



**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**online  
as well

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!**

*unfortunately cancelled due to the current situation*

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, 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.* • *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 Jan Göschel  
EN **Conversation on morning lectures**

online  
as well

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. • *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.*

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**

*unfortunately cancelled due to the current situation*

19 Reem Mouawad

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

*unfortunately cancelled due to the current situation*

20 Myriam Orrillo, Marcela Almeyda

ES **Learning with inclusion**

*unfortunately cancelled due to the current situation*

21 Florian Osswald

DE/EN **Discovering life as a chance for learning**

online  
as well

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**

*unfortunately cancelled due to the current situation*

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**

*unfortunately cancelled due to the current situation*

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 + 28 Angelika Schade, Manfred Trautwein,  
DE/EN Ludger Schulte-Remmert, Jenny Spieker

**Gross National Happiness –  
Inclusion in communities for the future**

*Workshop 27 will be merged with workshop 28.*

On the basis of Gross National Happiness, the question is posed as to what contribution anthroposophical social-therapeutic villages and communities can make to a happy life in a social community and to an inclusive society. It is about developing a personal understanding of the concept of Gross National Happiness. How then can inclusion provide impetus for sustainable villages and neighbourhoods? What practical answers can we find on the ground for socially and ecologically sustainable development? • *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.* • *Ludger Schulte-Remmert, works at Rudolf Steiner Werkgemeinschaft Schloss Hamborn/DE. Initiator and board member of the inclusive community project in Dedinghausen/DE.* • *Jenny Spieker, co-worker at Schloss Hamborn/DE.*

29 Marina Shostak, Tamara Isaeva, Valeriya Medvedeva

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

*unfortunately cancelled due to the current situation*

30 Heiko von Steuben, Birgit Bock

DE **Self-administration in flux**

*unfortunately cancelled due to the current situation*

31 Tobias Zahn, Frank Birk

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

*unfortunately cancelled due to the current situation*