape the world around us. For this we rely on encounters with others, but we can and must also shape our own growing in entirely individual ways. Education therefore needs a space where You, I and the world can resonate.

• Annette Pichler, curative educator and psychologist (MSc), since 2010 head of Rudolf-Steiner-Seminar Bad Boll/DE. Lecturer and developmental psychologist. Council delegate for the Training Circle.

DE Mariano Kasanetz

Re-gaining the question. A way to sanctify vocation

Every profession is a chance to become a meaningful part of society. We can support others effectively if we take our cue from their needs. Opening ourselves with a questioning gesture to the other person's development can become the object of every activity. Self-education and self-care can then enhance any human development.

• Mariano Kasanetz, priest in Argentina until 2019, since then co-director of the Priest Seminary in Stuttgart/DE.

The background features two sets of concentric, semi-circular arcs. The upper set is yellow and the lower set is teal. A thick, solid line of the same color as the arcs it surrounds cuts through the design, starting from the top right and curving downwards towards the bottom left.

morning
workshops

1 Andrea Bättig

DE **Communication as a precondition for participation**

The Convention on the Rights of Persons with Disabilities demands guaranteed equal participation in all spheres of society for all people in order to create a foundation for inclusion. — The concepts used in this Convention highlight communication in order to guarantee full and effective participation in society for persons with disabilities. What communication barriers do people with support needs meet in institutions and how can we reduce these so that participation is possible? An exploration of communication and participation. • *Andrea Bättig, lecturer and course coordinator at HFHS in Dornach/CH.*

2 Remco Bakker

EN **Learning from and through the unknown**

This workshop brings in elements of theory U, working on self leadership and collective leadership. In withholding the already known, in opening up to new possibilities. By ways of working in different layers of attention. A practical workshop bringing yourself and your own experiences to step into a process with the others to shape and create new experiences. • *Remco Bakker, head of Raphaelstichting/NL and conflict management consultant in (new) leadership. Member of the Fonds für Heilpädagogik und Sozialtherapie Dornach/CH.*

3 Ulrike Barth, Christiane Drechsler

DE/EN **Movement and encounter**

New pathways towards an inclusive society. Movement can be both requirement and goal on the way to new forms of co-existence and therefore generate new and transformative possibilities for encounter. In this workshop we will talk about our work at the Institute for Inclusion, Interculturality and Waldorf Education at Alanus University and provide practical exercises. • *Ulrike Barth/Christiane Drechsler: We are a group of curative education students and two professors, working together at Alanus University in Mannheim/DE.*

4 Ulrike Benkart, Jörg Bosse

DE **Lifelong learning – from each other!**

Learning is fun. We want to learn from one another. We will find out what lives in us and moves the world. Knowledge gives strength. We will find out what we can learn from life. A space for experience and reflection. • *Ulrike Benkart, works at ZusammenLeben Association in Hamburg/DE. Board member at Anthropol Bundesverband/DE. • Jörg Bosse, works in workshops and garden. Sociologist; on the inclusion advisory board in Hamburg-Wandsbek/DE, and other honorary tasks; sees himself as a life-long learner.*

5 Michael Dackweiler

DE/EN **The inner path in curative education**

Meeting practical challenges in everyday work situations with creative motifs taken from the treasure chest of anthroposophy, the Curative Education Course in particular. Impulses – experiences – exchange – encounters. • *Michael Dackweiler, many years active experience in the curative education movement worldwide. Member of the Fonds für Heilpädagogik und Sozialtherapie Dornach/CH.*

6 Walter Dahlhaus

DE **Learning to deal with challenging behaviors**

Integrating people with challenging behaviors – children, adolescents and adults – can be immensely difficult and often seem too much for everyone involved. And often, our efforts fail. We will try to unlock the potential that lies in our everyday support work. We will work on enabling ourselves in order to optimize the structures available to us and on developing a supporting attitude in us. • *Walter Dahlhaus, curative educator and psychiatrist/DE, mentoring in curative education and social therapy centres; main focus on treating people with mental illness.*

7 Albert De Vries, Achim Leibing, Peter Biermann

DE/NL **Vocational education – how can it be individually successful?**

Careful observation, genuine appreciation and saying 'yes' to what I meet in the other person's actions – this is the approach and the paradigm shift we practise at Inclutrain. From this arise new concepts of learning situations for the vocational education of people with support needs. In our journey of discovery we try to find what vocational image or new occupation arise from this. Participants should be

prepared to continue working on these questions together beyond the conference. For information on our method visit <https://inclutrain.eu> • *Albert De Vries, professional and quality development consultant/NL. • Achim Leibing, works in an intentional community, in management, as a farmer, social therapist and trainer. Member of the Council's Social Therapy Working Group (STAG)/AT. • Peter Biermann, psychologist, vocational educator for people with support needs and for social therapy professionals/DE.*

8 Gisela Erdin, Stephan Schnüriger
DE **Speaking and communicating**

Speaking is not the same as communicating. Some people may not speak but are very communicative, allowing us to participate in their feelings. We feel cheerful and light-hearted in their presence. Others talk with one another, are good at expressing themselves, but keep misunderstanding each other. Is speaking simply an exchange of information or is it much more? What does being in conversation and understanding one another mean? • *Gisela Erdin, has worked in institutions for people with support needs for 20 years. Since 2013 lecturer in curative education at Alanus University Mannheim/DE. • Stephan Schnüriger lives in Seehalde in Seon/CH. He was diagnosed as being on the autistic spectrum. He uses Facilitated Communication.*

9 Brigitta Fankhauser, Domenig Christian Gaegauf
DE **What in me is actually me?**

Waking up through the other – and discovering the other's wholeness. Examples from biography work and the practice of social therapy, experiences with people with disabilities, conversation, exercises. Participants need to be able to communicate, if necessary with supporters (FC). • *Brigitta Fankhauser, curative educator, worked for 30 years at Humanushaus Rubigen/CH. Counselling and biography practice in Worb/CH. • Domenig Christian Gaegauf, many years of experience in various institutions, lives in his own assisted-living flat in Langenbruck/CH.*

10 Thomas Freiwald
DE **Digital challenges – the magic of fire – the joy of inclusive education**

«How can the digital social space contribute to the joy in inclusive education?» This will be our starting question in a workshop about sharing experiences in dealing with digital media in education. We will look at the dangers and opportunities of digital media and try to create an independent and inclusive educational model that includes digital options. • *Thomas Freiwald, works at Sonnenhellweg special school in Bielefeld/DE for twenty years. Freelancer at Friends of Waldorf Education/DE.*

11 Michael Gehrke
DE/EN **Conversation on morning lectures**

In this group we will reflect on the lectures and share our thoughts and questions. We will also invite the individual speakers. If they have time to join us we can directly share with them. For non-German speakers we will try to translate into English within the group – in our experience this always works well. • *Michael Gehrke, farmer, supervisor, manager at a farming community for healing work since 1985. Founding member of Kehna Community/DE.*

12 Claudia Grah-Wittich, Stefan Krauch
DE **Early intervention – a chance for late maturation?**

The importance of early intervention for children with delayed development, challenging behaviors or disabilities is increasingly recognized in Germany and reflected in the country's legislation. – How can children and their parents be adequately supported so that they can accept their special tasks? We will explore this question in conversation, exercises, case studies and videos. • *Claudia Grah-Wittich, MA in philosophy and art history, social worker, working in early intervention and as parental advisor, responsible for further training in «Advising parents, learning to see children with NEW eyes». Works at «derhof» in Frankfurt/DE. • Stefan Krauch, curative educator, working in early intervention and as parental advisor, as well as in adult education at «derhof» in Frankfurt/DE.*

13 Keith Griffiths, Richard Tucker

EN **Practical Skills Therapeutic Education –
Ruskin Mill Trust**

This workshop will offer participants an experience of how craft activity can be central to an educational journey for learners with special needs in the educational and home environments. We will also explore a curriculum journey through seven fields of practice as developed by Ruskin Mill Trust. The workshop will include presentations, practical activities, plenum and reflection. • *Keith Griffiths, head of staff education and training, Ruskin Mill Trust/GB. PhD in music.* • *Richard Tucker (MSc), head of training and development at Ruskin Mill Trust/GB.*

14 Rüdiger Grimm

DE **Memory – the miracle in me**

The anthroposophical understanding of human nature, curative education, memory development. Memory formation is a central theme in Rudolf Steiner's Curative Education Course and one of the great challenges in education, curative education and the culture of our time. • *Rüdiger Grimm, lecturer at Alanus University Alfter/DE.*

15 Brigitte Kaldenberg

DE **Team meetings as opportunities for development**

The positive influence of collegial cooperation is reflected in a diversity of perspectives and the pooling of competences. How can we shape our meetings in ways that allow us – both as organizations and individuals – to benefit from this added value? • *Brigitte Kaldenberg, lecturer and head at HFHS Dornach/CH.*

16 Annelies Ketelaars

DE **Closeness and distance – a balancing act**

How do colleagues experience their everyday work – often a difficult balancing act? Don't be afraid of professional closeness! Too much distance can be painful! How do we deal with grey areas? How do we talk about them? And what happens when boundaries are being crossed? How do we deal with suspicions of sexual exploitation? Everyday practice between accountability and reflection. • *Annelies Ketelaars, curative educator. Active since 2000 in supervision, conflict resolution, prevention of violence and sex education at Gempen/CH.*

17 Udi Levy

DE/EN **Illuminating the darkneses in therapeutic communities**

A community's healthy development requires us to practise acknowledging dark corners and to learn illuminating and dealing with them. A sharing of experiences through conversation and practical exercises. • *Udi Levy, social pedagogue, worked for 42 years in anthroposophical social therapy, founded homes (IL) and was a leadership member (CH). Lectures, gives seminars, writes and is enjoying retirement.*

18 Yu-Ying Lu, Shih-Yuan Chan

EN/ZH **Child Development and Practice**

The significance of child development. The impact of primary sensations. The spirit and mission of anthroposophical curative education. Understanding the importance of integrated education in modern education. Sharing and exploring from the perspective of educational practice: age 0–7 toddlers nurturing. • *Yu-Ying Lu, in charge of Taichung Chiameidi Waldorf Experimental Education Organization and Principal of Taichung Chiameidi Waldorf Kindergarten/TW.* • *Shih-Yuan Chan, in charge of Chiameidi Waldorf Kindergarten/TW.*

19 Reem Mouawad, Sandra Rouhana

EN **Know yourself, be good or become good**

This workshop takes us to the heart of life, to the place where we experience life in us and in the world around us. How do we experience suffering and happiness? What determines whom and what we encounter? How can we transform ourselves, in a way that is attributed to the larger cosmos of which we are part? How can we know who we are? And how can I be good or become good to move the world around me? • *Reem Mouawad, manager at Step Together Association in Beirut/LB, lecturer at two universities, AUB (American University of Beirut) and LAU (Lebanese American University). Council delegate for Lebanon.* • *Sandra Rouhana, educational coordinator at Step Together Association in Beirut/LB, trainer in curative education.*

20 Myriam Orrillo, Marcela Almeyda

ES Learning with inclusion

Approach to inclusion in children and young people to optimize learning. Including differences as part of the whole. Inclusion strategies between legislation and anthroposophy. Different ways of accompanying children and young people in the school environment. Working with adults, teachers, parents, doctors and therapists. • *Myriam Orrillo, social worker, curative educator and cofounder of Cruz del Sur Seminar/AR. Teacher and consultant in Argentina and other American countries.* • *Marcela Almeyda, psychopedagogue, curative educator and cofounder of Cruz del Sur Seminar/AR. Council delegate for Argentina.*

21 Florian Osswald

DE/EN Discovering life as a chance for learning

Education is always concrete, it takes place in the context of relationships and is intentional. The same is true for life. How can we get to know this great teacher and learn to understand the lessons life teaches us? • *Florian Osswald, co-leader (with Claus-Peter Röh) of the Pedagogical Section at the Goetheanum in Dornach/CH.*

22 Annette Pichler

**DE/EN Education as a resonant space:
Individual and collective growth**

Sometimes we feel very much alone, cut off from others and left to our own devices. Doubts arise in this kind of crisis: we don't know if the road we have taken so far is the right one and which direction to choose at the next crossroads. Educational processes can help us see more clearly again. In this workshop we will talk about difficult experiences and use three simple exercises for soul development: equanimity, positivity and openness. And maybe we will be able to create a resonant space for feelings to evolve. • *Annette Pichler, curative educator and psychologist (MSc), since 2010 head of Rudolf-Steiner-Seminar Bad Boll/DE. Lecturer and developmental psychologist. Council delegate for the Training Circle.*

23 Claus-Peter Röh

DE/EN How do we develop social-educational imagination?

At the transition from the direct encounter to the next impulse for action social-educational imagination is an essential aid in the inclusive approach. How does it arise in a given situation and in us? We will explore the following stages together: encounter – resonance – review – meditation – re-vision – night. • *Claus-Peter Röh, co-leader (with Florian Osswald) of the Pedagogical Section at the Goetheanum/CH.*

24 Gerhard Ruppert

DE What should I learn from you?

When an image of the person in our care arises in the developmental dialogue, it wants to tell us something: Develop so that you can meet me – in a different way! We will examine and practise the learning process required for this. You can bring your own case example. • *Gerhard Ruppert, head of the faculty for curative education at the Rudolf Steiner Institute in Kassel/DE.*

25 Alessandro Sammarruco, Mirjam Hofstetter

DE/IT Living through self-confidence

Self-confidence forms the basis for self-knowledge, self-recognition and learning. The courage to follow one's inclinations and move in the world. The courage to live one's life according to one's wishes and abilities. Participating in society with one's disabilities through self-confidence. • *Alessandro Sammarruco, graduated from HFHS in Dornach/CH in 2018 as a social pedagogue and has worked in a residential setting in Zurich/CH for five years.* • *Mirjam Hofstetter, graduated from HFHS Dornach/CH as a social pedagogue and has worked in a school environment (curative education) for five years.*

26 Horia Saulean

DE/EN/RO Stages of socio-emotional child development

Between birth and adulthood, children pass through concrete stages of socio-emotional development. In order to adequately support them, the main attachment figures need to adapt to the changing requirements in this process. What do children ask of us in the various phases so that they can achieve their developmental goals? How can adults become safe havens for children, from where they can explore the world while feeling protected and held? Please bring and present your own case study. • *Dr. Horia Saulean, psychiatrist for children and adolescents at Lake Constance/DE.*

27 Angelika Schade, Manfred Trautwein

DE/EN **Gross National Happiness – the contribution of anthroposophical living environments**

Based on Dr. Tho Ha Vinh's book «Der Glücksstandard» we will explore how anthroposophical village and life communities for social therapy can contribute to a happy community life and to an inclusive society. We will try to develop our own understanding of the Gross National Happiness concept suited to Western culture, using examples from practice. You are invited to bring your own experiences and questions.

• *Angelika Schade, PhD in sociology, project leader of «Contributions of anthroposophical social care organizations to an inclusive community» at Anthropoi Bundesverband/DE.* • *Manfred Trautwein, managing director at Anthropoi, the German federal association for anthroposophical social care organizations/DE.*

28 Ludger Schulte-Remmert

DE **Inclusion in communities for the future**

How can inclusion provide impulses for villages and communities of the future? What practical answers do they provide for socially and ecologically sustainable developments? Based on our shared ideas and experiences and on practical examples from a «village with a future», we will together, in conversation, short presentations and meditative exercises, find inspiration for future-viable, inclusive communities. • *Ludger Schulte-Remmert, works at Rudolf Steiner Werk-gemeinschaft Schloss Hamborn/DE. Initiator and board member of the inclusive community project in Dedinghausen/DE.*

29 Marina Shostak, Tamara Isaeva, Valeriya Medvedeva

DE/RU **Impulses and motives for learning**

Where do learning impulses originate? How do we engender motives for learning? How can the learning process meet my inner expectations?

• *Dr. Marina Shostak, PhD in curative education, head of the Center for Free Pedagogy and lecturer at the curative education training in Tbilisi/GE. Council delegate for Georgia.* • *Dr. Tamara Isaeva, curative educator, president of the «Association of curative education and social therapy institutions in Russia», professor and lecturer. Council delegate for Russia.* • *Valeriya Medvedeva, curative educator, head of Phoenix School for Curative Education in Charkow/UA, lecturer on the curative education course in Ukraine. Council delegate for Ukraine.*

30 Heiko von Steuben, Birgit Bock

DE **Self-administration in flux**

Agile working, dynamic systems, holacracy etc. – these are organizational forms confronting the ideals of our consensus-based institutions as ways of developing organizational structures. Generational change, shortage of qualified staff, burn-out, and high expectations are our daily challenges, in addition to increasing external and internal demands and the constant need to adapt and to provide quality work. Where do we find time for the core work on foundations that we have come for? How can we make our institutions future-viable?

• *Heiko von Steuben, educational scientist and Waldorf teacher, works at «ZusammenLeben e.V.» in Hamburg/DE since 2005* • *Birgit Bock, accountant at «ZusammenLeben e.V.» in Hamburg/DE.*

31 Tobias Zahn, Frank Birk

DE **Give me the good life! Planning for the future**

Ok, we got it: it's about individual will, about individual ideas about life and how to implement them. ... So far so good, BUT?!!! Practical introduction to person-centred and social space thinking and practice; applying methods of personal future planning; attitude and sources, i.e. human rights, inclusion, person-centred practice, future planning as a key element of inclusion; small but effective ways of preparing future planning or of getting to know the person at the center in-depth; the team of supporters as a central element of future planning.

• *Tobias Zahn, social pedagogue, trainer in personal future planning and inclusive practice in Winterthur/CH.* • *Frank Birk, occupational therapist and co-worker at WINKlusion, Winterthur/CH.*



Foto: Matthias Spalinger



Foto: Matthias Spalinger



Foto: Daniel Rudzki



Foto: Katrin Oesteroth



Foto: Katrin Oesteroth



Foto: Matthias Spalinger



afternoon

32 Nicole Asis, Joan Sleigh

EN **Unfolding individual potential through empathic encounters**

The health and sustainability of the environment and society depend on social inclusion, dignity and integrity, the agents of which are purely human. Only humans can interact through silent listening, through which the emerging being can evolve. This group will explore how social encounters can be activated and enhanced through listening exercises. • *Nicole Asis, born and raised in the Philippines. Teacher, musician and music therapist, editor at Social Initiative Forum in Dornach/CH.* • *Joan Sleigh, raised in Camphill, member of the Executive Council of the General Anthroposophical Society in Dornach/CH.*

33 Richard Blake

EN **Sharing ways to live sustainably**

As anthroposophical organizations specializing in inclusive social development – how can we work with communities we serve, to foster sustainable practices and knowledge, as we try to respond to our changing world? The workshop will introduce the concept of sustainability commons and through critique together of some of the 17 Sustainable Development Goals explore the creation and sharing of achievable learning objectives. • *Richard Blake, co-worker at Camphill Community Trust/BW. Works in the field of integrated learning for living and work with youth who have not been able to access mainstream education.*

34 Pim Blomaard

DE/EN/NL **The art of the centre – finding ways towards renewal**

Introducing a newly developed model as a modern example of anthroposophic care provision. The model is based on the concepts of polarity and resonance. With short presentations and many practical exercises. • *Pim Blomaard, head of Raphaelstichting/NL for 16 years. PhD in relationship-building. Presently doing research on person-centred care, and consultation.*

35 Raffaella Brambilla

DE/IT **Learning with the body**

Learning processes and difficulties with learning to write and read in children, in the light of the sculptural and musical forces and the cognitive neurosciences. • *Raffaella Brambilla, curative educator, Waldorf teacher and chirophonetic therapist. Lecturer and trainer in many schools and institutions internationally. Council delegate for Italy.*

36 Paula Cardoso Mourão

DE/ES/PT **Educate using circular movement**

Circle dances with singing and rhythmical exercises that truly include everyone: different tempi and choreographies from a variety of cultures. For people with different abilities and goals. • *Paula Cardoso Mourão, therapist and teacher working in various institutions. Consultant for schools, teachers and families and lecturer on further training courses. Council delegate for Brasil.*

37 Gleice Da Silva

EN **Stories and their potential for healing**

The workshop will explore storytelling through creating, telling and writing stories for one another and for a special someone that might need help. We will explore how writing a story for someone can unlock and move processes that might have been stuck and/or been out of balance. Stories can be healing, to the one writing them and to those receiving them. Participants should be willing to write and create stories with people they don't know. • *Gleice Da Silva, BA in biology, diploma in curative education and MEd in Healing Education. Class teacher at Camphill School Beaver Run/US. Lectures on curative stories.*

38 Andrea De La Cruz Barral

EN/ES **Shaping the future out of our questions**

The Youth Section holds interviews with people from all over the world for our ongoing social study on the spiritual striving of youth. Along the journey we've listened to wonderful testimonies that touched us, transformed us and educated us. This workshop, designed out of our own experiences, invites to participate in a human-oriented social-scientific process that can be applied to any professional context wishing to approach the human being out of love and devotion for their individual destiny. • *Andrea De La Cruz Barral, member of the team of the Youth Section at the Goetheanum in Dornach/CH, youth researcher, events coordinator and facilitator.*

39 Ruth Enste, Marianne Irmmler

DE **Early intervention – recognizing, identifying, supporting**

In this workshop we will look at early intervention in Germany and include both legal and theoretical introductions as well as practical examples. We will focus on interdisciplinary and family-oriented approaches and the combination of anthroposophic curative education and early intervention, as well as on ways to effectively support families and their children by recognizing and expressing the need for support. • *Ruth Enste, state-certified educator, curative educator, systemic family therapist. Head of interdisciplinary early intervention at Haus Mignon in Hamburg/DE for the past 19 years.* • *Marianne Irmmler, certified rehabilitation teacher and since 2015 curative educator and coordinator of the Mignon Seminar at Haus Mignon in Hamburg/DE.*

40 Katrin Fichtmüller, Betty Santos

DE/FR **Growing old with dignity**

People with intellectual disabilities are growing older and this confronts the institutions that have become their home with new challenges. Adaptation is required in terms of space, time and quality of life. We would like to present examples of life designs for the elderly, gain new insights through sharing experiences and use social games as ways of meeting one another. • *Katrin Fichtmüller, works in anthroposophic social therapy for 28 years, as educator, art therapist and leadership member. Council delegate for Switzerland.* • *Betty Santos, former kindergarten teacher; leading position in social therapy for the past twenty years.*

41 Eric Fleming, John Newey

EN **Signs of learning: Creating soulful emblems**

In this workshop we will explore our learning journey in life and over the duration of the conference. We will share and artistically express our learning experiences and the content of the conference. Together we will consider what we took in? What resonated for us? What associations did we have or make? What has grown in us? And what we may take with us after the conference? There will be artistic activities expressing what we share and connect with. • *Eric Fleming, runs the Glass Studio at Garvald Edinburgh/GB. Works with various artistic methods.* • *John Newey, talented craftsman, works in the Glass Studio and Tools Refurbishing workshops at Garvald Edinburgh/GB.*

42 Angelika Gräf

DE **Learning how to do research**

«Looking carefully – understanding more – being better understood – contributing to positive changes.» Report on establishing an inclusive research group at Elfenborn village community/DE. Getting to know basic research methods and simple research exercises. • *Angelika Gräf, worked at Odilia Community/DE. 2015 MEd Pedagogical practice research, Alanus University Alfter/DE. Foundation of an inclusive research group in 2016.*

43 Claudio Jax, Fiona Jaffke

DE/EN **Supporting young volunteers in their learning process**

Looking at young people who volunteer as learners in institutions, we will ask questions such as: How can we accompany their learning process? What does volunteering mean in a person's biography? What can we as adult mentors learn from volunteers? How do we experience working and living with volunteers? This work group can be inclusive. The group would value hearing of people's everyday experiences with volunteers. • *Claudio Jax, biographically connected with volunteering services for 20 years; coordinator of international volunteering services at Friends of Waldorf Education since 2005.* • *Fiona Jaffke, mentor of young people in their volunteering placements in Germany; seminar leader.*

44 Sebastian Jüngel, Gabriela Jüngel

DE/EN **Humor moves us: The clown in me**

Clowns touch us and cheer us up. They are pure joy – they are close to us. Playfully and through shared experiences we will discover an (our!) evolving being par excellence. We are curious, clumsy, we don't give up, we fail and we persist. Again and again. Objects become beings, with a will of their own. They drive us close to despair. Or become our accomplices. The clown can become a symbol of our emerging earthly «I». Contact: juengel@gmx.ch — Please bring comfortable clothes and shoes (no sportswear) and a red nose (emergency noses available). • *Sebastian Jüngel, author, clowning training with Yve Stöcklin/CH. Works in communications at the Goetheanum in Dornach/CH.* • *Gabriela Jüngel, eurythmist, eurythmy therapist and play group leader. Clowning training with Yve Stöcklin/CH.*

45 Liese Jung, Mairena Wilmer Cruz

DE/ES **I'm a researcher! I can do cycle of the year and climate protection!**

Inclusive approach to self-efficacy with children and adolescents, trainees and colleagues. Self-experience, practice reports and presentation of the international project Sevensgarden and its implementation, through experience, painting, practising. • *Liese Jung, curative educator working with children and adolescents in Heilpädagogische Gemeinschaft in Kirchhain/DE, family therapist.* • *Mairena Wilmer Cruz, curative educator working with adolescents in residential settings and on education projects in Nicaragua and at Heilpädagogische Gemeinschaft in Kirchhain/DE.*

46 Mariano Kasanetz

DE/ES **Wonder, reverence, harmony, devotion**

Four steps towards the reality of our fellow human beings through whom serving becomes possible. (Based on lectures 1 and 2 of Rudolf Steiner's cycle The World of the Senses and the World of the Spirit, GA 134) • *Mariano Kasanetz, priest in Argentina until 2019, since then co-director at the Priest Seminary in Stuttgart/DE.*

47 Hein Kistner

DE **Biography work with persons with disabilities**

We will study the foundations and methods of biographical counselling for people with disabilities, using examples from practice. Participants should be prepared to explore the methods presented by using examples from their own life. • *Hein Kistner, curative educator, biographical counsellor, lecturer at the Academy for Biographical Counselling in the residential and working community Am Bruckwald/DE.*

48 Monica Lonoce Lange

DE **Accompanying experiences of loss and death in schools**

You will get to know simple ways of accompanying experiences of loss in a healthy process in everyday school life. "What can one say? What do I say to relatives? Where are the boundaries? How do I protect myself? What does really help when someone is in deep mourning?" We will work on methods that can give us more confidence in our everyday work at school. • *Monica Lonoce Lange, MA of advanced studies in prevention and health promotion. Trainer for social therapists and social paedagogues since 2006 on «Supporting processes of loss». www.EmotionsKultur.ch*

49 Rainer Menzel, Claudio Eyer

DE **Lifelong learning project**

Although lifelong learning is the reality for people with special needs, it is not sufficiently formalized, let alone documented or recognized. We will gather and extend the possibilities available. At Humanushaus this has become an internal inclusive project. We are able to report on our first ideas and experiences and are interested in an exchange. • *Rainer Menzel, co-leader at Humanushaus/CH since 2006, responsible for finances and administration. Member of the Fonds für Heilpädagogik und Sozialtherapie Dornach/CH. • Claudio Eyer, social paedagogue at Humanushaus/CH. Establishment and support of the self-converter-council*

50 Hai Nguyen Phuoc, Trinh Phan To

EN **Gross National Happiness in social therapy**

We will share how we implement the Gross National Happiness Framework in our Camphill Community in Vietnam. We will also explore with practical exercises how this can be applied to all education systems based on the Happy Schools program implemented in nine public schools in Hue/VN. • *Hai Nguyen Phuoc, social therapist, ELIHW trainer, project manager of the Happy Schools Project/VN. • Trinh Phan To, social therapist and special educator, co-director of the Peaceful Bamboo Family Camphill community in Hue/VN, Council delegate for South East Asia.*

51 Michael Oeder, Lena Effertz

multi-lingual **Dance and light movement**

Movement should be fun! A potpourri of rhythms from Abba to pop to Balkanbeats that can be translated into the simplest movements. You can't go wrong. We perceive each other, enjoy and include new ideas for movement and touch. We will also study a choreography and try to understand the therapeutic effect of our movements (just a bit of theory). • *Michael Oeder, farmer, curative educator, lives in Camphill communities/DE for many years. • Lena Effertz, lives in Alt-Schönow/DE for many years, loves dancing and is good at showing others how to do it and at motivating them.*

52 Fernanda Perez

ES **Dance! The Gods will thank you for it!**

The experience of movement – dance, a social activity that unites people with different abilities. Our biography lives in our body. We will explore the language of movement: necessity, wish, will, honest gestures, spontaneous and authentic movement. Dancing is playing with weight, support, gravity/levity, balance, rhythm, contact. When we dance we express our struggles, conquests, goals. Human encounters require presence, inner playfulness, constant change. Human encounters are special kinds of dance. I invite you to dance! (Without shoes or with eurythmy shoes) • *Fernanda Perez, curative educator, dance therapist and biographical counsellor in Argentina.*

53 Udo Pfeil

DE Ways towards a social-therapeutic learning community

Our educational task in social therapy is not based on a given curriculum but on our understanding of the human being. How do we see this task? How do we fill it? We will explore these questions on the basis of the "Theses on education in social-therapeutic communities" (Social Therapy Work Group 2019), using examples of good practice to inspire each other to transform social-therapeutic communities into learning communities. By stimulating head, heart and hand equally with artistic activities, we will deepen our understanding of learning. • *Udo Pfeil, workshop leader at Eingliederungshilfe (integration support) in Zurich/CH, organizational consultant, member of the Council's Social Therapy Work Group (STAG).*

54 Becky Rutherford

EN/ES/ASL Understanding reverence, love, freedom through art

(American Sign Language) Through individual and small group art works (oil pastel), personal journaling, lectures and informal conversation, these three essential concepts will be explored, understanding their relevance in establishing therapeutic/supportive relationship with students with learning differences, our colleagues and with ourselves. — The workshop is open to all regardless of cognitive ability. • *Becky Rutherford, former core faculty member of Camphill Academy/US, more than 40 years experience working through the arts with children and adults, curative educator, using visual arts to deepen understanding, lectures internationally.*

55 Erika Schär

DE/FR Playing the lyre

How do I hear? What do I hear? How is my tone? We will learn the basics of lyre playing, improvise together and train our hearing. Beginners and advanced players are welcome. • *Erika Schär, musician and social therapist, head of the socio-psychiatric institution Anfora in Dornach/CH, lyre teacher at HFHS in Dornach/CH. Council delegate for Switzerland.*

56 Leonhard Schuster

DE The Representative of Humanity – a path to our inner attitude

«For, my dear friends, you would not believe how little it matters what I say or don't say superficially and how relevant it is what I am as an educator.» (Rudolf Steiner, Curative Education Course, Lecture 2). By studying and observing the individual figures of the sculpture we will try to find an inner foundation for our therapeutic practice, and look for it also in the Curative Education Course. • *Leonhard Schuster, house coordinator in a social-therapeutic institution for adults/DE, anthroposophic art therapist.*

57 Christiane Starke

DE The effectiveness of speech in curative education

Using conversation and practical exercises we will explore the therapeutic effect of content, words and sounds. Speech and speaking can be very powerful and promote development from out of a special spiritual space. • *Christiane Starke, has worked as curative educator and speech artist in the residential community Bingenheim/DE for 40 years.*

58 Sabine Tammer

DE/EN/FR Music is my life

Simple improvisation exercises, exploring the sound qualities of wood, metal and stone, looking for a common musical experience, independently of age and education. From the work with children, adolescents and adults in social therapy. • *Sabine Tammer, music therapist and music teacher, house coordinator in the residential community Sassen/DE, over 40 years of studies into the effect of music and improvisation.*

59 Roberta Tazzioli, Sara Colonna

DE/IT **Map of emotions**

We will look at photos and pictures and name the emotions they evoke, trying to find orientation for our everyday feeling life, because feelings are contextualized out of our experiences. They are immediate and real. We will share the experiences we have gained in practice.

Roberta Tazzioli, teacher in the social-therapeutic community LA MONDA/IT. Former Waldorf teacher. • Sara Colonna, head of the social-therapeutic community LA MONDA/IT. Curative educator. Member of the Council's Social Therapy Work Group (STAG).

60 Doris Unger, Jan Göschel

DE/EN/ES **«... in the mirror of the soul is forming itself ...»**

Steiner's «Motto of Social Ethics» describes how the formative processes of individual and community are interwoven. We will explore through exercise, movement, observation, meditation, biographical reflection and conversation how we are mirrored in each other, individually and together, and how this makes development possible. How do I grow through community? How does community grow through me?

Doris Unger, studied sports and education, curative educator and biographical counsellor, teacher of curative education in Latin America and freelance biographical counselling. • Jan Göschel, PhD, curative educator, trainer, studied psychology and education, spacial dynamics practitioner, president of the Camphill Academy/US, member of the Council's leadership team.

61 Holger Wilms

DE/EN **Strengthening trust through team conversations**

For trust to develop in everyday life and communication to be as smooth and factual as possible, team members need to experience relationships subjectively as positive (mood, tone, recognition, fairness, commitment, closeness/distance ...). Collegial relationship problems always impact negatively on the factual level because facts are dominated by relationships (cf. Watzlawick, 1969). Equally, vague arrangements, role assignments and task allocations – in short: unclear structures – tend to lead to confusion at the relationship level, while clear structures protect relationships. • *Holger Wilms, curative educator, journalist. Leadership member in a village community for several years/DE, certified mediator, QM trainer for Ways to Quality, Further training in Group Dynamics with Eberhard Stahl. Council delegate for Germany, member of the Fonds für Heilpädagogik und Sozialtherapie Dornach/CH.*

62 June Yu, Richard She

EN/ZH **Social art for the digital generation**

We hope to share the experiences of working with the digital generation. We will integrate practical situations of the participants. Working with social art and art therapy exercises to support the communication and participation of the learning community. We welcome people who are working with adolescents, or adolescents themselves. *June Yu, Waldorf art teacher and teacher trainer, supporting the initiative of BD farming, curative education and anthroposophic medicine. Recently working at Athena Waldorf Academy in Mingdao University/TW with the ideal of developing a healing community. • Richard She, healer and professional translator. Coordinator of art therapy training in Taiwan.*





The biannual events magazine (Pdf-Download) can be found also there.

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