

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 Irmeler

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 Irmeler, 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 Sevengarden 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.*

