



**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 Anthropoi 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 Werkgemeinschaft 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.*