

# **Asia-Pacific Curative Education and Social Therapy Training**

## **(3 years 6 months)**

### **Bangkok, Thailand**

**organized by Anthroposophic Medicine Association Thailand**  
**with support from the Camphill Academy, USA, and from the**  
**Anthroposophic Council for Inclusive Social Development, Goetheanum, Switzerland**

In 1924, Dr. Rudolf Steiner gave 12 Lectures on “Curative Education” at the Goetheanum in Dornach, Switzerland. The content of the lectures consisted of a holistic understanding of people with special needs, and guidance in education and healing from an anthroposophic perspective. This series of lectures became a source of knowledge and inspiration for doctors, teachers, and therapists whose work concerns children with special needs.

Nowadays, the movement of curative education and social therapy has extended to many parts of the world, including the Asian Pacific region, regardless of political, social, cultural and religious background. The movement shares the healing educational impulse in various shapes and forms such as Waldorf Schools with inclusive programs, schools for children with special needs, vocational centers, living communities for adults with special needs, curative education and social therapy training centers, international conferences for professionals and adults with special needs, the International Training Circle (and research projects) and the Anthroposophic Council for Inclusive Social Development.

In Commemoration of the 100th Anniversary of the Curative Education Course in 2024, we would like to welcome all of you who have an interest in the art and science of Curative Education and Social Therapy to participate in our long-term training (3 years and 6 months) in order to make a difference in the life of your family member, your students, your community and society. Meeting the needs of our time, with an increasing number of children with special needs globally, poses many challenges, which include the lack of personnel and professionals who have a holistic understanding of people with special needs. Moreover, there are more and more specific needs and cares for each individual which reflects the urgent need of healing for the whole human community.

Most importantly, we wish that the participants can help creating an environment in which each individual with special needs has a chance to develop themselves, unfold their hidden capacities, gain respect and be valued in life. We want to enable participants to be creative and take an active role in the community and in a social development which leads us all to love, compassion and peace.

### **Goals**

- Participants will develop the skills, knowledge, understanding, attitudes, and practices needed to incorporate the principles of anthroposophic curative education and social therapy into their existing professional practice and transform their practice accordingly.
- Participants will develop a sense of self-responsibility and social responsibility.
- Participants can create a network of learning community in the Asia-Pacific Region, based on the knowledge of curative education and social therapy.



## Audience

- Individuals connected with the curative education and social therapy initiatives in Thailand and the Asia-Pacific Region
- Professionals active in the disabilities field (teachers, physicians, psychiatrists, social workers, therapists, psychologists etc.)
- Parents, family members and caregivers
- Individuals interested in curative education and social therapy

## Prerequisites

- must be at least 21 years old
  - Good physical and mental health
  - Reverence for humanity
  - Good command of English
  - Interested and enthusiastic in self development
  - Interested in curative education and social therapy
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## Structure

- Seven modules over 3 years and 6 months. Each module consists of 7-day onsite study.
  - Once per month, each group has a 3-hour Zoom tutorial with a core faculty member, which focuses on the practical portion of the training (4 times/Module).
  - Participants are expected to incorporate aspects of the training into their ongoing professional practice, document this, reflect, and share with the group. Guidance given by faculty.
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## Assessment

- Homework in each module
  - Interview by core faculty
  - Quality of participation in each module
  - Attendance of at least 80 percent of the whole study unit
  - Field work, completion of Final Project
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## Certification

- The organizers will apply for recognition of the program by the International Training Council (Anthroposophic Council for Inclusive Social Development) at completion of the cycle.
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# Module 1: Human Development through the Lifespan

October 16-22, 2023      Key Faculty: Becky Rutherford and Andrea Janisch

## Core themes

- From conception to birth and the first three years
- Childhood and adolescence through age 21
- The 12 senses (part 1)
- Working with Parents

## Movement

- Spatial Dynamic and other sensory motor activities

## Artistic work

- Exploring metamorphosis through clay modeling (esp. embryology and human head)
- Skill building in painting and drawing

## Contemplative practice

- Goethean observation

## Practical activities

- The twelve senses and sensory activities (focus on body senses)
- Creating developmentally and age appropriate sensory activities
- Child study (emphasis on development and senses)

## Mentoring check-in

- Study group
- Text study "Curative Education Course", 1-2 (to be followed up in study group)

## Tasks of study group

- Goethean observation practice
- Work on own biographies



## **Module 2: The Human Being and the “Pedagogical Law”**

April 15-21, 2024    Key Faculty: Becky Rutherford and Andrea Janisch

### **Core themes**

- The fourfold and threefold organization of the human being, developed out of artistic and experiential processes.
- The “Pedagogical Law” and its implications: relationship-based practice and the self-transformation of the practitioner
- The 12 senses (part 2)

### **Movement**

- Spacial Dynamics: exploring the threefold human being, personal space, grounding and the space between; introduction to basic “hands on techniques” (shoulder stream, arm stream)

### **Artistic work**

- Discovering the fourfold human being through painting and drawing: quality of physical/earth, etheric/water, astral/air, I/fire
- Continue skill building in painting and drawing.

### **Contemplative practices**

- Goethean Observation
- Seven Conditions

### **Practical activities**

- The 12 senses and sensory activities
- Child Study (Emphasis on 3-fold and 4-fold perspective and senses)

### **Mentoring check-in**

- Study group
- Text study CE Course 3-4 (to be followed up in study group)



## **Module 3: Archetypes of Imbalances (1)**

October 15-21, 2024      Key faculty: Becky Rutherford and Andrea Janisch

### **Core themes**

- Polar organization of the human being
- “Epileptic” and “Hysteric” constitution as archetypes
- Case examples from CE Course, participants’ work and other sources; practical pedagogical and therapeutical approaches
- Contemporary mental health challenges (part 1): anxiety, depression, media addiction etc.
- Teamwork and group process (part 1)

### **Movement**

- Spatial Dynamics: Polarity, Inversion, exploring and experiencing the principle of connecting through the body to the world; more work on simple hands-on techniques

### **Artistic work**

- Form drawing: general principles and foundational exercises; exercises for constitutional imbalances
- Skill building in form drawing

### **Contemplative practices**

- Eightfold path

### **Practical activities**

- The seven life processes as a framework for developing pedagogical and therapeutic activities
- Child study (the full process)

### **Mentoring check-in**

- Study groups
- Text study CE Course, 5-6 (to be followed up in study groups)



## **Module 4: Archetypes of Imbalances (2)**

March 31 – April 6, 2025

Key Faculty: Jan Goeschel and Gliece Da Silva

### **Core themes**

- Further archetypal polarities
- Case studies from CE Course, other sources, and participants' practice
- Contemporary mental health challenges (part 2): Anxiety, depression, media addiction etc.
- Team group process (part 2)

### **Movement**

- Eurythmy: therapeutic eurythmy related to constitutional imbalances and case studies

### **Artistic work**

- Theater work, improvisation etc.; embodying human archetypes/characters/personalities and dynamics (Village Conference Lectures, Masks, Archetypes in literature etc.)
- Embodiment as observational process – walking in the other's shoes

### **Contemplative practices**

- Six subsidiary exercises

### **Practical activities**

- The soul forces-pedagogical therapeutic activities for adolescents and young adults (theater work, music and social games)
- Child study (deepening)

### **Mentoring check-in**

- Study groups
- Text study CE Course, 7-8 (to be followed up in study group)



## **Module 5: The Point-Circle Meditation**

October 14-20, 2025      Key Faculty: Sonja Zausch and Bart Vanmechelen

### **Core themes**

- Point-circle dynamics in the human being, nature, the social organism, and the cosmos
- Ways of working with point-circle meditation as central professional meditation
- Conflict and communication

### **Movement**

- Spatial Dynamics: Point and circle, center and periphery, inversion; further work in hands-on techniques

### **Artistic work**

- • Improvisational work in theater/drama, music, social sculpture, social presencing theater, social painting etc; experience presence and intuitive action: towards the social arts
- Musical work with harmonies

### **Contemplative practices**

- Point-circle meditation

### **Practical activities**

- The I-to-I encounter; practical approaches to creating experiences of encounter, social relationship and inclusive community.
- Child Study (emphasis on imaginative contemplative understanding and pedagogical therapeutic interventions)

### **Mentoring check-in**

- Study group
- Text study CE Course, 9-10 (to be followed up in study groups)



## **Module 6: Seeds of Social Renewal**

March 30 – April 5, 2026

Key Faculty: Penelope Baring and Gleice da Silva

### **Core themes**

- Threefold social organism and inclusive social development
- Historical, social, and cultural perspectives
- Socially transformative impulses for the future
- Organization and community development

### **Movement**

- Eurythmy: Social eurythmy

### **Artistic work**

- Storytelling: Creating stories for individual and social transformation (curative stories for the individual, the community and society)

### **Contemplative practices**

- Point – circle meditation continued, working with the night, after images, imagination (also in story process)
- other indications from Curative Education Course

### **Practical activities**

- Participants share how they are practically transforming their professional practice through incorporating CE and ST impulses.
- Formulating the plan for final project
- Child study (demonstrating competency in observation, development of the therapeutic image, gesture and activities)

### **Mentoring check-in**

- Study group
- Text study CE Course 11-12 ( to be followed up in study group)



## Module 7: Fruits of our Work – Seeds for the Future

October 12 – 18, 2026      Key Faculty: Becky Rutherford and Jan Goeschel

### Core themes

- Presentation of final projects
  - What have I learned?
  - What comes next?
  - Movement, artistic work, contemplative practices, practical activities etc: These topics will be discussed and designed according to the wishes of the group.
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### Schedule of Modules (In case of schedule changes, we will give you notice.)

**7 Modules** 1st Module : 16-22 October 2023

2nd Module : 15-21 April 2024

4th Module : 31 March - 6 April 2025

6th Module : 30 March - 5 April 2026

3rd Module : 15-21 October 2024

5th Module : 14-20 October 2025

7th Module : 12 -18 October 2026

### Method of Learning

- In class, on-site study 7 days in each module
- Online study with mentor - monthly, total 4 times/module
- Report or project work of study in each module
- Individual study

### Evaluation

- Homework from each module
- Interview with committee of the training program
- Interactive participation during study
- Class attendance – minimum 80 percent of study in all methods of learning.
- Internship, project work and presentation for graduation

### Certification

- Certification in Curative Education and Social Therapy from Anthroposophic Medicine Association, Thailand
  - The organizers will apply for recognition of the program by the Anthroposophic Council for Inclusive Social Development, Goetheanum, Switzerland. Pending successful program recognition, this recognition will be noted on the certificates issued to successful graduates.
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## Application/Fee

**For Thai applicants (Early bird rate) until 31 August 2023 (Meals not included)**

- 16,500 baht/Module (7-day Module, 4 Zoom sessions, training materials)

**For Thai applicants: 1-30 September 2023 – Regular Registration (Meals not included)**

- 20,000 baht/Module (7-day Module, 4 Zoom sessions, training materials)

**For world-wide applicants: until 30 September 2023**

- 22,500 baht/Module (7-day Module, 4 Zoom sessions, training materials, lunches included)

## Documents

- Application form (at the end of this document)
- One photo (Size: 1 and 1/2 inches)
- A letter introducing yourself (2 pages of A4 paper): short biography, professional qualifications, your expectations of the training, reasons for participating in the training, experiences concerning children and adult with special needs, experiences in Waldorf Education, your relationship with Anthroposophy and other relevant information, which you wish to share with us.
- Health certification

**Submit your documents to**

**[anchana.s@posteo.de](mailto:anchana.s@posteo.de) and [kan\\_anek@hotmail.com](mailto:kan_anek@hotmail.com)**

## Interview

- After receiving your documents, the training committee will contact you and make an appointment for an online interview.

## Payment

- After receiving a message confirming your admission to the training, please transfer the fee for the first module to:

- o Bangkok Bank, Ram-indhra Branch Account Number: 187-4465-27-9
- o Account Name: Anthroposophic Medicine Association Thailand
- o SWIFT: BKKBTHBK

**Venue: Panyotai Waldorf School, Bangkok, Thailand**

**Further questions:** If you have further questions, please contact: [anchana.s@posteo.de](mailto:anchana.s@posteo.de)

**Remark :** If you wish to do the training and need financial support, please write to us and we, the Training Committee, will try our best to find means to assist you.



## **Core faculty of the training**

- From Camphill Academy, Leadership Team of the Anthroposophic Council for Inclusive Social Development and Anthroposophic Medicine Association Thailand.

## **Camphill Academy**

### **1.Becky Rutherford**

Becky has an undergraduate degree in fine arts, a special education state certification and over four decades of experience working with children, adolescents, and adults both in anthroposophic and mainstream settings. She received a master's degree in mainstream Art Therapy and has a background in Deaf Education. Becky was a teacher for 25 years at The Camphill School. She has taught and mentored parents, therapists, special education teachers, and Waldorf teachers nationally and internationally. (North America, Latin America, Central Asia, Middle East, Southeast Asia and China).

Her particular interests are in the healing potential of the arts and in the expansion of the Waldorf Curriculum in order that all children can receive its benefits and all cultures can find a true expression through it.

### **2.Andrea Janisch**

Andrea has over 40 years of experience as a curative educator in the Camphill Movement.

She completed her diploma in curative education in Brachenreuthe, Germany where she also worked as a kindergarten and class teacher and house parent before moving to the US and joining The Camphill School in Beaver Run, where she has worked in many roles, including homemaker, teacher and mentor in the Camphill Academy. She holds a BA in Curative Education from Prescott College and is a certified Spacial Dynamics practitioner.

### **3.Dr.Jan Goeschel**

Jan is managing director and a member of the leadership team of the Anthroposophic Council for Inclusive Social Development at the Goetheanum. He is also the president of the Camphill Academy, the umbrella organization for the professional education network of the Camphill communities in North America. He lives in the Camphill school community Beaver Run in Pennsylvania, where he previously worked as a classroom teacher and houseparent. He holds an MA(Hons) in Psychology from the University of Edinburgh, an MA in Educational Leadership with teacher certification in Special Education from Immaculata University and a PhD in Special Education and Rehabilitation Sciences from the University of Cologne, as well as qualifications in Waldorf education, anthroposophic curative education and Spacial Dynamics.

### **4.Penelope Baring**

Penelope has been connected with the Camphill movement since 1970, in the US, Europe and India. She has served on both national and regional councils of the Anthroposophical Society in America, as well as on the Collegium of the School for Spiritual Science. She has been teaching in the Camphill Training Course since 1981 and was a director of a training program for Social Therapy in Camphill Village, Copake until 2013. At present Penelope serves as a core teacher as well as faculty advisor for the Camphill Academy at Camphill Communities California. She is also the Vice-President of the Camphill Academy.



## **5. Gleice da Silva**

Gleice received her BA in Biology from Universidade Federal de Pernambuco in Brazil. After graduation she traveled for two years and a half year doing volunteer work in countries like Angola, Mozambique, and India. Gleice has been working at Camphill for many years, first in Sheilling School in Ringwood, UK and currently in The Camphill School in Beaver Run. Gleice has a Diploma in Curative Education as well as a Master's degree in Healing Education from Antioch University New England. Currently she is a class teacher at Beaver Run and has been very engaged in lecturing on working with curative stories. She is a faculty member of the Camphill Academy.

## **Anthroposophic Council for Inclusive Social Development**

### **1. Sonja Zausch**

After completing qualifications as baker, dancer and eurythmist, and after years of work in dance and eurythmy, Sonja Zausch found her way into curative education and social therapy. Her journey to curative education and social therapy began in 2004 at the Kaspar Hauser Foundation in Berlin-Pankow as a member of the management team developing anthroposophically oriented educational programs for people with support needs (including social eurythmy), for employees of the foundation (including a basic anthroposophical study year) and for all citizens in the district with artistic courses and cultural programs. From 2010–2019, she worked at Emil Molt Academy, a vocational school for Waldorf education, as a teacher, training supervisor, internship mentor, and in school leadership. As part of a master's degree course at the Alanus Hochschule Alfter, she has worked and published on group eurythmy in the field of adult education, including social therapy. Since 2017, she is a member of the leadership team of the Anthroposophic Council for Inclusive Social Development.

### **2. Bart Vanmechelen**

Bart has been director of De Speelhove, an institution for children with multiple severe disabilities in Belgium, for over twenty years. He studied Psychology in Belgium and Organizational Development in England and has been active in anthroposophic movement and the School of Spiritual Science for many years. He was instrumental in the Goetheanum Meditation Initiative. Bart is a general secretary of the Belgian Anthroposophical Society. Since 2017, Bart serves on the leadership team of the Anthroposophic Council for Inclusive Social Development with Jan and Sonja.

## **Anthroposophic Medicine Association Thailand**

### **1. Hermann Wessels**

Studied Eurythmy at Witten Annen, Germany and Eurythmy Therapy at Denn Haag. Hermann worked as a curative eurythmist at Zonnenhuizen Veldheim in Netherland for 7 years and also worked as a house leader for 10 youngsters with special needs and challenging behavior in Zonnenhuizen. After moving to Thailand, he worked as a freelance eurythmy therapist and was a long-term advisor for the project of Waldorf-inspired education at the School for the Deaf of Rachasuda College: curriculum development, implementation and supervision. He also coached teachers at Roon Arun School, focusing on the student-teacher relationship. He completed an MA in Eurythmy Therapy at Alanus University in 2020. At present, he is a freelance eurythmy therapist and teaches eurythmy for adults in various settings.



## **2.Dr.Kan-anek Kaewthaweesab M.D.**

Dr. Kan-anek is a general secretary of the Anthroposophic Medicine Association Thailand and works as an independent anthroposophic physician. He also serves as an organizer of the anthroposophic medical training and anthroposophic therapy courses and training in Thailand. Apart from that he gives lectures and teaches in anthroposophic medical training in Thailand, Taiwan, Indonesia, Switzerland, International Integrative Oncology Training in Thailand and India, and Asia-Pacific anthroposophic Pharmaceutical Training. Kan-anek graduated from Pramongkutklao College of Medicine and completed a MS degree in Anti-aging and Regenerative Medicine, Mae Fah Luang University, Thailand. He is also certified in Classical Homeopathy, Anthroposophic Psychology, Therapeutic Eurythmy and Spatial Dynamics.

## **3.Anchana Soontornpitag**

Studied Rudolf Steiner Teacher Training in Melbourne, Australia and worked as a remedial teacher for 2 years, then furthered her study at Camphill Eurythmy School in England. After graduation she joined “Ton-rak foundation for Children with Special Needs” in Bangkok, worked as a class teacher and eurythmist for 7 years. Since 2012, she has co-organized the Congress for People with Special Needs “Together we go”. In 2017 she studied Eurythmy Therapy at Paracelsus Zentrum, Germany, co-writing a set of books to promote the holistic understanding of Persons with Disabilities. At present, she is a freelance eurythmy therapist, eurythmy teacher at Dulyapat Waldorf School, lecturer for Curative Education and serves as a coordinator of the Curative Education and Social Therapy Network, Thailand.



**Application for Training in Asia-Pacific Curative Education and Social Therapy Training, Bangkok, Thailand, organized by the Anthroposophic Medicine Association Thailand, with support from the Camphill Academy, USA and the Anthroposophic Council for Inclusive Social Development, Goetheanum, Switzerland**

**Program will run from October 2023 to October 2026. I wish to apply with firm intention to take part in the training as a Curative Education and Social Therapy Practitioner:**

Name .....

Date of birth // Place of birth: .....

Address .....

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Phone ..... E-Mail .....

Previous and Current Occupation .....

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Anthroposophical background: .....

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Qualifications and certificates .....

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O I hereby confirm that I have submitted my letter of motivation, my CV, Photos and certificates for prior Medical /Therapeutic /Education / Curative education training.

O I confirm that I have read the program and training information provided and accept the conditions.

date/sign .....

**Please see the attached information sheet above.**

**Please send the registration to [anchana.s@posteo.de](mailto:anchana.s@posteo.de) and [kan\\_anek@hotmail.com](mailto:kan_anek@hotmail.com)**

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