



Internationale Tagung
für Heilpädagogik
und Sozialtherapie
5.– 9. Oktober 2022
Goetheanum
Dornach

International Conference
for Curative Education
and Social Therapy
5th to 9th October, 2022
Goetheanum
Dornach

Gesundheit auf all deinen Wegen

Verletzlichkeit - Liebe - Gleichgewicht

On the Quest for Health

Vulnerability - Love - Balance



Program	Wednesday, October 5	Thursday, October 6	Friday, October 7	Saturday, October 8	Sunday, October 9
online program					
		9:00	Singing and Common opening	Singing and Common opening	Singing and Common opening
			Interdisciplinary panel on «Love»	Interdisciplinary panel on «Vulnerability»	Interdisciplinary panel on «Balance»
			Small group of conversations	Small group of conversations	Small group of conversations
		10:30	Coffee break		
		11:15	Working groups A	Working groups A	Working groups A
		12:45	Lunch break		
		14:30	Contemplatives Spaces Guided tours through the Goetheanum	Contemplatives Spaces Guided tours through the Goetheanum	Contemplatives Spaces Guided tours through the Goetheanum
	15:00	Break			
	14th Class Lesson				
	16:15	16:15	Working groups B	Working groups B	Working groups B
	Contributors meet				
	18:00 – 20:00	17:45	Dinner break		
	Foundation Stone Meditation in Eurythmy	19:00	Folk dancing with Jannis Lux	Pantomime performance with Bodecker and Neander	Performance "Klangzeiten" by the Goetheanum Eurythmy Ensemble
	Welcome				
	Healing as Dynamic Balance: Moving Between Opposites. Lecture by Gleice Paulino da Silva + Jan Goeschel (EN)	Night Café	Night Café	Night Café	
	Foundation Stone Meditation in Eurythmy				
	Night Café				

* for Members of the School of Spiritual Sciences at the Goetheanum, with Karin Fichtmüller (DE) und Trisha Glover (EN)

15:00

14th Class Lesson

16:15

Contributors meet

18:00 – 20:00

Foundation Stone Meditation in Eurythmy

Welcome

Healing as Dynamic Balance: Moving Between Opposites. Lecture by Gleice Paulino da Silva + Jan Goeschel (EN)

Foundation Stone Meditation in Eurythmy

Night Café

Änderungen vorbehalten! Subject to changes!

Photo: SoSe 2024, So

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Foundation Stone Meditation in Eurythmy

Night Café

Night Café

Night Café

Night Café

Night Café

Night Café

Night Café

Night Café

Night Café

Night Café

Night Café

Night Café

Änderungen vorbehalten/Subject to changes!

Photo: Matthias Seipadage/Deutsches Institut für Eurythmie



Herzlich Willkommen!

We welcome you to this year's international autumn conference at the Goetheanum. Good to have you here!

The conference two years ago was all about lifelong learning: Education – always!

This year's focus will be on our professional interaction with medicine, nursing and therapy, a theme that touches on all aspects of a healthy, mindful, and valuable life and that has inspired the title of this conference: **On the Quest for Health!** We are looking forward to working with you on this theme.

Lectures and conversations on stage At the small autumn conference in 2021 we were able to experiment with new formats: fish-bowl conversations and discussions, spontaneous group processes, but also tried and tested workshops. This led us to reflect with our group of younger colleagues (our “future shapers”) on how something similar could be done at the big conference.

The idea of having “Conversations on Stage” evolved from these reflections: they will take place in the mornings and focus on our three main topics. Almost all colleagues involved in these conversations will also offer workshops where you can find out more about their sphere of work. We are looking forward to welcoming the following colleagues:

Love

Claudia Grah-Wittich (DE), Annika Kern (DE), Jasmin Peschke (DE), Lisa Steingrobe (DE), Tamta Tatulashvili (GE)

Vulnerability

Walter Dahlhaus (DE), Rolf Heine (DE), June Yu Pontius (TW), Jorge Schaffer (AR)

Balance

Lina Maria Reina Gartner (CO), Andrea Kron-Petrovic (DE), Anita Pedersen (DE), Carsten Callesen (USA)

A framework will be provided by deepening lectures. We are pleased that Gleice da Silva and Jan Göschel will introduce us to the conference theme on the first evening, and that Christine Gruwez will share her thoughts and experiences with us at the end of the conference on Sunday morning.

Work groups Here you will find a wide choice of activities related to current anthroposophical approaches in our field of work: phenomenological, medical, therapy- and care-related. There will be in-person workshops as well as a small and fine selection of online offers.

School of Spiritual Science Members of the School of Spiritual Science are warmly invited to attend the 14th Class Lesson on Wednesday, 5 October at 3 pm (EN and GE). You can find out more about the content and forms of the School of Spiritual Science in the Contemplative Spaces.

Contemplative Spaces Our active lunch breaks offer everything your heart may desire, from Rhythmical Massage to Form Drawing to Eurythmy. You can choose a different activity every day. Please put your name down in the lists provided at the information desk.

In person and online We are looking forward to real encounters and the main focus of our conference will be on in-person meetings. In the program overview, the digital formats are marked in yellow.

Meals At the last two conferences all meals were vegan. Because this offer was very popular, we will have the same this year, so we can all eat together!

Art In addition to folk dancing for all – outside, in front of the Goetheanum, if the weather is good – and the evening performances, we have invited two special women: Because many conference members asked for singing in 2020, we will start the day with singing together, led by Anna-Christina Gorbatskova from Berlin/DE. And we will be surprised in unexpected ways by a fool: in her incredibly humorous way, Dawn Nilo from Aesch/CH will mirror to us what she perceives with, in and among us.

We thank all our colleagues who will enrich our conference and share their knowledge and expertise with us.

We look forward to seeing you, to new encounters and a warm reunion!

Sonja Zausch, Jan Göschel and Bart Vanmechelen



morning workshops

1 Nursing together: a path

DE Introduction to work in a residential care house. Description of various illnesses. Theoretical introduction to various nursing practices: holistic nursing, preventative care, therapeutic tools, and end-of-life nursing. Psychological hygiene, relationship management. Practical exercises in everyday care and various prophylactics. • **Daniela Achter (*1977)** and her colleague • **Bettina Kempter (*1969)** have been managing the residential care home Morgenstern, with 16 residents, at the Lebensgemeinschaft Höhenberg in Germany since 2016.

2 Curative educators' health in schools

PT/ES/DE In this workshop, we will take an interdisciplinary approach to inclusion in schools on different levels. Together, we will move from the individual to the societal perspective, so that we can work with our students to create what they need for healthy physical, psychological and spiritual development. • **Marcela Almeyda (*1963)** studied Education Therapy and Curative Education. She works in curative education establishments and at a counseling center. She is the co-founder of the Argentine Seminar for Curative Education and teaches in various training courses in Latin America. • **Bruno Callegaro (*1958)** studied Medicine, and has worked in family practice, in the favelas, and as a school doctor. He is the co-founder of a special school. He currently works as a school doctor, teacher and lecturer in several countries.

3 Research: What does that mean?

DE/
einfache
Sprache Researching together? How does it work? We will present our projects and tell you how we do it, and what we research with whom. We will also think about what we can explore in the future. We will use simple language - all are welcome! • **Ulrike Barth (*1966)** and • **Christiane Drechsler (*1963)** are both Professors of Curative Education and Inclusion at the Institute for Waldorf Education, Inclusion and Interculturality at Alanus University, Mannheim, Germany. With students from the university.

4 Meeting people with autism

DE How do I form relationships with people with autism? What can I learn from people with autism? Understanding autism in general and taking individual, personal differences seriously is an art in any relationship. Personal experiences are welcome. • **Monika Casura (*1960)** works in Basel, Switzerland, and counsels and supports people with autism.

5 Professional vulnerability!

DE Together, we will look for possibilities and limits of „professional vulnerability.“ Daring to allow a moving encounter, dealing with one's own feelings and needs, self-worth and community building. „And the day came when the risk of remaining a bud became more painful than the risk of blossoming.“ (Anaïs Nin) • **Giuseppe Ciraulo (*1971)** is a social educator and adult educator, as well as a lecturer at the HFHS in Dornach, Switzerland.

6 Professional training: Let's go on a journey of discovery together!

DE/NL

Inclusive professional training connects to our own motivation and is a journey of discovery. When we succeed in living in harmony with our own will impulses, vulnerability can emerge. Balance can grow into something that seems unbalanced, and crisis can grow into a challenge to reach more determinedly for our own truth. • **Albert de Vries (*1955)** offers advice and guidance on exploring his own work, and also teaches in cooperation with the Academy for Experiential Learning, in the Netherlands. • **Achim Leibing (*1963)** is a farmer and social therapist, as well as a co-worker at the integrative agricultural community in Loidhold, Austria with a focus on education, among other things.

7 Organizational systems and the role of the co-worker

FR/DE

Co-workers have the daily responsibility of mastering their tasks, each with many facets of social interaction. Their psychological field of tension moves between the poles of perfection and powerlessness. Together, we want to discover the challenges of social work, and the sources of resilience on the individual, team and community levels. • **Katrin Fichtmüller (*1963)** works as a director in La Branche/CH, social educator and art therapist. • **Nuran Kat (*1972)** is a houseparent and social educator. • **Sonia Weber (*1960)** is a social educator and eutony therapist.

8 **Can I really understand you?**

DE/EN We will look at and explore the constitutions of people with trisomy 21, autism and epilepsy, also with the help of exercises for perceiving the etheric. How does a particular person feel in their skin? Can we come closer to this mystery through empathy? Which tendencies can we find within ourselves? We welcome personal examples and your own experiences. • **Gabriele Förster (*1969)** is a physician and osteopath in the Lehenhof Community, in Germany, and the mother of two daughters. She is closely connected to the Camphill communities in Ireland, and is on the faculty of the „Mental Health Seminar“ at Emerson College in the UK. • **Dr. med. Hartwig Volbehr (*1942)** is a psychiatrist who has worked with the development of consciousness and curative education questions for many years. He is active as a consultant in many institutions and works as a lecturer in several countries.

9 **Creating inclusive and healthy living environments**

DE/EN Meetings between people promote creative thinking. And if we can think creatively, we will be able to find solutions and approaches to most of the challenges and needs of daily life. Communities and individuals who are able to engage in these encounters can learn to dismantle barriers in their own minds and in their living environments. This creates free spaces. Anyone who engages with others can experience this. We will practice together to discover how this can succeed. • **Thomas Freiwald (*1966)** has worked in various life-sharing communities and is a teacher at the Sonnenhellweg School in Bielefeld, Germany. He is also the director of the Western Regional Office of the Friends of Waldorf Education [Freunde der Erziehungskunst].

10 **Early intervention: An opportunity for later maturation?**

DE/EN The importance of early support for children with delayed development or behavioral issues, or for those who are threatened with a disability, is increasingly recognized and promoted. In discussion, with the help of exercises, case studies and short videos, we will learn ways to appropriately support children in their development and to support parents in accepting their special task. We will also go over ideas for organizations. • **Claudia Grah-Wittich (*1957)** is a social worker who counsels parents and works in early intervention, and is also a lecturer. • **Stefan Krauch (*1957)** is a social educator who counsels parents and works in early intervention, and is also a lecturer.

11 **Soul health and social experience and activity**

DE Striving for and maintaining soul health is of utmost importance in the human biography. Rudolf Steiner's exercises in this area provide us a broad view of what soul health means: It is an element of our being and our development, not only in our personal life, but also in our professional and social life. We can find these exercises, called „Conditions for mystery schooling“, in Steiner, GA 10, as well as a reference in the Curative Education Course. • **Rüdiger Grimm (*1952)** most recently taught at the Alanus University of Arts and Social Sciences in Alfter, Germany, as Professor of Theory and Methodology in Curative Education. • **Rüdiger Janisch (*1950)** works as a curative educator and Eurythmy Therapist in The Camphill School, Beaver Run, in the USA. He also teaches at the Camphill Academy in the US, which trains curative educators.

12 **Humility as a capacity for the future?**

DE/EN/FR/NL Humility, the capacity to engage in an as-yet-unknown manner of human becoming, also reveals the shared future of the Earth and humanity. Its source is the primal wound with which each human being arrives on Earth, which also represents a first opportunity for love. The experience of powerlessness is a part of it, as well as the courage to break. Only then can second love emerge from the wound. Exercises in conversation and in silence. • **Christine Gruwez (*1942)** is a mother and grandmother, Waldorf teacher and journalist. She holds seminars and lectures worldwide.

13 **Healing and therapeutic work with animals**

DE The Horse Workshop - a therapeutic and inclusive workplace for adults with multiple developmental disabilities. Empathy as the foundation for connecting with an animal in a perceptive and feeling way. Building mindfulness and responsibility through working with an animal. Social balance through empathy, mindfulness and responsibility. Exchange with the participants is an essential part of this workshop. Supervised team members from Hausenhof in Germany will bring their experiences to the workshop. • **Ingrid Hatz (*1962)** has worked in the Camphill community Hausenhof, in Germany, since 1993. In this time, she built and developed the Horse Workshop, to offer adults with special needs a therapeutic and inclusive workplace. • **Margit Kneiske (*1960)** has worked at the Horse Workshop in the Camphill community Hausenhof, in Germany, since 2015. In 2016, she completed a two-and-a-half year gFAB training (certified specialist in work and career promotion). Social learning with animals and human-animal relationships are an important part of her work.

14 **Added value through teamwork**

DE How can we work in a team in such a way that everyone can contribute their abilities? What conditions support us in connecting with challenges, being in new impulses and developing ideas that guide our actions? What does participation mean in the context of teamwork? Discussion group, case anecdotes, and reflection on our own team situation. • **Brigitte Kaldenberg (*1963)** is a lecturer and Director of the HFHS in Dornach, Switzerland.

15 **The fragile balance between being and not being**

DE «I often feel timeless and disembodied, not bound by time and space. However, I do not feel detached, but rather an integral part of the Earth and nature. (...) I know no abstraction of myself. I can only be as I am» from Pascale Karlin's book on the insider's perspective on living with autism. • **Pascale Karlin (*1969)** works as an autism consultant, author and social educator in Switzerland.

16 **Experiences of hitting our limits as**DE **impulses for biographical development**

In our biography, we often face crises, challenges and experiences of hitting our limits. Through conversation and exercises, we can find a deeper understanding, acceptance and approaches to dealing with them. • **Andrea Kron-Petrovic (*1961)** has worked as a social psychiatrist for around 35 years, and as a senior staff member at Porta e.V. in Wuppertal, Germany for 27 years. She is also a guest lecturer in vocational and continuing education.

17 **Life- and worksharing community in dialogue**

DE/EN The Youth Section of the Goetheanum is currently conducting a research project on life- and worksharing communities based on the example of three German establishments: Altenschlirf, Münzgunhof and Sassen-Richthof. Based on the results of our research with the three communities, we will make a presentation followed by space for dialogue. The questions we will focus on relate to the central characteristics of life- and worksharing communities and their future potential. • **Johannes Kronenberg (*1991, NL)** and **Ioana Viscrianu (*1988, RUM)** have been working at the Youth Section of the Goetheanum, in Switzerland for several years. Since 2021, they have been working together on a research project on work- and lifesharing communities.

18 **How do we ignite the flame of community and keep it burning?**

DE/EN/ES

In this workshop we will take a journey to the land of the hummingbird in Latin America. We will discover together why it is necessary to build Camphill communities here and what challenges this brings. How can a collaborative space be created between different people with different backgrounds, traditions and cultures? What special skills can we find and develop for this? • **Lina Maria Reina Gartner (*1982, COL)** is a psychologist and curative educator (Camphill Schools Aberdeen). In 2013, she founded the Camphill community Acqua Linda in Columbia, and is its director. • **Dennis Löffler (*1985, DE)**, is a rehabilitation educator and works as a class teacher and crafts teacher in Argentina. He is involved with building a Camphill community in Argentina. He is a member of „Creators of the Future“, a Council working group.

19 **Dealing with grief in a healthy and loving way**

DE

Losing loved ones throws us off our balance. Grieving shows us our vulnerability. We will work with the health-promoting grief support model „Feeling.Living.Learning.“® [Gefühle.Leben.Lernen.®] We will learn how, using appropriate and simple measures, we can create conditions and use resources to give those working through grief safe space to express themselves in everyday professional and private life. We will try out the effects of the creative tools and methods on ourselves. We can learn to experience safety and ease in our encounters with grief. • **Monica Lonoce (*1961, CH)**, MAS in Prevention and Health Promotion, developed an approach to healthy grieving after the death of her twin daughters. She is an author and gives courses on the subject.

20 **Healthy organization, healthy self**

DE/EN

We want to work out with the participants what a modern organization in the field of social therapy needs to support and promote the health and well-being of its co-workers. We will look at organizational development and forms of organizations, and then use practical examples, in dialogue, to address the topics of the day. • **Wibke Lösken-Sturm (*1995)** discovered her passion for inclusive and holistic community living during her time as a volunteer at the Camphill Community Clanabogen in the UK. She has now lived and worked there for seven years. She is currently studying Intercultural Management. • **Martin Sturm (*1965)** grew up in a Camphill community on Lake Constance, trained in agriculture, and has lived and worked in the Camphill Community Clanabogen, in the UK, for over 30 years. He has taken on various tasks over the years in the worldwide Camphill movement.

21 Perspectives on nutrition in anthroposophic curative education

DE/EN

The connection between nutrition, therapy and agriculture is the foundation of health. We will look at human beings and plants in their threefoldness and fourfoldness. All of our senses will be addressed, to help us find our balanced center. With tastings. • **Anita Pedersen (*1961)** is a nutritionist and curative education nurse. Since 1993 she has been working inclusively in anthroposophic social therapy, currently at the Lautenbach lifesharing community in Germany.

22 Individual and community resilience

DE

Today, individuals and social communities are increasingly exposed to stresses that can become biographical crises for them. It is not always possible to emerge from them wiser or stronger. Using the results of research on resilience, we will look for elements that can show us ways of dealing with stressful situations and link them to the anthroposophic view of the human being. We will explore the social form of communities and contrast it with the view of the human being. From there, we will develop ideas together that can strengthen the forces of resistance and self-healing. • **Udo Pfeil (*1965)** from Switzerland, has many years of experience with social therapy, as well as leadership experience and training in organizational development. • **Freia Adam (*1961)** has many years of experience as a social therapist, as well as leadership experience. She is currently in charge of health care and nursing in the Lautenbach community in Germany.

23 Vulnerability in young people

DE/ES

In this workshop, we will consider and learn about the vulnerability and neglect of young people in different areas of life and realities. What does it look like in the world? What can we do about it? How can we activate forces of resilience? Theory and practice toward the future. • **Jorge Schaffer (*1961)** has worked for many years in various socially neglected sectors (children's and youth institutions, prisons, poverty zones, etc.). He is co-founder of Proyecto Meulén, a social therapeutic facility in Argentina, and member of the national and international emergency education team. He is also a lecturer at the Waldorf Teachers' Seminar in Argentina. • **Maria Teresa Cicuéndez Perez (*1966)** is an educator, teacher of children and adolescents in state institutions in a variety of settings and contexts, public school staff for adolescents with autism and member of Spain's emergency education team.

24 How can we shape healthy generational change?

DE/EN/RU

We will present processes for a successful transition of responsibility into young hands. We want to explore the question of how the new can emerge without throwing out long years of experience. What does one side need in order to confidently let go of responsibility, and what does the other side need in order to take the initiative and assume responsibility? How does each person involved experience appreciation and how do old and new leaders find their valued place? Through a series of exercises, participants can work on solutions to their questions. • **Marina Shostak (*1947)** founded the Michael School, a school for children with severe disabilities, in Tbilisi, Georgia. Today, it is still the only school for students with special needs in Georgia. • **Nina Gelashvili (*1987)** attended the Waldorf school in Tbilisi, Georgia, studied mathematics in Vienna, Austria, and is working toward management of the Pedagogical Center (CPT) and the Michael School in Georgia. • **Janette Gülder-Neuhaus (*1954, DE)** has years of experience in the supervision of schools in curative education.

25 Inclusive health: Shaping development in a healthy way

DE

Some people say: I am healthy if I have no impairments. But is that true? We want to take a broader look at health. I am healthy when I can develop ... when I can share this path with others ... when I look forward to the future. To this end, we will learn the "U-Health" method. It will help us discover our sources of strength so that we can develop. • **Ludger Schulte-Remmert (*1967)** is a curative educator in the Schloss Hamborn Rudolf Steiner Werkgemeinschaft [working community] e.V. in Germany, as well as the founder and a board member of the inclusive community project «Dorf mit Zukunft e.V.» [«Village with a Future»] in Dedinghausen, Germany. • **Jenny Spieker (*1978)** is a social educator and head of the outpatient service «Independent Living with Assistance» of the Schloss Hamborn Rudolf Steiner Werkgemeinschaft e.V., in Germany. The focus of her work is psychosocial and therapeutic support for people in need of assistance.

26 **The human being, balanced between
DE the six constitutions**

Based on the 3rd, 4th and 5th lectures of the Curative Education Course and the lecture „The invisible human being within us“ (GA 221, 11.2.1923), we want to explore the six constitutions and also place them in the context of the sculpture group of the Representative of Humanity. • After completing his degree in Architecture, **Leonhard Schuster (*1970)** worked as a lead construction architect for six years while completing further training as an anthroposophic art therapist. He has worked as a social therapist and householder for the last 21 years.

27 **Building relationships with children with special needs**

DE We will focus on possibilities for interaction with children with special needs. How do we build and maintain relationships with them? Love between parents and children: How can we deepen and develop it despite difficulty in communicating? How can we create heart forces and focus on relationship rather than performance? • **Lisa Steingrobe (*1991)** is Director of Interdisciplinary Early Intervention at Haus Mignon e.V. in Germany. • **Nursen Gülbeyaz (*1972)** is a curative educator in early intervention at Haus Mignon in Germany.

28 **Interdisciplinary collaboration:
DE/EN From diagnosis to life design**

In our work, we encounter people with various forms of behavior. This can be a challenge to us as we support them. What is the cause of a given behavior? We need to make a diagnosis in order to look deeper and see the person behind it. The picture we develop together can become a foundation; we can design a healing environment for the individual. In order for the whole human being to appear, we need multiple perspectives. • **Bart Vanmechelen (*1963, BE)** is a member of the Council's leadership team and is active in anthroposophic curative education and social therapy in Belgium. He has been involved in the School for Spiritual Science for many years. • **Walter Dahlhaus (*1953)** is a curative educator, psychiatrist and psychotherapist. He has his own practice in Germany, where he treats people with special needs who also have mental illness. He is involved with various organizations.



afternoon

29 **The art of healing movement**

EN To find balance in our personal and therapeutic work gestures in life, we can look for ways to help us connect with our inner being of movement. This realm is the creative space of love, where the in-between spaces can become seeds of inner development and capacity. We will engage in movement experiences to access this inner, vulnerable space. • **Carsten Callesen (*1965)** has lived and worked at the Camphill School USA since 1992, and is their Director of Medical and Therapeutic Services. He is a lecturer at the Camphill Academy USA and a Eurythmy Therapist. He is currently also studying nursing.

30 **The body in motion, with Bothmer gymnastics and eutony**

EN/FR/ES

We will practice movement and share our experiences, and experience different practice situations where we can choose to be active or not. We will enter into a relationship with each bodily structure (skin, muscles, bones) in its function, in posture, and in gesture. We will try to feel ourselves in space and move as we become aware of our bodies and the bodies of others in the group. Please wear warm and comfortable clothes, with socks. • **Jessie Delage (*1952, FR)** is a Bothmer gymnastics and eutony teacher and therapist. She teaches in curative education training courses and works all over the world.

31 **Living the future NOW**

DE/EN/NL

«At rest in the heart - and always connected with the heavenly light.» Presence means being poised between the past and the future ... this requires daily practice and is often a balancing act. The global process of change - how is it reflected in the condition of human beings with disabilities? Empathy, connection and love are ways of successfully accompanying one another. • **Brigitta Fankhauser (*1951)** has a degree in Curative Education and worked at the Humanushaus Foundation in Rubigen, Switzerland for 30 years. For the last 10 years, she has had her own practice for biography work and counseling in Worb, Switzerland. • **Domenig Christian Gaegauf (*1982)** has many years of experience in various establishments. He lives in his own apartment, with assistance, in Langenbruck, Switzerland.

32 **Singing makes you happy!**

DE/EN/RU

Singing together connects us. We will start with an enlivening and balancing warm-up, followed by playful sound experiments and easy improvisation exercises to intensify our shared singing experience and our experience of actively listening to our own vocalizations, as well as to experience the balancing power of singing together in a group. Then we will sing songs from all over the world, learning a repertoire of songs that we can take with us to sing with others. All are welcome, including those who can't or do not want to sing themselves, but want to simply be present and experience the sound. • **Anna-Christina Gorbatschova (*1972)** studied music education, choir directing, and vocal performance. She performs artistically and teaches voice, and also directs several choirs and ensembles in Berlin, Germany.

33 **Experience dynamic lemniscates through eurythmy!**

DE

We will practice and experience the fundamentally beneficial and elemental movements at the intersection of gymnastic and eurythmic movement. They can increase stability, warm up our arms and legs, deepen our breathing, fill us with an experience of being present, and support us emotionally. In this way, macrocosmic forces can work deeply into our metabolic processes. Please wear comfortable shoes. • **Edith Halsmeyer (*1955)** is a physiotherapist, Rhythmic Massage therapist, and Eurythmy Therapist. She works in social therapy in Leimbach, Switzerland.

34 **From compassion to perception**

DE/EN

How can we become capable of compassion? Do our own wounds promote or inhibit our perception of others' suffering? How does a sensory organ form from a wound? How do we maintain our vulnerability? • **Rolf Heine (*1960, DE)** is a health and nursing professional and coordinator of the International Forum for Anthroposophic Nursing.

35 **Conscious conversations, diversity and health equity**

EN

We will build a conversation space around ethnicity, health equity, and social well-being using the Conscious Conversations method: a four-step process that constructively dissolves biases to address conflict or disagreement. In this time of increasing polarization and conflict in the world, we will facilitate conversational culture that is free of judgment and characterized by curiosity and interest. Strengthening our capacity for dialogue and understanding allows us to embrace diversity and respect each other's differences and abilities. • **Anya Hobley (*1977)** is a Waldorf school graduate from the USA who studied Health Education and has volunteered in numerous Camphill communities and health organizations. She is a social therapist, and works with various communities on the topic of health equity.

36 **Rhythms in clowning**

DE/EN

Habit strengthens us, but departing from it refreshes us! This workshop will show us how to perceive ourselves from a different perspective. The being of a clown is lovingly turned towards her or his environment, is open to everything, and fails over and over until a new balance has been achieved. The clown's empathic approach to everything she or he encounters has a salutogenetic effect: Clown play is an expression of health in the human being! We will dive into rhythms of clown play, move in space and interact with objects in a different way than we are used to! Spectators are also welcome. • **Sebastian Jüngel (*1969)** completed clown training with Yve Stöcklin in Switzerland. He also works in communication at the Goetheanum in Dornach and as a writer. • **Gabriela Jüngel (*1968)** completed clown training with Yve Stöcklin in Switzerland. She also works as a eurythmist, Eurythmy Therapist, and as a religion teacher at the Christian Community.

37 **Salutogenesis and anthroposophic study of the human being: Theory and practice**

DE/EN

Salutogenesis as a model, anthroposophic study of the human being as essential knowledge, and their cross-fertilization in work in organizations. • **Udi Levy (*1952)** is a retired social educator, founder of an establishment in Israel, head of an establishment in Switzerland, and gives seminars and lectures, as well as publishing widely.

38 **Listen - hear - resonate**

DE/EN/
multi-
lingual Sharing experiences and techniques of listening, hearing and resonating that contribute to a more creative everyday practice in our communities. How can musical play, song and movement help us find our way into the future? Bring an instrument if you like! • **Anne Kantola (*1958)** is a curative educator (Finland) and music therapist (Germany). She worked for several years at Camphill Sylvia-koti in Finland, and currently works at Marjatta School in Finland.

39 **I feel what you feel!**

RU/EN I feel what you feel! - We can discover this world together. The idea of inclusion is not new, but how deeply can we incorporate it when we only have the standard experience of an average person? We will play a series of social games that allow us to experience what people with special needs might feel on a daily basis. This unique approach offers many insights and allows us to experience inclusion from the inside and outside and vice versa. • **Nurisa Khisamova (*1987)** is a curative education teacher for preschool and school children with learning difficulties and special needs. She is the founder of the first inclusive Waldorf kindergarten in Kazan, Russia, and co-organizer of an anthroposophic curative education seminar in the Russian-speaking region (2019-2021). • **Svetlana Sbitneva (*1980, RU)** is a curative education teacher for school children with learning difficulties and special needs.

40 **The pedagogical principle**

DE We will look at the effects of the pedagogical principle from the perspective of our own health and the healthy development of the people around us. We will introduce the question: How can I strengthen my constitutional elements? And we will work as a group to assemble a small «preventive and emergency kit.» • **Helga Macek (*1962, CH)** is an anthroposophically trained curative educator. She also has a degree from a state-run teacher training college as well as a degree in Educational Psychology, Education, and Theater Studies.

41 **Metal colored light - encounter - I and community**

DE/EN By means of colored glass experiences and artistic exercises we will let the metals manganese, gold, iron and copper stimulate different resonances in us. Through the metal-color-light-glasses, the metals will reveal their qualities to us. They stimulate inner processes of transformation and facilitate healing within us, as well as mobilizing new forces in the community for the current health and social situation. Conversations about the created images and words. Examples from metal colored light therapy. • **Friedlinde Meier (*1958)** is trained in Eurythmy Therapy and colored light therapy. She teaches in training courses for speech formation and eurythmy, in schools, and works in curative education. Since 2014 she has been coordinating the metal colored light therapy and training course at Lichtblick e.V. in Schwörstadt, Germany.

42 **Capturing the colors of fairy tales in felt**

DE/ES We will work with a story from the Brothers Grimm to create a picture using felting techniques. To do this, we will use a wool layering technique that allows for a non-woven fabric texture. The inclusion of colors will create relief and texture. Felting involves movement, touch, rhythm, warmth. There are smells and colors that combine to create an image. Felting pure wool allows for organic development of willpower, emotions, and healthy thinking. With or without previous knowledge of felting. • **Anabella Odetto (*1972)** is a music therapist and felt artist who works with her artistic skills in anthroposophic contexts in Argentina. • **Reinaldo Pérez (*1978, VEN)** is translating the working group and since 3 years working in Sonnehof Arlesheim/CH.

43 **Observing, perceiving**

DE/EN We will work with exercises in perception and painting complementary colors. We will visit the sculpture of the Representative of the Human Being at the Goetheanum, specifically noticing the face based on the themes of the days: vulnerability, love, balance. What am I looking at; what do I perceive? On the following day we will paint the afterimage. Please dress for painting. • **Ulrike Panhorst (*1965)**, Camphill Vidaråsen Landsby (Norway). Besides social therapy, visual art is for her a well of discovery, joy and development. She lived as a freelance artist in the Netherlands, Denmark and Germany from 1995-2010.

44 **Healing sources of strength in the garden**multi-
lingual

»Holding a seed in my warming hands. It grows in the gentle earth under the sun and twinkling stars. And I, too, am unfolding. With thoughts in my head - they deepen like roots. With the touch of branches and leaves - they broaden me. In the twilight, our dreams transform - they are fragrant, like blossoms.« We experience the interrelation between growing plants and the becoming human being. The garden as a place of healthy and healing balance: It offers active work and contemplative moments. We will also go out into nature – please wear weatherproof clothing. • **Irina Paparo (*1978)** is a geographer and agronomist and co-founder of the inclusive learning farm SOFERA in Bulgaria. • A landscape gardener, **Gloria Marinova (*1993)** is working on a project focused on biodiversity and species conservation on biodynamically managed farms and exploring new social forms of living and working.

45 **Nutrition as an encounter**

DE/EN

Nutrition is more than the intake of nutrients in the recommended amounts. Nutrition is also the encounter with food, for example through sensory perception, and also through enjoyment. The basis for a healthy and enriching encounter is a strong counterpart and mindful “togetherness.” In this workshop, we will explore the encounter with food, taste different qualities of products and get an impression of what really nourishes us. • **Jasmin Peschke (*1963)** holds a doctorate in nutritional science and is head of the Department of Nutrition, Agriculture Section at the Goetheanum in Switzerland. Her work focuses on the effect of healthy, authentic foods, produced in healthy soils, processed in healthy conditions, on the healthy development of human beings.

46 **Balance through speech sounds**

DE

Therapeutic speech formation, Eurythmy Therapy and chiropophonics are forms of therapy used in different ways in curative education. All three therapies work with speech sounds as the central medium. In this workshop, we will discuss differences and similarities in approach through demonstration and discussion, and develop treatment approaches based on concrete examples from curative education relating to the theme of the conference. • **Stephan Rex (*1953)** has been working as a freelance therapist for chiropophonics in Aachen, Germany, since 2011. In addition to adults, he also treats children at the curative Parzival School in Aachen. • **Dorothea Kuhne (*1956)** has worked for 22 years as a curative education nurse in Bonnewitz, Germany, providing services at home, school, and in therapy (chiropophonics).

47 **Say goodbye and heal**

DE

The connection to loved ones who have died can have a significant influence on our lives. The deceased sometimes depend on our help to make their way in the spiritual world more easily. How does the memory of the deceased live on in our organizations, and in ourselves? We want to open up a realm of experience with the help of a ritual using sound improvisation, spoken texts, songs, silence and a labyrinth. • **Martin Rothkegel (*1959)** is a social therapist (Germany) and has been engaged in various tasks in the field of integration support for 26 years. • **Heiko von Steuben (*1977)** is a social educator and is head of Outpatient Services at ZusammenLeben e.V., in Germany.

48 **Drawing in connection with the “seven conditions“**

EN/ES

How can we remain engaged and steadfast in our meditative practice? Working with the „seven conditions“ (from R. Steiner: How to Know Higher Worlds) through movement, conversation and drawing can enliven and energize our inner work. Participants will create a weekly artistic schedule that supports consistency in practice. Guidance for personal reflection on each of the conditions provides opportunities to strengthen a sense of relevance and purpose. No artistic experience is required. • **Becky Rutherford (*1949, USA)** is a retired curative educator, international lecturer, Camphill Academy Emerita, and has 50 years of experience using the arts as a means of deepening understanding in many school and anthroposophic settings.

49 **Searching for anthroposophy - outside and inside**

DE/EN

What is anthroposophy? Where do I encounter anthroposophy in my everyday life? How can I nurture and deepen it? Where can and do I want to connect? We want to perceive, move and deepen these questions. A course for beginners. • **Sebastian Schöning (*1975)** accompanies biographies in his work, experiences changes, co-designs and develops. He lives the search for a good, present and inspiring approach to anthroposophy. • Since her childhood, **Lisa Grabsch (*1981)** has been surrounded by anthroposophy, has benefited from it and is inspired by it in her life and work at Lantern (Camphill) Community, Ringwood, UK. She is a delegate of the Council for England and Wales.

50 **Discover the world - meet yourself**

DE/EN

Through playful, creative exercises we will go on a journey of discovery. We will explore what is nourishing and supportive about love and vulnerability in connection with ourselves and in the community and balance between the worlds. We will explore these phenomena, how they influence each other and where they meet us. We will bring lively impulses from our educational experience in the International Volunteer Services. • **Friederike Steffens (*1988)** is a workshop leader, educational supervisor of volunteer services, creative and somatic researcher of social and regenerative cultures, social educator, dancer, performer, and clown. • **Sabine von Zastrow (*1981)** is a workshop leader, educational supervisor of volunteer services, and has a degree in social education.

51 **I am at home in myself - Rhythmic Massage**

DE

We will experience the qualities of healing touch, rhythm, breathing and warmth by practicing and perceiving together. Rhythmic Massage, with its areas of application, will be presented in practice and participants will have the opportunity to try out the special techniques. Together, we will approach the questions of how Rhythmic Massage can help us to become healthy, stay healthy and be „at home“ within ourselves. • **Regine Uhlenhoff (*1957)** is a curative educator, therapist and instructor of Rhythmic Massage, and an MSc in Complementary Health Sciences. She lives and works in Marburg, Germany, and has been working for many years at a curative education school, offering developmental support and assistance through Rhythmic Massage.

52 **Boosting health throughout life**

DE

How can we find ways to strengthen our health? People with special needs require assistance with this. We will look at the supportive quality of nursing/therapy and will experience this in conversation and through exercises: through physical touch, through stimulation of the lower senses, and through small therapeutic elements, such as a sound bath. Participants should be open to physical touch. • **Elke Zech (*1961)**, BA in nursing education and curative education nurse, has many years of experience accompanying elderly people with special needs and children/adolescents, as well as lecturing on theory and practice (Germany).

53 **Creating balance - anthropophonetics in curative education**

DE

Many things can throw the human being off balance. Anthropophonetics offers a wonderful way to touch the depths of the soul so that it can breathe in a balanced way again. We will experience in practice how exercises can support the human being. The focus will be on traumatic and particularly challenging situations. • **Anna Zeiß (*1979)** is a school administrator for Anthropophonetics in Germany, a therapist and an alternative practitioner. She has worked with anthropophonetics since 2009, including as a lecturer. • **Svenja Seeberger (*1967)** has been a Waldorf teacher since 1993. She has worked with anthropophonetics since 2012, including as a lecturer.

54 **Social art**

EN/ES/IT

We will create experiences as a group in order to understand the relationship between human beings - the art of the future. Through weaving with all kinds of materials and nature, we can make visible the relationship between human beings, creating a simple and intense community experience. • **Barbara Valentin Zorrilla (*1984)** is a social and contemporary artist. She is Spanish and works as a weaving artist and designer at Casa Loïc, the first location for social therapy in Italy. • **Anibal Comparin (*1965)** is a lecturer in social therapy. He is the coordinator of Casa Loïc in Italy.

55 **Healing stories**

EN Stories can be used as a motif to understand our own feelings and crises, but also to understand what is happening in the lives of the people we work with. Participants are encouraged to tell, write and read stories. We will use different methods to engage with truth in the realm of imagination through the heart/feeling space instead of the head/thinking space. • **Gleice Da Silva (*1985)** is a class teacher at The Camphill School, Beaver Run, in the USA. She currently teaches curative educational storytelling to students at The Camphill Academy, USA.

56 **Forming relationships as a therapeutic means of healing**

DE Carl R. Rogers, the founder of person-centered psychotherapy, claimed and demonstrated that forming a relationship makes an essential contribution to the recovery and further development of the human being. We will learn about person-centered methods of forming relationships and try them out with concrete examples, such as role-playing. We will then examine the basic assumptions about the human being expressed in these methods and relate them to anthroposophic social therapy. • **Gisela Erdin (*1955)** has a degree in Education, Psychology and Sociology, a Masters in Counseling, and a PhD in Social Sciences. She works in establishments for people with special needs and is a lecturer in Curative Education at Alanus University in Germany.

57 **Communities of the future**

multi-lingual How can we further develop the impulse of social renewal and design new ways of living together in today's world? Questions like these inspired us to study the book „Camphill and the Future“ by Dan McKanan.

We invite you to reflect with us, a young international group of colleagues who have been working and researching together digitally since October 2021, on the first seeds of ideas that live in our regular group conversations. With the will to design and realize communities of the future, we would like to expand the circle of our study group (colleagues aged up to 40). • **Liia Ivanova/RU** • **Dennis Löffler/AR** • **Wiebke Lösken-Sturm/UK** • **Martin Schwarz/UK** • **Veronika Turcanova/SK**

58 **Conversations about the conference topics**

EN We will engage with the theme of the conference. Based on the lectures and morning contributions as well as our personal experiences and encounters during the conference, we will enter into conversation. Together we will discover what new insights, ideas and questions we can find. • **Dr. phil. Jan Göschel (*1974, DE)** is a member of the Council's leadership team and President of Camphill Academy, USA. He lives in the Camphill school community Beaver Run in Pennsylvania, USA.

Managing risks between vulnerability and balance

59 DE/EN The aim of this workshop is to raise awareness of how to recognize and work through risks in organizations and to develop ways of dealing with them with the help of guidelines.

Organizational analysis is based on the compass of the twelve work areas in „Paths to Quality“ [„Wege zur Qualität“]. The workshop is aimed leaders in our field of work. • **Dr. Gerhard Herz (*1945)** is a member of the board of Münzinghof e.V. and Anthropoi Netzwerk bayerischer Einrichtungen, in Germany. He has been active for many years in training and in the organization of curative education and social therapy establishments, both nationally and throughout Europe.

60 **ICF and anthroposophic social work**

DE The ICF is a World Health Organization (WHO) model for classifying the level of functioning, disability and health of any human being. In disability care, the ICF is used both to determine the need for assistance of an individual and to define the goals (effectiveness intentions) of the appropriate support services. What scope does the ICF's bio-psycho-social approach yield for an anthroposophic understanding of the human being? And what possibilities are there for anthroposophic social work to present its holistic design approaches using the ICF system? For participation in the workshop it is helpful to have heard of the ICF before, but not a prerequisite. • **Hans-Ulrich Kretschmer (*1962)** is active as head of the evaluation company Confidentia (Basel, Switzerland), project leader of «Effectiveness Evaluation, Anthroposophic Social Work» and co-author of «Wirkung-Wirksamkeit-ICF» (both Anthropoi Bundesverband, Germany), and co-editor of «The Culture and Science of Relational Services» (Verlag am Goetheanum).

digital

61 Emergency education: Flowing in the moment

DE/EN Living on the edge: Traumatic experiences are boundary experiences that offer both opportunities and risks. Whether we are able to stay present and in the flow in critical moments often determines whether an event is experienced as an opportunity or a hindrance. We will look at some insights into trauma, and we will also move and try to become present and in the flow through movement and games, with the goal of learning what we can take with us into our daily work from these moments. • **Lukas Mall (*1984)** is a trained carpenter, social worker and experiential educator. His first emergency education mission was to the Gaza Strip in 2009. He has been a school social worker since 2010 and currently accompanies emergency education missions with Freunde der Erziehungskunst, Germany. • **Fiona Bay (*1988)** is a health and nursing professional with an MA in International Public Health, has experience in the Filderlinik (Germany) and with Doctors without Borders as well as in emergency education projects. She works in the field of emergency education with the Friends of Waldorf Education, Germany.

62 Creative research with artistic materials

DE/EN/FR How can we work with topics and questions from the conference with artistic media and creative processes? We will find out on a practical and concrete level in this workshop through creative impulses and guided artistic exercises. Individual processes with color, form, movement, word, voice, sound, etc. are intended to enliven learning processes, unfold creative potential, awaken joy in artistic creation and promote an enriching exchange. Low-threshold, playful approach. • **Lea Ritter (*1978, DE)** is a passionate creative learning process facilitator, trained curative education teacher and practice instructor. Her 10 years of experience as a training supervisor and lecturer complement her artistic foundations of an MA in Social Sculpture and her training as an art coach.

63 Development issues for authentic leadership

DE/EN/ES How can we emphasize, manifest and sustain our authentic leadership in social enterprises? How can we inspire and foster the same in our employees and other stakeholders? What conditions in our communities and organizations might enable individuals to develop and transform authentic leadership in daily practice? • **Joan Sleigh (*1962)** grew up in a Camphill village community in South Africa. Studies and professional experience as Waldorf teacher and lecturer in Cape Town. Seven years on the board of the AAG at the Goetheanum in Dornach, Switzerland, including project management of the World Social Initiative Forum (WSIF). Her life goal is to design meeting spaces for intercultural perception: «Meeting in between spaces.» • And the team of the World Social Initiative Forum.

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Interpretation and languages All lectures and conversations on stage will be interpreted into German, English, Spanish, and Russian. We are also happy to offer Dutch, French, Italian, and Chinese interpretation if a sufficient number of people requiring these languages registers for the conference. Please let us know soon (by September 5, 2022), so that we have an idea of numbers. If you register after that date, we may not be able to meet your interpretation needs. We ask all contributors to use simple, clear language and avoid complex sentences, technical terms, irony and other unusual forms of speech.

Help with travel costs Visitors from financially weak or faraway countries can apply for help with travel costs. Please use our online form to apply to the Council office by August 8, 2022 at the latest. You find a link to the form on the Council homepage. Please wait for confirmation before planning your journey.

Information for wheelchair users We cannot guarantee that all rooms and equipment are wheelchair friendly. If you have questions please contact the Council office so we can find solutions together.

Registration Please use the Goetheanum's online platform for registration. If you do not have digital access, please phone the Goetheanum Reception.

<https://www.goetheanum.org/en/on-the-quest-for-health>

Conference fee

In-person attendance: solidarity fee 700 CHF, standard 460 CHF, reduced 350 CHF, lunch included.
Online attendance: recommended 220 CHF, reduced 190 CHF.
If you attend with another person with or without support needs you can book a reduced tandem ticket.

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