



# A Celebration of the BA Social Pedagogy

A degree programme developed and delivered in a collaboration  
between Camphill School Aberdeen and The University of Aberdeen

# BACE/SP Graduates

## 2000

Saskia Uphues

## 2001

Sebastian Holst  
Susan Koerting  
Chris Walter

## 2002

Miriam Baassiri  
Deborah Silfverberg  
Tibor Olah  
Petra Skybikova  
Barbara Filipkova  
Nicholas Kruckeberg

## 2003

Moritz Happ  
Hana Karafiatova  
Inge Lange  
Olaf Lubbermeier  
Helen Willey  
Marianne Diesner  
Gorette da Silva  
Savithri Babu (Diploma)

## 2004

Cecile Remy  
Gillian Shuttleworth  
Claudia Gallizio  
Lene Gentle (Diploma)  
Iain Hoos  
Jonathan Kroll

## 2005

Wookang Cheon  
Veronika Guichon  
Anna Luisa Heinchen  
Anna Hillebrand  
Franz Koester  
Pavlina Langerova  
Gal Levy  
Donald Mbamaonyekwa  
Rene Oravik

Jana Pazourkova  
Lea Ritter  
Daggi Scheleski  
Naoko Shimokawa  
Birte Stenzel

## 2006

Eva Cerolini  
Elisabeth Gräfe  
Terri Harrison  
Jonas Hellbrandt  
Eva Hinsenhofen  
Lotta Huizing  
Dusan Kos  
Ivan Krapivin  
Katja Krapivin  
Helen Pazhookalayil  
Attila Toth  
Jong-Sup Yun  
Bernd Zabel  
Angela Ralph  
Kahren Ehlen  
Vibeke Alfred  
Birgit Hansen  
Margrit Snellgrove  
Ueli Ruprecht  
Pedro Mendes (Diploma)

## 2007

Lily Crawford  
Marieka Dadaniak  
Kaisa Futter  
Philip Hodgkins  
Elgin Kellner  
Raz Levy  
Dace Mende  
Marcin Miernieczko  
Saji Pazhookalayil  
Valery Samoilenko  
Mari Sterten  
Christian Winkelman  
Sophia Zimmerman

## 2008

Noura Abi El Hosn  
John Addison  
Aksana Baikova  
Elna Bruegmann  
Kristina Coe  
Inge-Luise Drescher  
Azizhon Hodjaev  
Mira Hasenfuss  
Katia Loeffler  
Linda Mentner  
Pinkie Mothibedi  
Miriam Puccianti  
Marko Reider  
Antje Saevert  
Mirjam Schnell  
Viktoria Seres

## 2009

Valerie Alldritt Elgadail  
Benjamin Baar  
Indira Beisenova  
Mona Beierlein-Third  
Anne Biesta  
Noah Black  
Marco Bruna Soto  
Vincent D'Agostino  
Rachael Fairholm  
Klaus Garcia Palacios  
Kirsten Grant  
Alexandra Hintermeier  
Peter John  
Oded Katz  
Annie Kus  
Ha Young Lee  
Robert Liddiard  
Andreas Lunkeit  
Monica Martinez  
Kelebogile Mmuagabo  
Mareike Mohle  
Hanna Muehl

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## Preface

It is in a spirit of celebration and above all in acknowledgement of the valuable, principled and crucial contribution Camphill has made to the education of citizens wishing to make a difference to lives of others that this preface is written. As the final cohort of students graduate, I would on behalf of the university like to thank the BASP team sincerely for all their work, energy and resilience in their endeavours and successes in enabling many students over the years to go on and make that difference.

Times change and whilst our own formal partnership is coming to a close, I am delighted that alternative pathways are being developed and explored for the continuation of Camphill's work. I therefore would like to wish you every success in future collaborations and hope that we can look back with pride at what has been achieved. This book symbolises the value of partnership and is our footprint for shared experiences, lessons learned together and ways of seeing the world which put people at the heart of learning together.

A handwritten signature in dark ink, appearing to read 'Do Coyle', with a stylized flourish extending to the right.

Do Coyle, Professor in Learning Innovation  
Head of the School of Education  
University of Aberdeen



# Chapter One

Introduction

# Introduction

The BA in Social Pedagogy (previously known as BA in Curative Education) represents a recognition of the contribution that Camphill has made to the quality of the lives of vulnerable people of all ages and to the training and education of those who support, engage with, care for and undoubtedly have also learned so much from these individuals. Through the development of this relational, practice based, degree level programme in collaboration with the University of Aberdeen, Camphill has become acknowledged as one of the leaders in the field of social pedagogical practice and professional training in the UK (Cameron, 2006). The ongoing collaboration placed creativity, integration of theory and practice, critical reflection and inquiry linked to personal and professional development at the core of this degree programme.

In its early years the programme (then titled BA in Curative Education) drew largely on knowledge and practice informed mainly by Steiner based theories. In more recent years the programme has increasingly been informed by a wide ranging interdisciplinary and inter-professional knowledge base while maintaining its anthroposophic traditions within this broader framework. This interdisciplinary and inter-professional character with education, care and therapeutic approaches forming essential components of the degree, has often represented a challenge to traditional concepts of professional trainings.

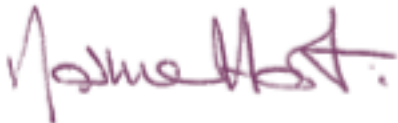
The programme has consistently attracted a predominantly international student group eager to participate in this particular path of learning and the related fields of work for which it prepares the graduate. At its peak in 2008-9 the programme had 94 students across the four years. In this the final year, there are 11 students on course to graduate in July 2014.

Our students and graduates demonstrate their competence and confidence through the quality and effectiveness of the care, support and education they deliver in Camphill centres throughout the UK, as evidenced in inspection reports. Others have contributed to life and work in many Camphill, anthroposophic and related initiatives worldwide. In addition considerable numbers of graduates have proceeded to successfully complete post graduate studies in related fields at Masters level at universities in the UK, the USA and Europe, for example in Education, Music Therapy, Music and Psychoanalysis, Family Therapy, Counselling, Integrative Psychotherapy, Art Therapy, Autism, Play Therapy, Business Studies and Residential Child Care.

I have had the privilege of being the University's director of this unique programme for the past twelve years. I entered into a world of mainly international students (I was very often the only UK person and most always the only Scot in the room) who literally shared their lives not only with many of the Camphill tutors who teach and assess their work, but also with the children and adults for whom they cared and facilitated their learning and ongoing development.

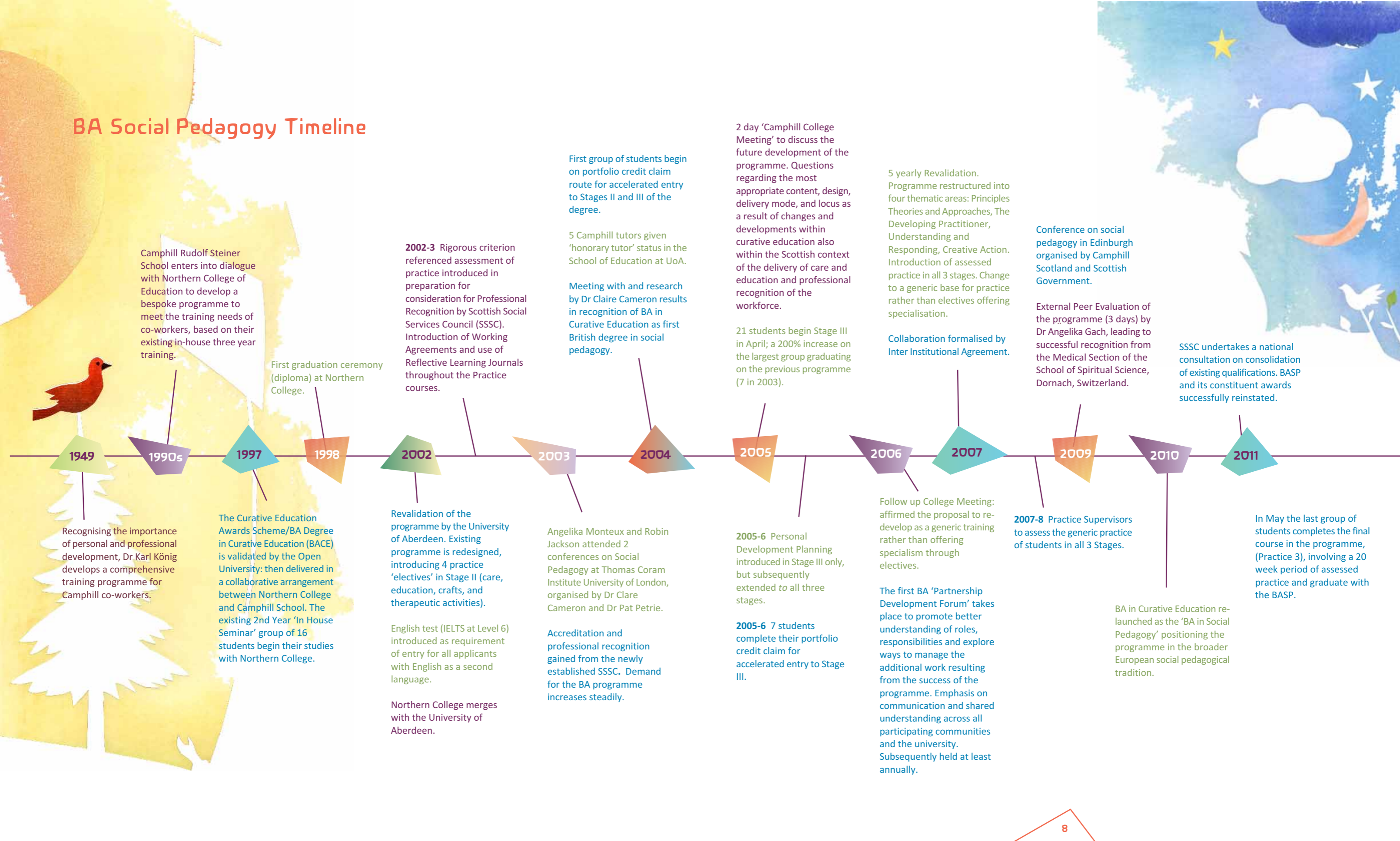
The BASP has been indeed an innovative, demanding and challenging programme. Since its inception it has made appropriate adaptations in response to national requirements for practice in the UK and feedback from employers, tutors, students and external examiners. Students invariably speak of learning more from those they care for than from any other source and I believe this is a significant truth. However the rich learning environment of the programme has many other special features; integration of theoretical knowledge and practice within an active community of learning, opportunities for situated practice based learning and development in the three periods of assessed practice, the Creative Arts as a subject of study, as a learning and teaching medium and a medium for personal growth and reflection, the emphasis on the development of the social pedagogue as a reflective inquiring practitioner, the rich range of assessment methods ensuring students have the opportunity to present artistically, practically and academically, to name but a few. Even in its final year new developments to enhance the student's learning experience have been a feature; e.g. use of videoed evidence of students' practice as a teaching and assessment tool.

The collaboration between the University of Aberdeen and Camphill now draws to an end. The foundations established within this rich partnership during the last seventeen years provide a secure base to support and inform new initiatives designed to address the training needs of professionals in tomorrow's caring services.

A handwritten signature in black ink, appearing to read 'Norma Hart'.

Norma Hart  
Senior Lecturer, University of Aberdeen BASP Programme Director

# BA Social Pedagogy Timeline





# Chapter Two

Tutors' Contributions

## 1998 Graduation Speech Excerpts

**Excerpts from a speech by Vibeke Alfred at the Camphill ending ceremony in 1998, for the first group of students to graduate from Northern College.**

*'This year (1998) students will for the first time graduate from Northern College and receive their Diploma in Curative Education, - some on the 9th of July, others only later.*

*As the pioneering group, not only you as students but also us as tutors, the last 2 years have indeed been filled with many challenges and some moments of great trepidation. You have each been very brave, accepting many changes and new ideas.*

*I would like to especially mention 2 ladies, namely Annelies (Brüll) and Pat (Miller), without whose incredible encouragement, support and enthusiasm we would never have managed. I would like to thank you both on our behalf.*

*Your first year of study is remembered as being fairly relaxed. From the onset of the second year, as we joined Northern College, things changed dramatically, full speed, assignments and so on and on! Lots of new ways and things to learn. It was a rather breathless experience.*

*I believe you will always be remembered as the pioneering group that showed a great deal of courage and endurance.'*



Annelies Brüll and Pat Miller



Vibeke Alfred

## My Journey from BASP Student to Stage III Co-ordinator

After 17 years in Camphill working as a house co-ordinator and class teacher I felt the need to embed my practical experience within a theoretical framework, although I already had a previous degree. So, when the opportunity arose to join the new BACE (BA in Curative Education as it was termed back then!) I leapt at the chance. In 1997 I joined a group of 16 students from a range of Camphill communities in the first year of partnership between Camphill and Northern College. There were many learning experiences during this first attempt to combine an academic tradition with Camphill life. For instance I well remember that everybody in the group had to resubmit their first assignment due to problems with the referencing! Another time I remember nearly failing an assignment about Waldorf Education as I had turned it into an advertisement for the wonders of Waldorf! We were all learning quickly about the importance of reflection, critical thinking and academic rigour.

There are various themes that stand out for me in my memory of that challenging yet incredibly fulfilling time. I had started the course due to my curiosity and love of learning and out of a desire to build bridges between the knowledge amassed in Camphill over the years and mainstream theories. I was sure that each could learn a lot from each other. I believe that was incredibly fruitful in my own development and remained extremely important in my later role within the course.

Having completed the BA in 2001 I followed its developments closely, becoming increasingly interested in how I could make a contribution to teaching and learning on the course. Following a PGCE in higher education at Dundee University, I began to teach sessions on understanding and responding to individual needs: I believed passionately that this was a subject where it was vitally important that we found ways to integrate Camphill's knowledge and practice with other relevant perspectives.

In 2005 I took on the recently established Care Elective in Stage II involving intensive weekly group work and study, linking theory and practice. I found this to be an immensely exciting challenge and a wonderful opportunity to focus on the often neglected knowledge base for residential care. Once again here was a chance to build a bridge between Camphill knowledge and mainstream social work theory, embedding practice in the centrality of self-development. I learned a huge amount in this process and could see how many students gained in self-confidence as they were challenged to articulate their understanding and how it related to their practice. In turn these developments played an important role in supporting new practices in the organisation as students brought back new ideas to their workplace.

In 2007 we moved to develop practice assessment in Stage III as well as the previous two stages. As I was now Stage III co-ordinator I took a keen and enthusiastic interest in this development, as well as becoming a practice supervisor. We began to include students from a wide range of different Camphill organisations in several countries (Scotland, England, Northern Ireland, and Ireland). Whilst this was a logistical challenge - as was the introduction of workshop based delivery for Stage III - I felt that it was a huge learning opportunity for students and also their communities.



Upper Row (l-r): Chris Walter, Hilary Stobbs, Vincent D'Agostino  
Bottom Row (l-r): Angela Ralph, Vibeke Alfred, Norma Hart, Vibeke Sunddal, Angelika Monteux, John Ralph



(l-r): Claire Molloy, Lucy MacDonald, Suzie Clement, Norma Hart, Alan Paterson, Sarah Kearns, Dean Robson

As course co-ordinator for Understanding and Responding 3 I increasingly focused its content on questions related to management, leadership and supervision. These were then taken up in a fresh and exciting way by Margaret and Neil Snellgrove from Ochil Tower School who took on the course delivery for some years. All the 'live' issues that were focused on led to many lively, enthusiastic and heated discussions. At a time of big cultural shifts for Camphill when it was being faced with many challenges concerning employment, ways of working, traditions, resistance to change. I believe that Stage III provided a valuable crucible for new ways of thinking to ferment. Students began to feel able to critique established practice in a positive and constructive manner and thus bring about changes. We often wrestled together with the fundamental question: What is fundamental to Camphill ethos that can be transformed in way that fits 21st century and which practices, structures and ways of thinking do we need to let go of?

I recall that one of the last students I worked with as practice supervisor moved back to the Netherlands in Stage III and worked with brain injured adults. I was glad that we had the flexibility as a programme to make this possible despite the organisational issues that this threw up. Sitting in her final assessment talk in the Netherlands I had to reflect on how far the course had travelled in its quest to be inclusive and international. Personally, I thought these were exciting new developments. It was a great example of bridging between different worlds that had been my particular search from the first days of sitting in lectures at Northern College. Camphill has so much to contribute and through the developments of the BA Programme I think we have learned a lot about how to bring our knowledge and experience in a language that builds bridges rather than erecting walls!

Chris Walter

# The Impact of the BASP/CE on Camphill School Aberdeen

*“The Camphill Seminar is embedded in community as a continuous path of learning”*  
(Hansmann: 1992)

Karl König the founder of the Camphill Movement, saw community living/life sharing as a path of self development and learning not only for the pupils but also for the co-workers. He was rigorous about co-workers widening and deepening their knowledge and understanding. From the onset of Camphill (1940), College Meetings (a formal form of child studies) and lectures were held often late at night, following a busy day's work. This led to the founding of the Camphill Seminar in 1949 (Hansmann; 1992). König highlighted that we as co-workers should develop ourselves, be open to learn and change, to reflect and that we must kindle our creative forces (Pietzner; 1990). Thus there has always been a strong emphasis not only on outer but also on the inner education, self-knowledge and reflective practice in Camphill Schools Aberdeen (CSA) (Alfred; 2011).

During the 1990s it became clear that running our own training in the form of the Camphill Seminar was no longer sufficient, and a path began towards gaining Scottish academic qualifications for our training. Thus the partnership between Northern College (later merged with Aberdeen University) began. Formal assessment of practice, marking of assignments using the University's Common Assessment Scale (CAS), the requirements of regular learning journal entries, study time, increased reading and integration of non-anthroposophical literature alongside many other requirements made an immediate impact on the daily life and culture of our community. By some, this partnership and step into the world of academia was seen as a threat to Camphill community living and our ethics and values, whereas by many others it was seen as an invaluable support and opportunity in building a firm and valuable bridge into the future.

I would now like to explore how this innovative partnership with Northern College/Aberdeen University has impacted on CSA and possibly also the more than 15 other partnership communities over the past 17 years. I have chosen to do this not in a chronological order, but rather have attempted to distill essentials under the following headings which relate both to social pedagogical as well as anthroposophical terminology, namely:

How did the BACE/SP impact on the 'Thinking/Head' part, the 'Feeling/Heart' part and the 'Practice/Hand' part of CSA? (Camps, Hagenhoff and Starr; 2008 and Petrie; 2011)

As social pedagogues as well as in Camphill communities we aim towards a holistic approach (Jackson; 2006 and 2011), taking all the above mentioned areas into consideration. However in my experience, it can be helpful to gain a better understanding of the whole by first 'assessing' each part. Therefore this is the approach that I have chosen.

## **‘Thinking’ and ‘Head’**

In the traditional Camphill Seminar the students’ main core of reading was based on antroposophically related literature and here the first major change was brought about: the reading and integration of a wide range of theories. Moreover the students were asked to critically reflect on what they read and learned which caused some anxiety in CSA as to whether antroposophical knowledge would now be lost to us forever. However this new way seemed to increasingly strengthen, compliment and deepen Camphill ethics and approaches in the students (as well as in the many senior co-workers who accompanied them on their path of learning), as rather than writing about what they had read, they now had to consider ‘why’ and ‘how’ and in this way made what they had learned their own. This was reflected by one of the tutors during the BASP College Meeting in 2005 who suggested that the then BACE had resulted in anthroposophy coming in *‘through the front door’* again.

Furthermore in their final year of study the students now learned about research, and for the first 12 years of the programme, also engaged in independent study projects of their choice. The process of carrying out and writing up the research often involved the participation of pupils, co-workers and many others within and out with the community through for example completing questionnaires, joining in focus groups and therefore had a strong and positive impact on our daily life.

The original 3 year Camphill Seminar in Curative Education was highlighted as being a *‘stimulus for research and enquiry, new approaches and reflection, added experience and fresh thinking’* (Hansmann; 1992). However the radical change to this through the academic approach was quite a shock to the students, tutors as well as the rest of CSA’s co-workers. The best example of this was the expectations of the students to write regular reflective learning journal entries related to their practice to be shared with their personal and link tutors. This was frequently met with; *‘Why do I need to write it down? I can just reflect in my head.’* However over time the value of the tool of the learning journal was recognised as supporting the development of strong, intuitive practitioners who were able to reflect both ‘in-action’ and ‘on action’ with competence.

With the development of the BASP/CE we also had to review our teaching styles towards becoming more participatory. As teachers and tutors we had to learn about and teach new subjects and become acquainted with and competent in formal assessment methods involving for example, marking written and oral assignment tasks. Over the years based on what we had learned we developed the skills and courage to create new and innovative ways of assessments which included among many others, the use of portfolios of evidence, poster presentations and videoed practice.

From the relatively comfort of our weekly Camphill Course Faculty meeting (Hansmann; 1992) we now began to engage in a many layered way of running and managing the BASP/CE which involved for example, weekly Programme Administration Team (PAT) meetings with university staff, regular tutor meetings, biannual Partnership Meetings involving all participating organisations, and workshops for all co-workers involved in some way in supporting students and contributing to the programme.

Participating in exam boards first at Northern College and then at the University was another steep learning curve. The first exam boards were lengthy and taught us Camphill folks invaluable personal and professional skills as tutors and teachers of an academic course (Thank you Steve Barron!).

Attending the annual graduation ceremonies at Northern College and later at the University as part of the School of Education, was another big change. Students and Camphill tutors wearing graduation robes and 'mortar boards' seemed at first an unreal experience, but became a much anticipated festive and joyful annual event for us, attended by family and friends from all over the world.

### **'Feeling' and 'Heart'**

During the BASP/CE College Meeting in 2005 a co-worker shared her view of the BACE as being '*a main artery of the community.*' How did this come about?

In this section I wish to first highlight the partnership working with colleagues at Northern College and later at Aberdeen University and more specifically the School of Education at MacRobert, which has been the foundation of the programme throughout and led to many valuable professional and personal encounters as well as the development of friendships.

This was reflected in our Programme Administration Team where we as, may I suggest, several strong minded individuals, learned over the years to work very well together and with all the many and varied challenges developed a deep respect for each other and to work (almost seamlessly) together.

In the former Course Faculty (Hansmann; 1992) a strong emphasis was on students understanding that the child with special needs '*teaches us to develop conscience, empathy and a sense of wonder. His destiny, his being different helps his teacher and all those involved in his life to develop qualities and attitudes which are so eminently needed...*'. This focus on building 'mutuality and trusting relationships' (Petrie; 2011) as it is called in the terminology of social pedagogy, has remained a 'heart piece' of the teaching and practice in the BASP/CE throughout and had an immediate positive impact on the standard of the care of our pupils. Altogether the values and ethics of the students have always formed a firm red thread through the programme with a strong emphasis on the development of 'heart room' (Petrie; 2011) or empathy on behalf of the student.

Finally I wish to emphasise what in the former 'Camphill Seminar Brochure' (Hansmann; 1992) was called the importance of '*creativity and inner resourcefulness*' to what in the BASP/CE became the Creative Action courses, a series of new and innovative courses related to social pedagogy. Apart from the students learning the tools of how to be creative in their daily practice with the pupils, for example through painting, singing, drawing, play, movement and speech, they also learned how to develop as intuitive practitioners. They engaged in making creative reflective art portfolios and learning useful tools related to team work and collaboratively practice through for example producing a rich variety of plays (performed for the community) and reflecting on the process of doing this.

## ‘Practice’ and ‘Hands’

The healthy balance between engaging in formal learning and being able to practice was what attracted many of our students to join the BASP/CE over the 17 years. They had the ideal possibility of engaging in an academic study alongside being able to take an active part in daily life in a therapeutic community.

Although as mentioned earlier, there was a fear that the added academic dimension would cause a division in CSA, just this became over the years a strong and forward going thread in the modern development of our community as we entered the 21st century, without which we would not have managed to survive the many challenges and changes that have come towards us.

The ability to acquire theoretical knowledge and apply this in the daily life and work with the pupils was also an essential in the Camphill Seminar (Hansmann: 1992). The students’ progress was evaluated at the end of each year in meetings comprising the student, tutors and other senior members of the community. Among other aspects mentioned above it was recognised that *‘practicality and rapport with the children’* were vital criteria, as was *‘the ability to work together with other adults’*. As we entered the partnership and the academic world, more formal verbal and written assessment forms were required that led to establishing set periods of assessed practice of 20 weeks, that developed in competence requirements over the 3 Stages, with the addition that the practice in Stage III was now assessed on the University’s Common Assessment Scale and a mark awarded. In turn this led to further training of the practice supervisors who were from then onwards, overall responsible for guiding and assessing the students’ practice.

In Practice 1 the students were guided by their practice supervisor. In stage II this became a dialogue of learning, whereas in Stage III, the students were expected to take the lead in the assessment process. The students became increasingly competent and creative in gathering evidence of their practice; apart from more formal feedback from link tutors, they produced innovative portfolios of evidence which included for example videos of their practice, critically reflective learning journal entries related to the 5 criteria, photos and some outstandingly creative and artistic work.

The process of assessment led to the establishing of regular development planning meetings known as ‘DPs’ involving the student and the entire training team, Pre Practice, Midway and Final Assessment Meetings and also other meetings and training sessions for practice supervisors and link tutors.

This ongoing work of establishing and improving the assessed practice tools had and still has an indisputable positive impact on the high level of care and education in CSA which has been reflected in formal and informal feedback from the Care Commission (CSA inspection reports between 1997 and 2014).

Furthermore the process of setting up and formalising assessed practice for the BASP/CE students impacted on other co-workers in the community. They became more consciously aware of both the students’ abilities and their learning needs and as a result became increasingly able to give clearer and more objective feedback.

In conclusion, I would like to pose a question based on the first quote from the Camphill Seminar Brochure, included at the very start of this article:

Has the partnership with Northern College/Aberdeen University in establishing the BASP/CE strengthened the Community? More specifically, was Karl König's original aim, when he founded the Camphill Seminar in 1949, that the seminar should have '*community as a continuous path of learning*' upheld and developed further? I can only say 'Yes.' Although there have been many mountains to climb and the way at times seemed misty, the BASP/CE has not only enlivened our community, but as was noted in the College Meeting in 2005 became and has remained a main artery of CSA.

Recently (April 2014) Alan Baird, Chief Social Work Advisor to the Scottish Government, visited the CSA and afterwards among other reflections noted the following :

*'It had been many years since I had visited any of the Camphill resources and I was therefore interested in how the school reflected the pace of change which everyone in the care and education sectors has experienced in recent years. Whilst much has evolved and will continue to do so, what struck me was the importance of the underpinning philosophy of care and what we might today describe as an asset based model where the emphasis is in "creating an environment to identify what everyone has to offer" - despite the significant challenging behaviour of some of the children, I was struck by the phrase "children are the teachers who help you develop your humanity". In other words whatever the challenges the children would always know that Camphill was their home. It therefore struck me that two words I have heard too often were seldom applied in Camphill - placement breakdown.*

*I was impressed not only by the skills of individual members of staff but how their talent helps create some wonderful opportunities through sculpture, crafts and outdoor activities including the gardens, farm, horse-riding and for the more adventurous Duke of Edinburgh Awards with 3 young people hoping to achieve gold this year. I was impressed with the outward looking approach..... . The school rightly prides itself on the importance of evidenced based practice and I will read with interest the evaluative work currently being carried out by CELCIS.'*

Without the development of the BASP/CE such a high standard of care would, in my view, never have been achieved. Whereas there no doubt is a great sense of sadness and loss that the BASP/CE has now come to an end, the challenge is for us here at CSA to use the richness of what we have learned to create a new core of learning and development of co-workers into the future, which can continue the original aim of having community as an ongoing path for learning at the centre alongside recognised academic social pedagogical qualifications.

Vibeke Alfred with Chris Walter and Vincent D'Agostino

# The Impact of the BA Programme on Newton Dee

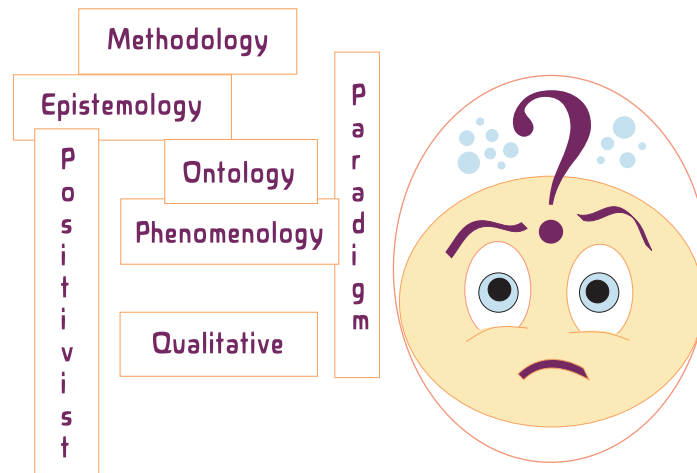
The journey began in 2002 with our first student. Over the last twelve years students have lived and worked in the community alongside our resident villagers, non-residents on day placement arrangements, short and long term volunteer co-workers and employees. They have contributed a stabilising influence to our multifaceted way of life and have provided a source of committed people who have created a middle group between the young volunteers who access the introductory training offered by our Foundation Course and the established longer term co-workers. The students have also enhanced our appreciation of learning, be it anthroposophical or main stream. We have had to be clear about our own ethos, enliven our perceptions of the familiar and then express ourselves clearly, even those who were not link tutors, personal tutors or supervisors! The BA students have enabled us to refresh and move forward in our thinking.

Within the context of the BASP Partnership Communities who have supported students in the programme, Newton Dee has played a prominent role. As part of the Programme Administrative Team, Vibeke Sunddal and Hilary Stobbs have consistently strived to ensure that the content of the programme was appropriate not only to prepare students to work with children and young people but also with adults of all ages. The BA delivered a rounded training, not only achieving a balance between practical and academic work, and also a training that went across the lifespan. Consequently when students left they were not obliged to stay in Camphill, work with a particular age group or with learning disabled adults. This breadth has enabled students from other centres to join us mid-course; it has encouraged Advanced Entry students, thus allowing those who have considerable experience to gain a qualification. Such students could evaluate their learning from experience through the reflective process of creating a portfolio credit claim.

Newton Dee's villagers have played an active role in the students' learning: this has included being involved for example in creating a video or poster presentation together with the student, and at times taking part in an interview, of course with all consents in place and confidentiality adhered to. This participation has always been enthusiastic and supportive; the villagers were genuinely interested from the moment of the student starting their work on an assignment to the awarding of the final grade. They have felt a personal commitment to the students who live together with them in their household. Some even felt included in a sense of magic that the University of Aberdeen seemed to bestow. For many, this pride in their Newton Dee BA students really culminates in being part of the internal Camphill graduation celebration each July in our Phoenix Community Centre. There is also the possibility to either attend the official university graduation or watch it online.

Vibeke Sunddal and Hilary Stobbs

## Research in the BASP/CE



Like it or not research has always featured strongly in the final stages of the BA. At times the content seemed challenging both to present and to absorb.

Students were introduced to the research process, methodologies and methods, the challenges of ethical dilemmas and mystifying research terminology. For many years in addition to a 'Research Strategies' course, students also completed small scale inquiries into practice. These impacted significantly in communities as probably almost all co-workers were involved in one way or another, through being interviewed, completing questionnaires, contributing in a focus group, simply supporting the students as they wrote up their dissertations, or attending an event at which the students proudly presented their findings. These 'Negotiated Independent Studies' resulted in a host of rich, informative and meaningful dissertations which continue to inform thinking and practice in social pedagogy.

The Understanding and Using Research (UUR) course was subsequently introduced to the programme at Stage III in 2010; it aimed to enable students to read with critical appraisal a variety of types of research relevant to their professional practice and to understand the influence of research on aspects of their professional knowledge and practice as social pedagogues. Teamwork was a key aspect of its design and delivery - valuing the experience of collaborative working for us as tutors combined with a strongly interactive approach to engaging with the student group.

### **Tutor team members over the years:**

Norma Hart, Sarah Kearns, Dr Karen McArdle, Dr Dean Robson, Dick Wardell, Dr Aileen Ackland, Pat Millar, Dr Joan Forbes

# Social Pedagogy and the Library: A Librarian's Memories

*'A distance learning student is one who does not study on campus and who does not have immediate and easy personal access to College Library Resources'.*

The Northern College In-Service Committee 1996

On joining Northern College Library in 2001 this statement was my first introduction to the concept of 'distance' learning. As an Assistant Librarian I came to understand that not all courses that were classed as 'distance' were always 'away' from campus (Social Pedagogy being one of these), but the mission behind the statement was to ensure that any disadvantage students who were 'non-traditional' might experience was negated.

Later that year Northern College was no more and we were part of the University of Aberdeen. My role changed and suddenly I was responsible for the information welfare of the 'distance' students. One of my very first experiences teaching information skills was to the then BA Curative Education students. My lasting memory is that my colleagues always referred to them as the 'Woolly Hat Brigade' as they wore such wonderfully colourful woolly hats! I am not sure who was the more bewildered and bemused, me or them! Many had already been students but they were all new to the University of Aberdeen (as were we!), and our Library Service. I had to try and work out what they were going to be studying and how best I could support them. Many years of demonstrating how to 'eBrary' with electronic books and how to 'Google' with 'Scholar' as my students knitted away were to follow.

I look back with fond memories of the Social Pedagogy programme. The students were always my most challenging and interesting. They were always different. Yes, like the others they were part time, yes, some of them were at a distance geographically, yes, they were practice based, but something made them unique; their willingness to question. I was never sure what I would be asked when I stood up in front of them. I thank Norma Hart and all my students over the years for the wonderful experience, I shall cherish it.

I would like to end by saying that I was not the only member of library staff who worked with the BA Curative Education and BA Social Pedagogy over the years. Jean Jolly then Senior Librarian, User Services, was initially responsible for the organisation of library services to the programme. On Jean's retirement Kit Corall, Deputy Librarian, took over this role until I myself took it on in late 2001. Throughout we were supported by a wonderful team of library staff, Pat, Pauline, Marilyn, Sheila, Susan, Linda and Jeannette backed up by Linda and George on the IT Help Desk but it was Hilda Gauld whom most students will remember. On the move of the Library from Hilton to Old Aberdeen Hilda was assigned as the dedicated Distance Learning Library Assistant, we even named the service (HILDA, Help with Information, Library and Distance Access) after her! She was the ever cheerful one who would package up the books and post them out, hunting down odd references and ordering inter library loans. Without them all we couldn't have supported the students the way we did.

Claire Molloy

Assistant Librarian and Information Consultant, Northern College and University of Aberdeen, 2001-2014

# A Tutor's View of a Student's Development Across the Lifecourse of the BASP

## The BA's tough at every stage

And students and tutors canny players.  
They have their deadlines and extensions,  
And a good excuse in its time plays many parts,  
**In each of seven roles.** At first the candidate,  
Smiling at interview full of rude potential.  
Then, the fledgling student with her lap-top  
And tardy pleading face, knitting in her pail  
Cascading on her desk. And then the writer,  
Quoting like an advert, with some critical reflection  
On his glowing life-space. Then assessed practitioner  
Full of porridge oats, journalled like Bridget Jones,  
Righteous in devotion, sudden and quick in realization  
Of the need for evidence of recognition  
Even from Link-Tutor's mouth. Then the seasoned student  
Ready for all feedback, but aiming for high CAS mark, With  
view severe, and quotes of shorter cut,  
Full of argued interpretation, literature and reflection  
And so he stands apart. The sixth role further lifts  
Into critically reflective research reader,  
With nose disjointed, opinions cast aside  
Her earlier journals, well savíd, a world too wide  
For her limited word count, and her assertive voice,  
Turning again to open questions, thinks  
And wonders out loud. **Last scene of all,**  
That ends the undergraduate's fleeting history  
Is future questions and a view more open.  
Sans blinkers and quick opinions open to everything.

Adapted by Vincent D'Agostino from  
'As You Like It' by William Shakespeare





# Chapter Three

Students' Contributions

Student Enrolment and Graduates by Academic Year



Academic Year	Year 1	Year 2	Year 3	Year 4	Advanced Entrants Included	Total Year's Enrolment	New Entrants That Yr.	Graduate
1997/98	14	9	-	-	-	23	23	-
1998/99	18	12	8	-	-	38	18	-
1999/2000	9	13	10	3	-	35	9	1
2000/01	16	9	6	7	-	38	16	4
2001/02	24	8	7	6	-	45	24	6
2002/03	22	22	4	7	-	55	22	6
2003/04	17	20	17	6	-	60	17	6
2004/05	19	15	16	14	(7)	64	22	14
2005/06	20	19	18	20	(6)	77	26	19
2006/07	19	23	25	16	(9)	83	28	13
2007/08	26	17	32	17	(7)	92	33	16
2008/09	22	28	16	28	(5)	94	27	27
2009/10	16	21	32	12	(8)	81	24	12
2010/11	13	14	26	28	(8)	81	21	25
2011/12	-	9	19	22	(5)	50	5	21
2012/13	-	-	8	19	-	27	-	17
2013/14	-	-	-	10	-	10	-	11
Totals	255	239	244	215	(55)	953	319	198
Average of entries	18	16	16	16	(7)	56	16	13

## Students' Contributions: What the BACE/SP meant for me

## Danica Ondrusava

I thought I should write how helpful all the subjects were, the tutors who spent so much of their lifetime with us, the books and talks and all the rich content of our degree throughout the years. In the end I think that the course was set up by particular people and they chose particular topics. It was as a whole only as much as I myself was able to receive and understand. This was quite a shocking revelation for me. The BA gave me a wide spectrum of theories and concepts to consider, but these only make as much sense as I am able to make. This leads me to the main idea that the BA gave me, the importance of self-reflection. All our assignments were encouraging us to observe others and/or phenomena, and to try to understand and respond in the best way. I learned through reflection how much I have to work on deeper understanding and not just scrape the surface, touching on many different aspects of situations.

And of course...the BA gave me many friends and connections with knowledgeable and wise people who became my companions and advisors in my personal way through life.

On a metaphorical level the BA also opened more doors for me, as the degree is recognized and valued around the world. So I am now writing this from New Zealand where I am trying to learn and develop more understanding of life, of the children I am working with and of myself.

I thank you that I could be part of this programme which has already helped me so much on my life journey.



'Confusions' - 2003



'Momo' - 2002

## Mira Hazenfuss

The BA was just awesome and such a good foundation for my work. Unfortunately New Zealand has not picked up the idea that special needs teaching requires different and extended skills/ideas than normal primary school teaching and we are struggling to get qualified teachers into the school. However, we have a growing group of people with curative education/social pedagogy as background which makes all the difference. Thanks to all the good work and learning we got.



'A Bunch of Roses' - 1999



'The Wizard of Oz' - 2011

## Franziska Stephan

I am more than grateful that I was able to do this wonderful training!  
I wouldn't be the person I am now without it...

## Philip Hodgkins

The BACE was the perfect course for me at that stage in my life. First and foremost it was practice based but in addition to this it gave me a firm grounding in theories and approaches which inform the work I do today. I am particularly grateful to the emphasis placed on the arts, anthroposophy, curative education, Waldorf curriculum, and the essential values of Camphill and community living. I couldn't have asked for a better education!

The quick answer to that question would be: It changed my life forever and gave me the life that I am currently and proudly living. Therefore, this answer could possibly fill pages and pages but let me try to give you a briefer outline:

My name is Tobi and I came to Camphill Aberdeen in 2006 for one year, doing a so called ADIA (anderer Dienst im Ausland). As you probably realised now - I am German. I finished school when school leavers still had the obligation of a complementary time spent in army or civil service. As I was never keen on the army the choice for civil service was made quickly. From a classmate I got the information that it was also possible to absolve this time abroad and as I was anyway, at that time, lusting for adventures in the wide world I eventually ended up spending one year in Camphill Bungalow Aberdeen - at least that's what I had planned. As the year (which I absolutely loved to bits) neared its end I started to search for a future plan. This plan was still very much based in Germany. "Work? Hm. Apprenticeship? Dunno. Study? Yeah...why not. But what?" I did answer this question eventually and set my mind on studying Elektrotechnik or Holztechnik and also had job interviews with German companies.

It was during one of these that it suddenly clicked. I realised that when I tell the nice man on the phone what he wants to hear he will give me a job. If I, however tell him what I really think he probably won't. I realised, that here in Camphill I was wanted and appreciated for who I am and what I can bring as a person rather than to be an interchangeable cog in the system. Also looking back at the year I had, I could say without any doubt that it had been the best of my life. I felt I spent my day(s) doing something useful. To do something that really mattered. To do something good. This was very fulfilling and at the same time more enriching than I could ever think of a study to be like. I liked Camphill, the children, all the other co-workers and I was happy to be a part of it. I thought: Why stop and not develop this further? So in August 2007 I decided to join the BA course in "Curative Education" (Heilpädagogik) which was later (one year before my graduation in 2010) renamed into "Social Pedagogy" (Sozialpädagogik).

So what did the BA give me? Well, it gave me the needed know how. It gave me the means to develop further, just as I had wanted to. To develop my practice, my theory, my understanding, my experience, but most of all it gave me the means to develop myself and helped me realise that I am the basis of all I do and that if I wanted to develop further I would need to keep developing this basis - myself. Undertaking the studies, I must admit, was not a walk in the park and required most of all to be self-disciplined. I spent countless evenings in front of my laptop until late at night knowing to be needed fit and ready for work only hours later. It was sometimes hard to see my friends go to the pub or a concert whilst I was studying. And I must admit that from time to time the thought of quitting did cross my mind. However, I made it and am proud of it and also would be rather unhappy with myself if I didn't. To the present day I recommend this course in connection and combination with living and working in Camphill to anyone wanting to learn about and to experience the work with children above any other study in the world. Because as much as it asked of me, I can say with conviction, I got repaid multiple times over. I did probably not always think like that in the moment, but retrospectively I am certain of it.



Nowadays I live in New Zealand and work in a special needs school. I generally can't complain. I live in a big house, drive a good car, and when I sit on my balcony enjoying the sunshine I can look out over the ocean. Sounds like a movie or a book with happy ending, right? However, I wouldn't be here if it wasn't for the BA and my time in Camphill which granted me my Visa and employment. Working at this school I am one of the best trained and most experienced and am often asked for advice. One could say: I went from being inspired (when living in Camphill and doing the BA) to inspiring others. I like being in this position as I like to help wherever I can. It also gives me an appreciated feeling of self-worth and esteem and the knowledge I was right to live, work and study in Camphill.

What I am sure is that I am missing the inspiring, fostering, furthering and teaching environment I had when living in Camphill and studying towards the BA. So to put all of this into one sentence: I went from not knowing the BA at all, to missing it and therefore, will forever be glad and proud of having been a part of it.

### Patricia Rink

I was very sad to hear that the BACE or BASP as it was called last, will not be part of Camphill Life and Work anymore in the future. I considered the course very special and valued the learning highly while I studied. But only now, some years onwards, do I realize just how many seeds were planted during that time and how many things have become second nature to me which are extremely helpful. I will definitely revert with some personal reflections trying to express the immense gratitude I feel towards everyone who contributed towards making the BACE programme work during all these years and especially towards the tutors who supported me with much personal engagement during the time of my studies.

### Judy Sweet

When I now reflect back on what I learned and how I developed doing the BA in social pedagogy I can see that it is the best study I could have followed concerning my professional development as a curative educator. I did the advanced entry into the BASP out of the necessity of upgrading my qualifications rather than a wish to engage in academic study. It seemed rather handy to be able to obtain a BA in only 15 months. But I quickly realised that there is nothing 'handy' about throwing yourself into an advanced stage of study having no computer skills or academic training. But with some gritting of teeth and Norma Hart's expert guidance and support, I managed to pull through. I also learned a lot and was able to write my final dissertation on a subject that lay very near to my heart.

My thanks and gratitude to all in Camphill and Aberdeen University who worked hard to create and keep the BASP going for so many years and for allowing mature students like myself to participate.

### Hannah Wheelwright

Being part of the BA was a life enriching experience which not only equipped me to practise as social pedagogue and make a meaningful contribution to a class and house but also to reflect on myself and understand how to appreciate, support and challenge myself. I often reflect on things I have learnt in the BASP to support me in professional and personal situations and find I have finally managed to internalise the, for me, elusive 'theory into practise' area on a daily basis (all the evidence is in my head but I would be inclined to say it is 'outstanding').

The experience of community was a wonderful aspect of the BASP for me. I am so grateful for the support, collaboration, chocolate, companionship, laughter, lunch breaks, lifts and inspiration I was the recipient of and I really treasure the connections I made during the BASP. It was a long, exhausting and demanding journey but we all strived on with conviction and comradeship, only allowing ourselves to voice 'are we nearly there yet?' appeals occasionally.

The support from all the teachers and tutors was also outstanding. It was a humbling experience to feel supported by a team of individuals who encouraged, guided and challenged me while maintaining a genuine interest in me as an individual and in my practise. I feel very happy to be writing a contribution now rather than an assignment. I am glad there are no more assignments and the BASP was extremely challenging for me but the overall, life long, impression is one of striving towards deep appreciation, respect and joy in everything we meet. I am always grateful to the BASP for equipping me with this perspective.

## Bernd Zabel

I am still nourished by what I experienced and learned in Camphill and in the BACE every day. To name just a few of the things I took along: I learned to build deep trusting connections with other human beings, to work as a reflective practitioner, to be awake to the moment in clear observation, to respect every human being as who they are. This set a foundation for my life from which I have been able to apply myself in many fields of work (teaching, caring for the dying, working with people with special needs, supporting independently living humans with mental illnesses, and most currently I am working as a social worker to activate long-term unemployed people).

I am deeply grateful for this course and all the opportunities for personal and professional development it had for me. It was an honor for me to be one of the people who were able to participate in this legendary education.

## Marcin Miereczko

I graduated from the BACE course in 2007 with Marieke, Sophia, Philip, Amalia, Christian, Dace, Raz, Lilly and a few others. My experience was a mixed one - from joyful moments spent together to very difficult evening lectures. I think I was way too young to understand and to appreciate most of it. But I went away from the course with two things which have lead me ever since - the capacity to ask right questions (without necessarily obtaining answers) and curiosity to explore and understand the "invisible" side of things - this was only possible thanks to the practice-based way the Camphill Movement had paved for us. One memory which stands out is John Ralph receiving a letter from someone who saw our "Dracula" play in the Murtle Hall - apparently the play was too scary for someone who probably thought it was going to be a musical.



'Dracula' - 2004

'Fiddler on the Roof' - 2000



## Student Group 2014

On the last day of the programme the students engaged with a range of materials both individually and as a group. Throughout this process they shared both visually and verbally their reflections on their experience of the programme.

They experimented with shapes and movement before deciding how best to capture the essence of their reflections. Eventually they came to the idea of '*a spiral*' as symbolising both their journey and the BA journey; flowing, extending, with potential for changing shape, with individuals joining and leaving along an ongoing journey.





# Chapter Four

External Examiners' Contributions

## External Examiners

Professor Steve Baron (1997-2001), Professor Roy McConkey (2001-2005), Dr Anthea Hayley (2005-2007), Dr Mark Smith (2005-2009), Dr Jan Goeschel (2009-2012), David Crimmens (2012-2014)

### Dr Mark Smith (2005-2009)

My first experience of Camphill was back in 2005 when I visited along with a cohort of students on the Masters in Residential Child Care at the University of Strathclyde. It was an experience that made a big impression on me at the time. I wrote about it in the monthly column I did for CYC-Online <http://www.cyc-net.org/cyc-online/cycol-0605-smith.html>.

I think what struck me most at that time was both how strange yet how familiar I experienced Camphill to be. It was strange in the sense that it spoke of a very different vision of residential child care to the one that had become taken for granted in policy and wider professional discourse. But it was also comfortingly familiar in the sense that it took me back to my own early experiences of what, on the surface, might be thought to have been a very different form of residential child care, a former List D school run by the De La Salle Brothers. But both were united in being, in some way, intentional communities, established for the service of others. In both communities, there were live in staff attached to house or cottage units. There were natural rhythms in the way that daily life unfolded. Staff and residents ate together and important daily events such as mealtimes were foregrounded and valued through particular rituals such as saying 'Grace' at the beginning and end of each meal.

A year or so after that initial contact I was approached to be external examiner on the BA in Curative Education, which the Camphill Schools ran in partnership with the University of Aberdeen. I served in that role for five years. The BACE developed significantly over the course of my tenure as external examiner. Specifically, and deliberately, it moved away from its primary association with the founding anthroposophical ideas of Rudolf Steiner to embrace a wider concept of social pedagogy, whilst, rightly, maintaining some anthroposophical traditions within that broader framework. The BACE became the BASP (BA in Social Pedagogy).

Social pedagogy of course, is the discipline within which direct work with children is located across most of Europe. It is underpinned by a robust academic and practice-based corpus of knowledge. It is attracting growing interest across the UK as an alternative to social work as a practice model for residential child care. Against this wider backdrop of fast developing interest in social pedagogy, the BASP is perhaps the leader in the field in offering a degree level qualification. Interest in social pedagogy is not a fad that will quickly fade, but a growing movement in respect of what constitutes appropriate professional education for direct care workers.

As external examiner on the BASP I was impressed by the congruence of the programme for training residential child care workers. In focusing on the everyday realities of providing care, such as the challenges of teaching adults with learning difficulties how to bake bread, or encouraging them to wear a raincoat in inclement weather, it was a far more appropriate means of professional education and training than social work, which struggled to move beyond misanthropic and reductionist notions of protection.

The BASP student cohort, drawn almost exclusively from the Camphill communities, was non-traditional in a number of respects, not least its heterogeneous international composition. This could have implications in the early stages of the programme for students understanding and applying academic conventions. Just what I should consider acceptable in this regard was a constant tension to me as external examiner.

However, over time, I became reassured. As students progressed through the programme, they began to produce some very impressive work, a real strength of which was its level of reflection, a quality that ought to be at the heart of residential child care practice but one that many social work students struggle with. But things were not all plain sailing. In the latter stages of my tenure as external examiner the programme fell prey to the constraints placed upon universities by the UK Border Agency. There was a mindset that could not countenance that foreign students might come to Scotland, not to take from our rapidly diminishing welfare system but to give of themselves and their labour out of a sense of moral purpose and fellow-feeling towards those less fortunate than themselves.

Another nail in the coffin of the BASP in the latter days of its association with the University of Aberdeen, came in the form of negative blog posts casting doubt upon the 'unscientific' nature of anthroposophical beliefs and practices. I can appreciate that a university might get touchy about any suggestion that one of its programmes is based upon little more than hocus pocus, as was asserted in the aforementioned blogs. But in this case, the criticism wholly missed the point. It was based on a belief that care ought to be and can be 'scientific'. This introduces a fundamental epistemological tension at the heart of much current day thinking around the people professions. Essentially, we have set down the road of trying to conceptualise what is a moral impulse to care in scientific rational terms. Yet care is not scientific and it is irredeemably non-rational; it is a moral and a practical endeavour, the fruits of which are not measured but felt at a deep level by those receiving care and indeed those caring. And when care is offered well, then its recipients in Nel Noddings terms can 'glow and grow', as they do in Camphill.

The reason that residents (and indeed co-workers) in communities such as Camphill can glow and grow is because care is conceived of and experienced as more than a set of instrumental tasks. It is underpinned by a set of moral, and to varying degrees, spiritual values. These values are based on a sure understanding that people do not exist as autonomous, rational individuals but only emerge into a fullness of human dignity alongside others, in community. This sense of community is palpable and powerful. Interestingly, a couple of my colleagues are currently conducting an evaluation of Camphill adult communities. They have been moved by their visits; I suspect they may have gone native! To be honest, it is hard not to.

Communities such as Camphill (and I think about other intentional communities such as L'Arche in making this point) that dare to be different in rooting what they do within a particular set of values hold a mirror to much of residential care in Scotland. I hope other agencies might look into this mirror to reflect on some of their own practices and assumptions around care.

All that remains for me to say is to wish Camphill well in its new association with Robert Gordon University.

Dr Mark Smith (BASP External Examiner)  
Senior Lecturer and Head of Social Work, University of Edinburgh

## Professor Roy McConkey (2001-2005)

### A unique experience

External examining can be a predictable chore but not in the case of my time with the BA in Curative Education at Aberdeen University. As I discovered during my five years from 2001 to 2005, this was a peculiar course in the best possible sense of that word. It was built around a unique partnership between the University and Camphill Aberdeen; harnessing the wisdom and expertise of two venerable institutions in a marriage that few had attempted before or since. Like any joint venture it no doubt had moments of heated debate but I like to think that the mutual respect they had for one another, brought shared understanding and a synthesis of approaches that often is lacking in higher education of the modern era.

The students brought a further uniqueness to the course. Few were from these shores; rather each year they created a mini United Nations from across the globe. Indeed with the passing years many came to Aberdeen because of the course; enriching both Camphill and the University both literally and metaphorically. Many were mature students who came with a diverse range of life experiences and some with long years of service in Camphill. However different cultures and languages bring their own challenges but offsetting these was the students' commitment to apply new knowledge in their daily experience of living alongside people whom society perceives as very different and difficult. Their creativity and passion often shone through in their assignments. The standard of work regularly surpassed that required for a pass degree.

Students obtained a dual qualification: a university degree alongside a Scottish Qualification for Residential Child Care workers. This unique mix of academic and practical learning is exactly what is needed in our society if we are to provide better and more effective services for our more needy citizens. Yet too often these two forms of knowledge are divorced missing the rich interaction that each brings to the other. The University and Camphill were brave enough to recognise their own weaknesses and humble enough to appreciate the strengths of their chosen partners.

As we mark an ending, the words attributed to Mary Queen of Scots, seem apt: "In my end is my beginning". For me, it means looking beyond Aberdeen to the wider lessons that can be drawn from your journey which can inform generations yet to come, of how we can best prepare our students to avoid the mistakes and missed opportunities that blight our current responses to disability and give them the passion, insights and encourage to dream of things that never were and the determination to make them a reality.

Professor Roy McConkey  
University of Ulster

## Thirteen Years of Curative Education in Elphinstone's University - Did It Help?

When the University of Aberdeen was founded, a process initiated by Bishop William Elphinstone in the years between 1495 and 1505, one of its principal tasks was to educate physicians, teachers and priests for the communities of Northern Scotland. As per the papal bull authorizing its establishment, the university was to be dedicated to 'the pursuit of truth in the service of others'. About 500 years later, few of its programs could claim to embody this founding vision better than the BA in Curative Education/Social Pedagogy, offered in collaboration with the Camphill communities.

The term 'Höilpädagogik', rather awkwardly translated as 'Curative Education', was coined in 1861 by Jan Daniel Georgens and Heinrich Marianus Deinhart. Founders of a pioneering home for children with disabilities near Vienna, they recognized that a new professional field was emerging at the intersection of medicine, education and pastoral theology. Practically grounded in the work with the most vulnerable and marginalized members of society, this new profession was to bring about a profound transformation of culture and civilization as a whole. Within its transdisciplinary field, the seeds of a deepened understanding of the human being were to be cultivated - an integrated view of what it means to be human in body, soul and spirit.

The capacities to foster and safeguard the fragile integrity of the human being and build relationships that counteract the dehumanizing forces of our times can only be developed through 'the pursuit of truth in the service of other'; a pursuit of understanding that has its roots in a deeply immersive experience of service, of relationship- and community-building and of constant confrontation with one's own human limitations. Artistic and contemplative processes are the chief means by which insight can be distilled from action, and by which ideas can flow into deeds through moral imagination.

Current literature on the renewal of higher education abounds with calls for true learning communities, service learning, action inquiry, integral education and other new learning paradigms that aim to include all dimensions of the human being. Even after its conclusion, the BACE/BASP will continue to serve as prototype for a new form of higher education that answers these calls - not by lip-service, but in the most concrete terms. It will stand as an innovative model, the collective action learning project of all who have been involved over the years. It is an example of the kinds of impulses for general cultural renewal that Deinhart and Georgens hoped would flow from their holistic social-educational work.

An inherent challenge of immersive action learning is the near impossibility of maintaining sufficient reflective awareness whilst in the midst of doing. The present hiatus will allow for the experiences gained to mature and ripen, and to become seeds for cultural renewal once more, as they surely will.

Dr Jan Goeschel

## David Crimmens (2012-2014)

We no longer ask the question ‘what is social pedagogy?’ posed some 20 years ago in the very first edition of the journal ‘Social Work in Europe’. In the following two decades we have learnt a lot about social pedagogy. Books and journal articles written in English are more readily available to all those who want to engage in discussion, much of which is free to download from the internet. State sponsored research has developed our knowledge of what is embraced by social pedagogy and equally how social pedagogical practices can be developed in the UK. It is timely to reflect on which professional practice and political policy developments interests have been sustained over this period and to what extent social pedagogy has become embedded in academic discourses and professional practice landscapes. This applies particularly in Scotland where the fundamentals of the independence debates focus on what kind of society Scottish people wish to live in now and in the future.

Scotland has always appeared to offer more fertile ground for the development of social pedagogy. This may lie in more solidaristic traditions of community education and the different pathway taken in child welfare since the 1960’s. It may also reflect the logistical challenges of innovation in which the size of population is a less daunting impediment to change. It is not surprising therefore that the first degree programme in the UK bearing the title ‘social pedagogy’ evolved in Scotland.

The programme has been built on a unique partnership between the University of Aberdeen and the Camphill Communities in Aberdeen, which works with vulnerable children, young adults and older people. I was originally invited to be the External Examiner of an expanding programme which aimed to become the first honours degree in Scotland specialising in Social Pedagogy. However a combination of adverse publicity about the ideas of Rudolf Steiner combined with the unorthodox approach adopted by the programme appears to have created something of a crisis in a relatively risk averse HE environment. The tensions which emerged proved irreconcilable and a decision was made to close the programme. Perhaps the process reflects thinking by Lorenz (1994) who questioned whether

*social pedagogy [is] the critical conscience of pedagogy, the thorn in the flesh of official agenda, an emancipatory programme for self-directed learning processes outside the education system geared towards the transformation of society? (93).*

It is disappointing to reflect on the closure of the first degree in the UK bearing the title ‘BA Social Pedagogy’ that is, importantly, located in the University School of Education. We mourn its loss but eulogise its achievements rather than scribble an epitaph. The question most prominent in my mind at this time therefore concerns the legacy remaining from the past 17 years of the evolution of this pioneering programme, an important part of a Scottish Social Pedagogy inheritance.

The learning from the programme lives on in the practices of the graduates who continue to practice social pedagogically on a daily basis. This was clearly evident in abundance in the themes emerging from the final Examination Board meeting, which were both positive and celebratory. A relatively small cohort of students produced academic and practical work in the final year that was marked by optimism and a high degree of creativity. Evidence of learning submitted in practice portfolios was enriched with visual art, photography and recorded music. This creative work built on a foundation of effective peer-based learning, reflecting the value of collaborative activities engaged in by the student group working with tutors at the university and co-workers in the Community. More importantly the creativity demonstrated the way in which practice has evolved in pioneering new approaches to making relationships and communicating with those who have been perceived as having the most severe communication difficulties. The students built bridges to communication which historically may have been seen as not being possible, walking alongside Camphill residents and enabling them to achieve their previously unrealised potential. This represents a truly educational approach that is based on a belief that it is possible to change people's lives for the better (Hendrik; 2003: 192).

Collective commitment is evident in completion rate for this programme. Over the past 17 years 80% of students who registered for this part-time, employment-based degree have been awarded the BA in Social Pedagogy or its predecessor award - a remarkable achievement and a testament to the commitment of a generation of students, academic staff in the School of Education and practice-based educators working in the Camphill Community. The final cohort epitomises the evolutionary changes that have occurred over a long period in this unique partnership between the University of Aberdeen and the Camphill Communities. The challenge for practitioners and policy makers in Scotland is how to sustain these developments and build on the expertise and experiences which have evolved in a rapidly changing environment.

Rustin (2013) talks about the potential for a 'relational society' in which

*a significant measure of value, and indeed of the well-being of a society, should lie in the qualities of relationship which are available to individuals at each stage of their life-course. It is not economic growth as it is counted in money terms by which we should measure the progress or improvement in our society, but by the attention given to people and their development.*

This could be the legacy of the BA Social Pedagogy.

David Crimmens

Formerly Reader in Children's Social Care & Education, University of Lincoln



# Chapter Five

BASP International Context

## Countries of Origin of Students



# 'The fact that something comes to an end does not take anything away from its remaining value'

Dornach. 21. May 2014

Dear Colleagues,

The fact that something comes to an end does not take anything away from its remaining value. Often it is rather a sign of integrity and dignity when things come to a conclusion under difficult circumstances and when through it the opportunity arises to envisage new developments. The end of the BA Programme, which you as Camphill organisation together with the University of Aberdeen have offered and always developed further over so many years, is nevertheless to be regretted.

With the 'Aberdeen BA', as we have always called it, you have not only created an important training opportunity for the Scottish Camphill centres, but you have made history for the whole of the Anthroposophic Curative Education and Social Therapy movement. You were the first to raise the study of Curative Education and Social Therapy to an academic level, initially with the Open University and Northern College and then with Aberdeen University. With that you set benchmarks which have always been a guiding example for the International Training Group. First and foremost we have to thank Dr Annelies Brüll for this, but in equal measure also her successors Angelika Monteux and Vincent D'Agostino and last not least Norma Hart of Aberdeen University who has always been constructively engaged in the work on these developments.

Today there are several BA and MA Programmes in various countries. In recent years the trainings in the methods of Anthroposophic Curative Education and Social Therapy have undergone intensive further developments and have generally become independent from earlier 'in house' courses. Through this students can focus more on their studies, are less dependent on individual work places, but are also more separated from the immediate connection between "Theory" and "Practice". This brought about new challenges for the identity of trainings and related teaching methods. We responded to this more than ten years ago by creating a 'Handbook for the Training in Curative Education and Social Therapy'. You have contributed to this and also to the recently established procedure of accreditation of Training Centres mainly through the work of Angelika Monteux and John Ralph. Since then more developments and changes have posed new challenges, problems as well as successes, as for example the challenge of scientific research into the methodology of Curative Education and Social Therapy or the question of how to further develop Anthroposophy as such. All this demands that the International Training Network maintains active involvement in keeping this process alive. We take this opportunity to express our warmest gratitude for your contribution to our international Training culture and hope to continue our close relationship of the past also in future.

With all the best wishes,  
Rüdiger Grimm

(Translated from German by Angelika Monteux)

# The BA within the International Training and Qualification Network

The original training of Camphill co-workers began in the 1940s in Aberdeen and as the Camphill Movement quickly expanded into other countries the training, then called the 'Camphill Seminar in Curative Education', gained its unique international flavour from the beginning. The content was based on a course of lectures Dr. Rudolf Steiner gave in 1924 to a group of people wanting to learn about care and education for children with special needs; this 'Curative Education Course' has guided the formation of many other Training Courses worldwide in Camphill and also many other organisations working with Anthroposophy.

This led to the professional recognition of 'Heilpädagogik' in Europe and later worldwide, translated as 'Curative Education' for children and 'Social Therapy' in the work with adults with special/complex needs. In recent years the term 'Social Pedagogy' is more frequently used to describe the complex field of activities included in this profession. This work and related trainings are overseen by the Curative Education and Social Therapy Council of the School of Spiritual Science of the Anthroposophical Movement at the Goetheanum in Switzerland. Within this are two working groups:

- The International Training Group which has held 18 International Training Conferences so far; these annual events are attended by some 60 participants from around 20 countries to further develop the content, quality and relevance of trainings, to foster collaboration with other trainings and professional associations and to encourage and share research and to support new training initiatives in countries such as Lebanon, Kirgizstan, Ukraine, India, South America and more. Camphill School Aberdeen as professional training centre has been a member from the beginning.
- The International Training Council which carries awareness of the movement and co-ordinates the annual conferences. I have been a member of this group for the last 12 years.

Some of us have attended these conferences on a regular basis and have been able not only to benefit from the ongoing shared learning, but also to contribute to the development of the wider training landscape.

Part of this was our participation in an EU Leonardo Project 'Training the Trainers', researching and developing ways to combine Theory, Practice and Art in innovative and creative ways in adult education. Both Norma Hart and I were actively involved in this and I also contributed to a related project, the 'KRUG Seminar', which involved lecturers from Kirgizstan, Russia, Ukraine and Georgia working on the same topic.

In 2002 the BA in Curative Education was the first training within this international network to gain academic validation at this level, as so far all available courses were more 'in house' trainings with various lower levels of national recognition. We were seen and admired as pioneers in this respect and often asked for advice and help with the process of integrating existing courses into Universities. By now this has been achieved in most European countries including Russia and also in the USA.

The Training Group also developed a process of ‘Recognition in the Network of Training Centres’ with clear guidelines and conditions for recognition, based on peer evaluation by appointed mentors leading to a certificate of recognition by the Council of Curative Education and Social Therapy. This practice has strengthened the mutual support and awareness of each other and the quality of courses; I have been privileged to carry out such peer evaluations in countries such as the Netherlands, Lebanon, USA and Ireland and found that my experience and knowledge gained through our collaboration with Aberdeen University and responding positively to the demands of academic standards has been an important element in my ability to carry out these recognition visits.

In 2009 our BA in Curative Education received such a recognition certificate after an evaluation visit by Dr Angelikä Gach from Germany. She was especially impressed by the successful collaboration between Camphill and Aberdeen University; in her report she wrote:

*“I could visit the University of Aberdeen together with Angelika Monteux, the BACE Camphill Programme Director. We met Norma Hart, the BACE University Programme Director who I had already met at an International Training Conference and also in connection with the project ‘training the Trainers’ within the EU Leonardo Project framework. Norma facilitated a few other conversations, as for example with Karen McArdle who teaches in Stages III and IV. Her response to my question about her experience of the BACE students was that she appreciates their warm individual engagement and their deep spiritual interest”.*

In a conversation with Myra Pearson, Head of the School of Education she was:

*“impressed - among other things - by the open and appreciative attitude towards the work of Camphill and other examples of practice and their importance for the Scottish training landscape. The University’s openness and appreciation of Camphill’s contribution and the competences which can be developed through the partnership is the essential basis of the BACE programme. The level of integration of University structures and Camphill Practice is high. Legal frameworks make this integration possible. As a guest from the continent I look with admiration and longing to the opportunities of this integration/partnership.”*

As already stated this integration has since then been possible for a good number of trainings worldwide, following our positive experiences. The possibility to belong to such a worldwide network and the resulting opportunities for exchange and shared work in the ongoing development of high quality trainings which respond to the ever changing professional circumstances and needs of students and those they will support in their work is very inspiring and leads to ever new learning. I hope that whatever future forms of training the Camphill Schools Aberdeen will engage in will continue to be part of this.

Angelika Monteux (Camphill Programme Director 1999 to 2009)

## Feedback from my travels as a facilitator and educator

On my travels as a facilitator and educator in many Camphill communities around the world, I have occasion to meet many Camphill co-workers. Sometimes, I meet graduates of the BA course. The graduates I have met from your course, shine among their peers in their attunement to the core work of Camphill, to offer a service to a person with complex needs.

These graduates have brought a depth of understanding to their relationships with people they support, with kindness and creativity for finding real solutions for the lives they want.

Julia Wolfson Ph.D

Visiting Fellow,  
Fenner School of Environment and Society,  
Australian National University



The background is a warm, gradient wash of orange and peach tones. Overlaid on this are several irregular, torn-edge shapes in various colors: deep magenta, purple, red, and yellow-orange. These shapes have a textured, paper-like appearance. Thin, dark brown, wavy lines meander across the composition, some passing behind the colored shapes and others in front, creating a sense of depth and movement.

# Chapter Six

Closing Remarks

## Closing Remarks

*The BA in Social Pedagogy was a small gem in the crown of programmes offered by the University of Aberdeen and it is with regret we see it come to an end. Over the years the programme developed a very high quality of practice assessment and student critical reflection, which benefited the children, young people and adults who received the resulting excellence in delivery of care and education.*

*The programme was at the forefront of the advancement of social pedagogy, particularly in Scotland, but through its worldwide intake, its influence was far greater.*

*We will always remain grateful that we could deliver the degree programme together with the University and share our expertise.*

**Laurence Alfred**

Executive Director,  
Camphill School Aberdeen

*“We are all sad that circumstances have changed and we are unable to continue in collaboration with the University of Aberdeen. On behalf of all at Camphill I would like to pass on our appreciation to the university staff for all the work they, and the University have done over the many years.*

*University of Aberdeen BASP graduates are now working throughout the world assisting others to live a full and satisfying life. Having had a discussion session a few weeks ago with the present students, I was very impressed by their enthusiasm for the course, knowledge and understanding of the needs of others and how they can make a difference in the future.*

*Things move on and Camphill is now following a slightly different route, but that does not close the door to any approaches in regard to research or other projects along with the University of Aberdeen.*

*Please pass our thanks to all the staff in the School of Education for their un-paralleled input to the BASP and their continuing support for the final cohort of students. We look forward to celebrating their graduation in the summer.”*

**Tony Crabbe**

Chair of CSA Council of Management

## Teachers and tutors in the BASP/CE since 1997

Pat Millar	Richard Phethean	Gabriel Eichsteller
Donnie McLeod	Rasheeda Reinardy	Claudia Gallizio
Bernhard Menzinger	Justin Dearsley	Steve Lyons
Birgit Hansen	Dr Stefan Geider	Miriami Lyons
Paula Moraine	Dr Marga Hogenboom	Graham Calderwood
Angela Ralph	Jenny Tanser	Friedward Bock
John Ralph	Colin Tanser	Susie Koerting
Angelika Monteux	Marga Schnell	Dr Aileen Primrose (at that time Falconer)
Kahren Ehlen	Laurence Alfred	Claire D'Agostino
Anni D'Agostino	Mari Sterten	Dr Nick Blitz
Vincent D'Agostino	Hilary Stobbs	Prof. Steve Barron
Terri Harrison	Vibeke Sunddal	Kate Skinner
Chris Walter	Ulrieke Mall	Dr James Dyson
Vibeke Alfred	Willemien Erenga	Dr Maria van den Berg
Nora Bock	Astrid Radysch	Kristina Coe
Gerda Holbek	Marjan Sikkell	Sebastian Monteux
Annelies Bruell	Tom Taverne	Alison Shoemark
Stephanie Newbatt	Magnar Longva	Sarah Kearns
David Newbatt	Elisabeth Phethean	Dr Aileen Ackland
Jeanie Carlson	Andrew Plant	Dick Wardell
Judith Jones	Robin Jackson	Dr Dean Robson
Elisabeth Reinardy	Nick Blitz	Alan Patterson
Manuela Costa	Margaret Snellgrove	Prof. John Swinton
Albertino Costa	Neil Snellgrove	Norma Hart
Fatima Godinho	Kristin Tallo	Claire Molloy
Kerry Menzinger	Richard Keys	Dr Joan Forbes
Betty Marx	Simon Beckett	Dr Karen McArdle
Helmut Raimund	Silvie Holthoff	

### Partnering Organisations

Aberlour Trust, Aberdeen. Beannachar Community, Aberdeen. Botton Village, North Yorkshire. Camphill Community Ballytobin, Co. Kilkenny. Camphill Community Glenraig, Holywood. Carrick on Suir Camphill, Community Co. Tipperary. Camphill School ,Aberdeen. Corbenic Community, Dunkeld, Garvald Farm, Edinburgh. Garvald West Linton, Edinburgh. Loch Arthur, Beeswing, Dumfries. Milltown Community, Laurencekirk. Newton Dee Community, Aberdeen. Nutley Hall, England. Ochil Tower School, Auchterarder. Sheiling Trust, Ringwood. Simeon Care for the Elderly, Aberdeen. South Lancashire Council. Tigh A'Chomain, Aberdeen. Tiphereth, Edinburgh. William Blake Community, England. William Morris Camphill Community, England.

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<http://www.abdn.ac.uk/news/6108>

<http://150-jahre-heilpaedagogik.univie.ac.at/>

# BACE/SP Graduates

## 2009 cont.

Daniel Mulcaster (Diploma)  
Gabriele Prits  
Neta Rohatyn  
Judith Sweet  
Meg Swerling  
Henrike Witt  
Gerusa Xavier da Costa

## 2010

Tyler Crawford  
Gerda Crichton  
Arpika Das  
Jessica Doerr  
Carolyn Kaesch (Certificate)  
Hyun-Mi Nam  
Jerus Pradia  
Meike Putzek (Rink)  
Elisabeth Phethean  
Franziska Stephan  
Jakob Zobel  
Tetyana Pivnyeva

## 2011

Susan Baumgarten  
Josephine Brandstaetter  
Alex Busch  
Rachel Davis  
Justin Dearsley  
Katharina Distler  
Nina Engstorm  
Jacob Vollrath

Guilherme Ferraz  
Michael Fichtner  
Monika Gajdosy  
Tobias Hensel  
Simon Hintermeier  
Hanna Hurbo  
Seungji Kim  
Aye Maung  
Karola Mueller  
Seon Joo Oh  
Elena Puscasu  
Aeika Raimund  
Nathalie Schmidt  
Thomas Taverne  
Reka Toth  
Angelika Velasco  
Jacob Vollrath  
Wei Hua Zhang (Diploma)  
Lisa Zweck

## 2012

Ikuka Chiba  
Rodrigo Marinelli Cintra  
Tilman Dadaniak  
Wiepke Dunnewold  
Ranhild Hillebrand  
Paula Jacobs  
Anja Kamolz  
Anja Knappek  
Noori Lee  
Gemma Pujol Oliva  
Oliver Roschke

Sol Sepulveda Cruz-Coke  
Marietta Vasen  
Helen Woodhead  
Gilbert Fonteyn  
Matthew Gribbin  
Malte Lindner  
Frodo Stickel  
Aine Taylor  
John Taylor  
Cavit Zirtlan

## 2013

Martin Alfred  
Felix Barth  
Bridget Beagan  
Holda Berger  
Baba Billavara Koti  
Madeleine Hartstock  
Sara Kapitany  
Dongmin Lee  
Margot Lord  
Veronika Milburn  
Ian Ross (Certificate)  
Nikola Nissen  
Danica Ordrusova  
Tommy Schmidt  
Helene Schritt  
Veit Seidl  
Paul Wefers  
Hanna Wheelwright  
Hye Sook Yoon (Diploma)

## Candidates for 2014:

Dimitar Filipov-Soo, Akkiko Fukuda, Emilie Herrald, Paphisha Kulrattanamaneepon, Laura Leoz-Wilce, Naja Lund, Ami McDonald, Janka Peter, Marina Siracusa, Jung Hwa Yu, Anthony Moorcroft

*'Have Ithaka always in your mind.  
Your arrival there is what you are destined for.  
But don't in the least hurry the journey.  
Better it last for years,  
so that when you reach the island you are old,  
rich with all you have gained on the way,  
not expecting Ithaka to give you wealth.  
Ithaka gave you a splendid journey.  
Without her you would not have set out.  
She hasn't anything else to give you.'*

from 'Ithaka' by Constantine P. Cavafy

