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IMPRESSUM

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*Dear students, staff, parents and guardians,
Dear supporters and friends,*

With this brochure, you are holding in your hands the second edition of the annual report of the Camphill Schulgemeinschaften, and I hope you enjoy the reports and contributions that reflect our diverse life at our three locations.

As we look back on what has been quite a challenging school year, we must express our gratitude to our students and staff for all their cooperation and hard work. Even with the complications surrounding the Coronavirus, the willingness of all students and staff to find flexible schooling and care arrangements to prevent the spread of the Coronavirus allowed us to pass through with flying colors. A huge thanks goes out to them for their exemplary commitment.

The structural merging of our three locations Brachenreuthe, Bruckfelden and Föhrenbühl into one school community has made further progress with our locations finding their way into their tasks and roles. Thus, within the framework of our set goals, we promote a cultural site identity and offer the requesting pupils education and a home on the basis of the holistic understanding for the human being through Anthroposophy.

The shortage of skilled workers is a nationwide

problem and does not stop at our organisation. On the economic side, we are trying to improve the conditions and have managed to bring our salaries in line with the TVÖD table and also to pass on the tariff increases to our staff.

In addition, due to the economic recovery, the annual bonus was higher than we had planned. Further steps of improvement such as Sunday and public holiday bonuses were implemented at the beginning of 2022.

Brachenreuthe as the first Camphill facility in Germany is facing a necessary "face-lift". The structural conditions are becoming outdated and need to be updated, while keeping in mind the various needs of our students and the regulatory requirements which can no longer be implemented in the existing buildings.

In concrete terms, our various projects, such as the incorporation of solar panels and other renewable energies to become energy independent and the construction of the "Eschenhaus" at the boarding school, are developing and expanding. Along with this, there are questions about how the farm, which is in need of structural renovation, should develop.

In this context, there are considerations to create jobs for people with assistance needs in order to be able to offer a development perspective to the need of graduating pupils.

In this spirit, I wish all people in the Camphill Schulgemeinschaften and those connected with our drive to create a safe environment for our

students much joy and insight into our work with our Annual School Report.

Cornelius Weichert

For the executive Board



Burkhard Haus
Executive Board Member



Herbert Heim
Executive Board Member,
School Director



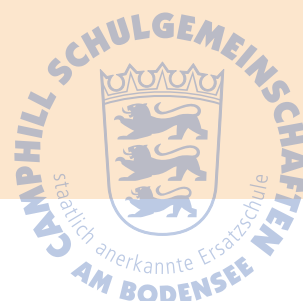
Cornelius Weichert
Executive Board Member

The Camphill Schulgemeinschaften

For over 60 years, the Camphill Schulgemeinschaften have stood for a curative anthroposophical educational concept with special educational elements. More than 200 students live and learn at the locations in **Brachenreuthe**, **Bruckfelden** and **Föhrenbühl** in the Lake Constance district. The focus is on the children and young people who attend the private special needs education and counselling centre (SBBZ) with boarding school. The SBBZ, which focuses on mental, physical and motor development, is a state-recognised supplementary school.

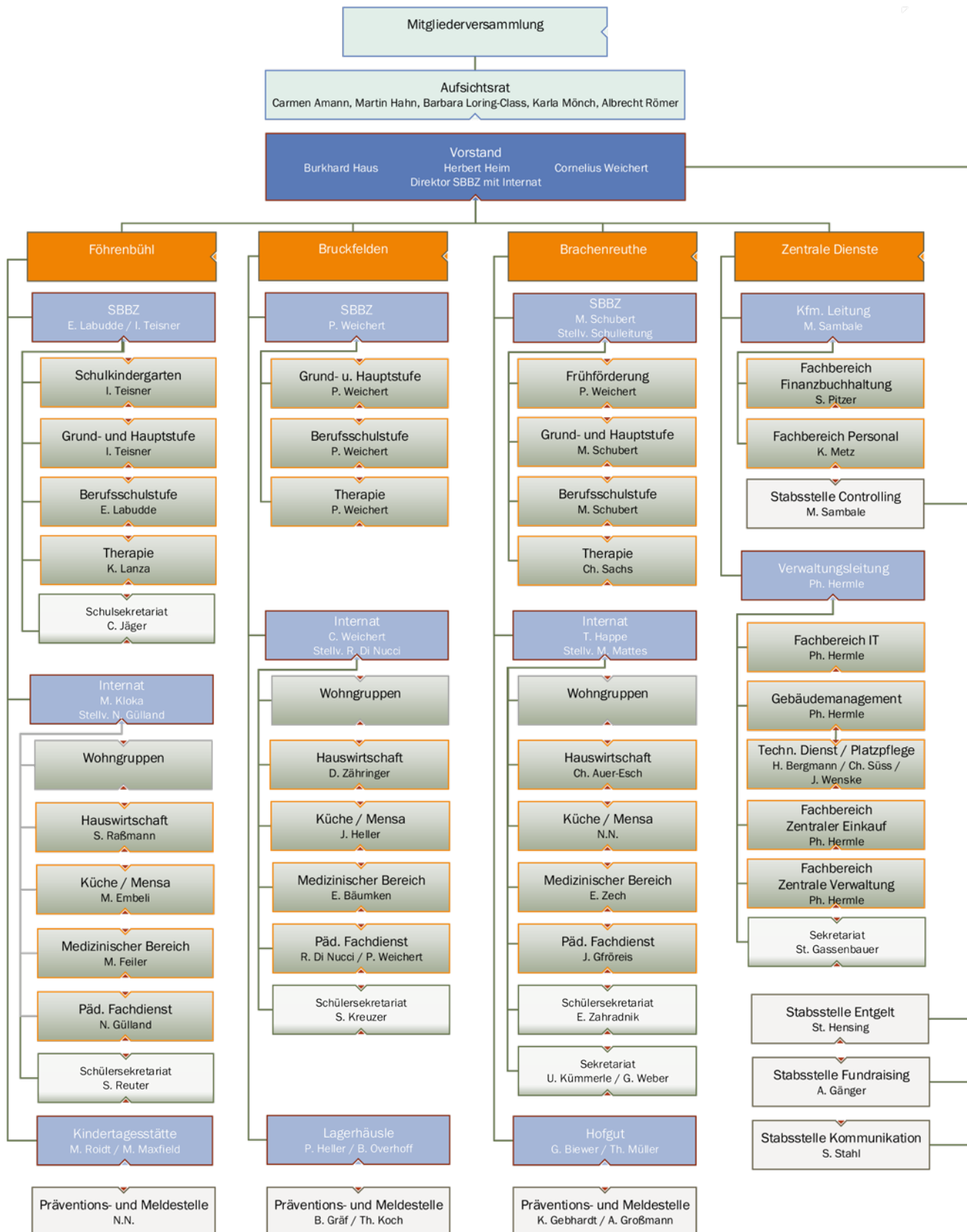
Within the framework of an inclusive education system, we create living and development spaces in which pupils can develop their personalities. We see our mission in the promotion of their talents, their creativity and their mental and physical abilities. We support them in their effective participation in a free society.

www.camphill-schulgemeinschaften.de



Organisational Chart

August 2022



The 12 Senses

A look at the human sensory areas and their support possibilities in curative education and therapy

Colloquially, we often speak of the "5 senses" of the human being, which are usually understood to mean seeing, hearing, smelling, tasting and touching (usually including the sensation of temperature and balance). Intuitive personalities are sometimes said to have a "6th sense" and in extreme situations some people even feel guided by the "7th sense".

So it may at first seem surprising that in the context of anthroposophical curative education 12 senses of human perception are referred to.

Wanting to be concise and reaching to a wide audience, it would not be possible to go into sufficient detail within the framework of a short introduction.

Nevertheless, the following remarks may encourage us to view the human fields of perception as more far-reaching than we are otherwise accustomed to.





In the extensive writings and lectures of Rudolf Steiner (1861-1925), there are many references to and discussions of the content of the sensory fields or areas of experience, which provide the human being with perceptions both of his/her own state of existence and of impressions from his/her environment and social surroundings. These suggestions were taken up and further developed by the founder of the Camphill movement, Karl König (1902-1966), as well as by other scientists in various fields of research. The following 12 sensory areas are cited:

„The so-called vital sense often behaves passively at first and remains unconscious, but makes itself known all the more strongly as soon as something in his/her life is no longer balanced.“

Sense of touch:

The entire surface of the body feels touch or pressure as an experience that makes a boundary between one's own corporeality and the outside world perceptible. At the same time, however, it also forms an elementary contact connection to the world. Touch experiences surround us almost constantly, i.e. not only when feeling the surface

of an object, but also when standing, moving, lying down, wearing clothes or perceiving air or water, we continuously receive touch experiences through our skin. I feel my independence as an individual from the environment through my sense of touch.

Sense of life (also vital sense):

We experience every disturbance of our bodily well-being as irritating or painful, which is clearly noticeable, for example, in illness, injury, hunger, thirst, lack of sleep or the like. The so-called vital sense often behaves passively at first and remains unconscious, but makes itself known all the more strongly as soon as something in his/her life is no longer balanced. This sense area can also extend over almost the whole of the body. I can feel "at home" in my body through the sense of vitality.

Self-motion sense:

When a person performs an arbitrary movement with his/her body, he/she feels the movement of his/her limbs and muscles as being willed by himself/herself. The sense of self-motion thus experiences both the processes and the consequences of a motor action. If, on the other hand, something moves without corresponding intention (e.g. in the case of reflexes, spasms, ...), this is predominantly experienced as a loss of control over one's own motor activity. The soul feels a sense of freedom as an entity of self-movement

Sense of balance:

The respective position of the human body in space requires a permanent confrontation with gravity. Thus, the sense of balance helps to balance the appropriate position accordingly. To do this, it must be able to "fill" the surrounding space as an orienting support, so to speak, so that it is not overwhelmed by feelings of dizziness. I base my connection between my inner experience and the outer realities of the world on my sense of balance.



Sense of smell:

Smells are inhaled through the air and distinguished from each other. The sense of smell reveals something about the respective chemistry in the environment and is thus a sense area that allows information from outside our body to become conscious. This sense can not only distinguish pleasant scents from more unpleasant ones, but also warn us of possible dangers in the environment.

Sense of taste:

The impression that food or drinks makes on ingestion also has something to do with chemical perception of the outside world, which humans

„Compared to the other sensory areas, the sense of hearing, in addition to the perception of sound vibrations, thus not only has a physical resonance, but also a mental-spiritual resonance.“

literally "assimilate". Similar to smelling, the preferences and dislikes are also clearly brought to consciousness in the examining taste.

Sense of sight:

Through vision, humans recognise their respective surroundings, light/darkness, colours, the material composition of things, but also people, their facial expressions and shapes. Through constant movement, the sense of sight focuses on and "feels" the visible impressions in the near or far surroundings, to which a meaning is then attributed. The sense of sight always sees what we see "as something" and sometimes adds things that are hidden, but it can also be subject to massive deceptions. Our vision often prematurely shapes our judgement of the content and makes it particularly clear to what extent humans are dependent on the interplay of several sensory fields in order to

form as comprehensive and coherent a picture of something as possible.

Sense of warmth:

It is not only the mere sensation of temperature that creates impressions of warmth or cold; the sense of warmth also balances and maintains the space within which the human being feels comfortable and can move. Thus, a balance is attempted here, as it were, between one's own inner self and the respective environment.

Auditory sense:

Through the gateway of the ear, noises, sounds, voices and tones from the environment enter the human inner space. In doing so, they lead to certain ideas about what is heard and how to interpret it. Compared to the other sensory areas, the sense of hearing, in addition to the perception of sound vibrations, thus not only has a physical resonance, but also a mental-spiritual resonance. On the one hand, the sense of hearing makes it pos-



sible to take a certain inner distance from what is heard or, on the other hand, to be completely absorbed in it, for example, when experiencing music or the spoken word. The sense of hearing is the first of the four "higher or spiritual" senses because we sense not only the outer but the "inner content" of whatever causes the sound.

Word sense (also speech sense):

The sense of word enables us to grasp vowels and consonants in such a way that they form a flowing context that encompasses meanings. Even if the spoken language is foreign to me, it is still immediately grasped as language and gradually what is heard is filled with contextual references. A social environment with living language is the prerequisite for the sense of words to develop permanently.

Sense of thought (also sense of imagination):

The sense of thought is not to be equated with cognitive (thinking) ability alone, but rather serves in advance to grasp ideas and conceptions. It enables us to comprehend something that is already present in the world as a thought. Thus, the sense of thought first of all reflects something. It is therefore also a matter here of a perception that can recognise a context "as" a thought.

Sense of self:

The sense of self does not ensure that one experiences oneself as an individual (cf. self-consciousness), but rather that one perceives another person as an "I". This sense area poses the question of the "who?" of the other person, which stands behind a human action or statement. This shows that the human being with his/her sense of "I" in the social sphere tries to grope for the identity of his/her fellow human beings, as it were. At the same time, he/she checks whether he/she can trustingly engage with someone or whether he is more likely to distance himself/herself from him/her.

This brief overview of the 12 sensory areas can at first easily give the impression of a theoretical scheme. In addition, there is the complexity that a sensory perception - in whatever area - can hardly

be viewed in isolation from the simultaneous effect of other impressions; science uses the term synaesthesia for this phenomenon, i.e. the interconnected interaction of different areas of perception. Nevertheless, for curative education and therapy, a careful diagnosis of individual sensory areas can result in very important approaches. It is noticeable that there are certain connections and interdependencies between the senses. This will be discussed in more detail below.

If one combines the senses of touch, life, movement and balance, they mainly convey impressions of one's own physical condition as a vessel for the individuality. They can therefore also be

„With a good sense of the body, which is conveyed by the four basic lower senses, a person feels securely at home in his or her own physicality,...“

described as the "lower" or basal sensory areas of the human being, which form the physical point of reference and thus the foundation of all perception.

The senses of smell, taste, sight and warmth, on the other hand, deal with the natural environment. Thus, these could also be called the "middle" senses of environmental perception, which also convey the associated mental sensations. Finally, the senses of hearing, word, thought and ego interact with the social and cultural environment and can therefore be described as the "upper" senses that enable mental experiences. Under the scientific keywords of mirror neurons and the theory-of-mind approach, interesting connections have been discovered in this regard, which clearly lead beyond the mere area of visual perception.

With a good sense of the body, which is conveyed by the four basic lower senses, a person feels securely at home in his/her own physicality, has basic trust, the ability to act and create, and can also successfully orientate himself/herself in relation to the world in terms of proximity and distance

due to the perception of his/her own body boundaries.

If, on the other hand, these sensory areas are impaired in any way, irritated or over-sensitive, these impressions also have a corresponding effect on the middle and higher sensory levels or significantly reduce their functionality. As a result, hyperactivity, concentration problems, overstimulation, anxiety disorders, as well as socially challenging behaviour can be observed, the causes of which are easier to understand against the background described above. The lower sensory areas thus form the supporting conditions for the successful development of the upper sensory areas. For example, the sense of touch and perception of others (sense of self) are particularly closely related, as are balance and hearing, grasping and conceptualisation, vital sensation and imagination.

Consequently, in the field of curative education and therapy, there are important starting points for care, practice and support in the area of targeted sensory stimulation. These can be integrated into the daily routines in the living area and school, such as personal hygiene, meals, play and learning content, recreational activities and joint activities. However, they also have an effect in the rhythms of the structured recurring events of the weekly organisation and the seasonally familiar festivals. The senses are cultivated in a targeted therapeutic way with applications such as medical compresses or baths, inunction, rhythmic massage, physiotherapy, therapeutic riding, eurythmy therapy, painting therapy, speech therapy, ...

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With Bow and Arrow

On Mondays and Wednesdays, all eyes are focused on one target during the remedial lesson: The center, the yellow, the inner circle wants to be hit. For this purpose, three to four pupils gather in the gym for 45 minutes.

Archery in class - is it possible, what are the benefits, isn't it too dangerous?

In order to answer these questions, we want to get to the bottom of the matter and take a closer look at the lesson and its pedagogical approach. Yes, the bows, especially the arrows, can be dangerous - if they are handled incorrectly, misused or if both are regarded as mere toys. They are sports equipment with which one can bring mind and body into harmony, allow the soul to rest and reflect on one's actions. To be able to achieve all this, we start the lesson with the right set-up. The gym is marked "Attention Archery" from the outside, the door is closed and the necessary materials are carefully set up. The protective curtain is pulled forward as a backdrop, the target is set up and the taut bows and

arrows are placed at the necessary distance. The external conditions are now in place.

The students learn to insert the arrow and to get into the right stance and body position. Now my breathing can become calm, I can collect myself and focus completely on a target. Am I standing correctly? Am I holding the string correctly? Do my arms form a line? Am I anchored to the ground and does my eye and hand coordination form a plane with the inserted arrow? Is my eye on the target? Can I let go at all? Many things that everyone cannot pay attention to at the same time at the beginning, things that are perhaps outside of the usual or limited perception, but we work our way up to these obstacles step by step and try to gain an awareness of our own actions. From a curative education point of view, the preparation

and implementation has a lot to do with body awareness, coordination and body geography. How do I experience my physicality? Do I have an awareness of the position of my feet? Can I build tension without moving my whole body? Do my fine motor skills offer me the possibility to bring the bowstring into the necessary tension with two fingers? And then comes the moment of letting go; something that is not always easy.

Through these first experiences and efforts arise:

- Structuring and building up through regular practice
- How to relate to things
- Training movement sequences
- Being in the moment
- Setting sights on a goal before acting
- Body awareness, coordination
- Mindfulness
- Reduced muscle tension, but body tension
- Eye and hand coordination
- Anchor point
- Perception of the completed action

Patience and constant repetition are needed to achieve positive practice steps. Professional material, practiced shooting technique are important, yet there is no way around the inner state. It leads the arrow to the target. Eugen Herrigel once said: „Archery can therefore under no circumstances merely have the purpose of outer accomplishment with bow and arrow, but to accomplish something with myself.“ These concerns are without doubt one of the most difficult

exercises for most students. If the technique, the posture and the alignment can be made more supple through the practice sessions, there is also the demand on the inner attitude - calmness, composure and the will to set one's sights on the target. From the point of view of the curative education of the human being, some thoughts can be given to the concerns listed above. Body, soul and spirit can be well assigned to the thoughts, as can the four levels human existence, and as with all exercises, they find a differentiated response. In our daily work we seldom consciously work with these background processes, self-evident activities and habitual tasks, so we normally do not always link to this thinking. In curative education efforts, however, these backgrounds are important and serve the educator as an orientation for his/her work with the children and young people. Anthroposophy is not the content of the task or of the activity here, but it is the method of recognizing the content and aligning oneself to it with this method and paving the way for the task accordingly.

Now we are back to the goal:

Not only the arrow should hit the center, the yellow or the inner circle, but also the effort to lead the children and young people on their biographical path to their own right goal. The archery lesson wants to make a small contribution to this.

BURKHARD HAUS

Teacher and Executive Board Member

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Art Project in Brachenreuthe

As part of the MÄB project (musical and aesthetic therapy project), we were able to launch a special art project in the Brachenreuthe vocational school stage in the 2021/22 school year, which will continue on into the next school year.

Six students studied the work of Franz Marc and presented their final painting on self-made canvases in an exhibition. A special thank you goes to the Werner and Erika Messmer Foundation, which made this project possible.

Why Franz Marc?

Franz Marc is one of the first Expressionist artists and fits in well with the youth of the students from the vocational school. His colourful examination of the animal world also offers nice points of contact for the young people. Almost all of them have a good relationship to animals. It is also important that the pupils have a starting point and a template. Hardly anyone finds it easy to just paint away, especially not in an expressive way.

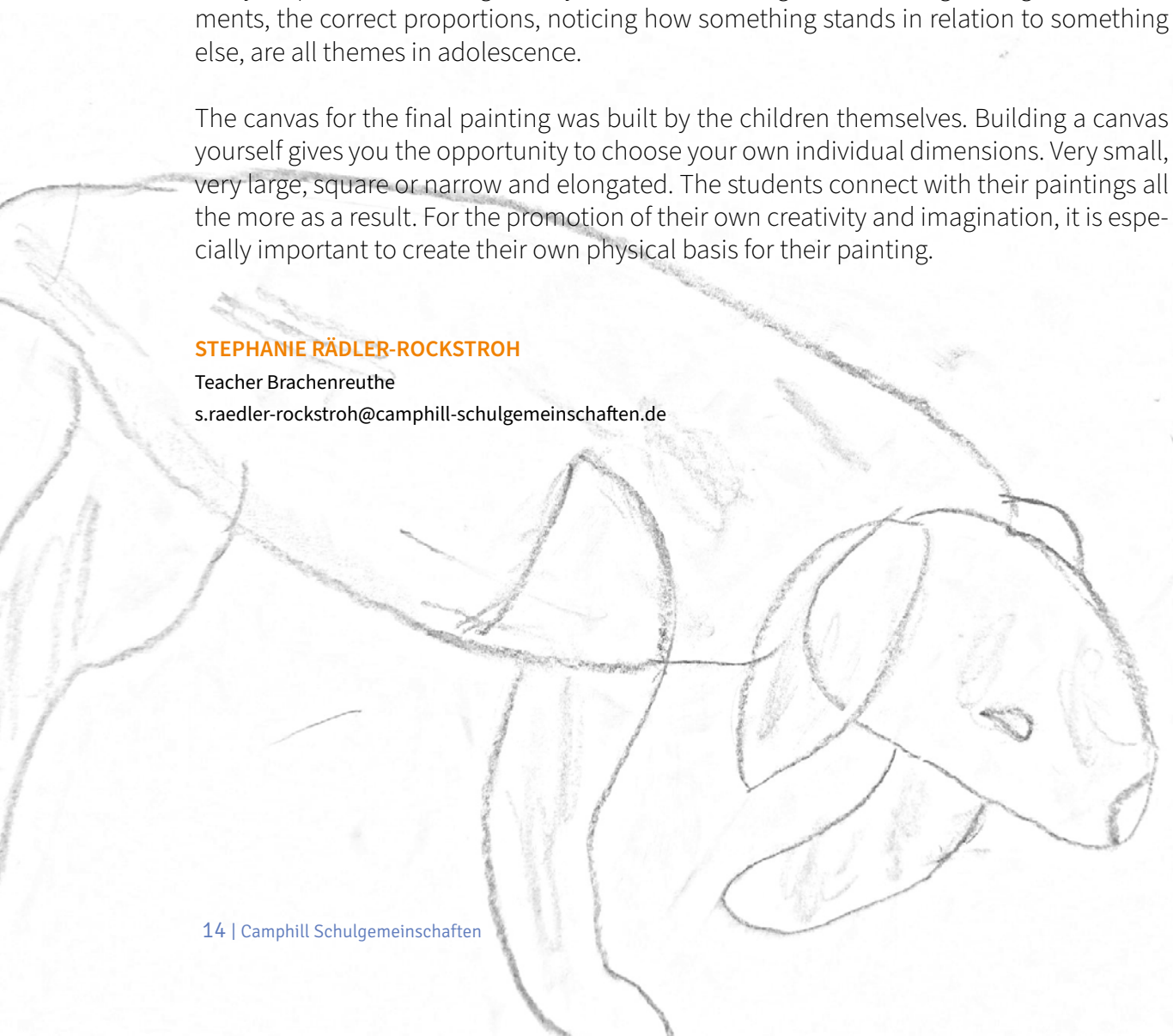
Over time, the pupils should detach themselves from the template as far as possible and come up with their own design. They can also take up elements of the original and add their own, but some of them also want to practice looking closely and drawing as accurately as possible. Looking closely at how something is and finding the right measurements, the correct proportions, noticing how something stands in relation to something else, are all themes in adolescence.

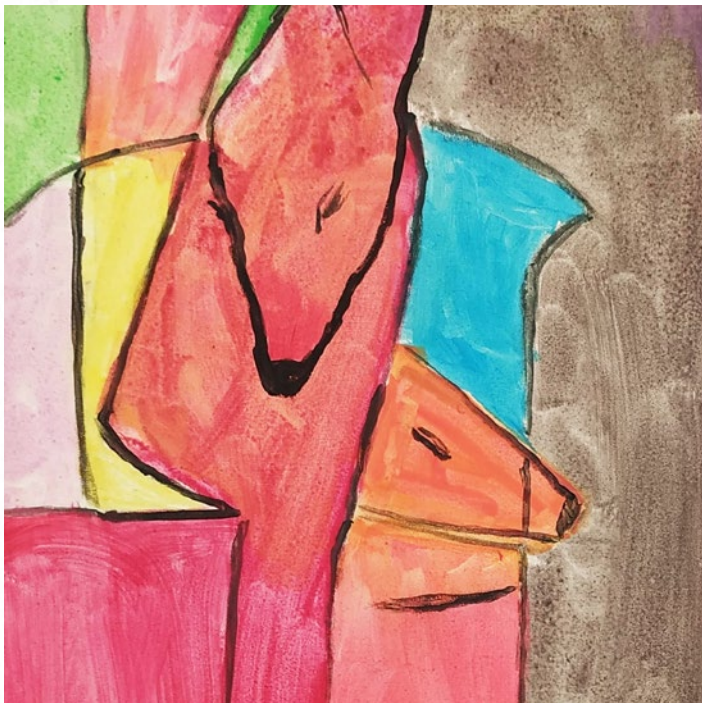
The canvas for the final painting was built by the children themselves. Building a canvas yourself gives you the opportunity to choose your own individual dimensions. Very small, very large, square or narrow and elongated. The students connect with their paintings all the more as a result. For the promotion of their own creativity and imagination, it is especially important to create their own physical basis for their painting.

STEPHANIE RÄDLER-ROCKSTROH

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Michaelmas

Carrying Courage in Our Hearts

Every year on 29th of September, shortly after the start of the school year, our children and youngsters experience the Michaelmas festival. At a time of year and of the biography where much is in upheaval, the Michaelmas festival stands for stability, courage and security.

The archangel Michael has defeated the "evil" dragon and keeps him at bay. The image of Michael with the dragon, the image of light conquering the dark, is often found in cultures and literature.

Michael in the Christian anthroposophical context stands as a bridge builder for communication, especially for the communication of the heart as a pathfinder for the interpersonal heart language, but also for the understanding between cosmic and earthly connections, wisdoms, truths.

Michael stands as a symbol with the scales and the sword for sincere justice. It is said that he ensures that the scales always tilt a little more in our favor. And Michael stands for true, inner courage, for the courage to be able to really look at ourselves; for the courage to become aware of our dark sides in humility; for the courage to recognize these dark sides in awareness, to endure them, to keep them in check and to transform them into the gold of wisdom and of knowledge.

The children and youngsters experience this courage in a very basic way in the "tests of courage" that take place on Michaelmas. Alone or with one of us, as Michael at their side, they dare to go into their fear and beyond with a pervasively holy sensation that is capable of triggering an inner fire of joy. Alongside the scales, the divine balance, Michael wields the sword, the sword of justice; the sword that helps us separate sincerity from truth; the sword that helps us position ourselves.

To position myself, I need courage. I need the courage not to know but to look at something from several directions; the courage to move. Courage means I move out of my comfort zone. Out of the zone in which I know my way around, in which I move every day. Courage means questioning myself, regardless of my status. Courage means admitting to myself and others when I

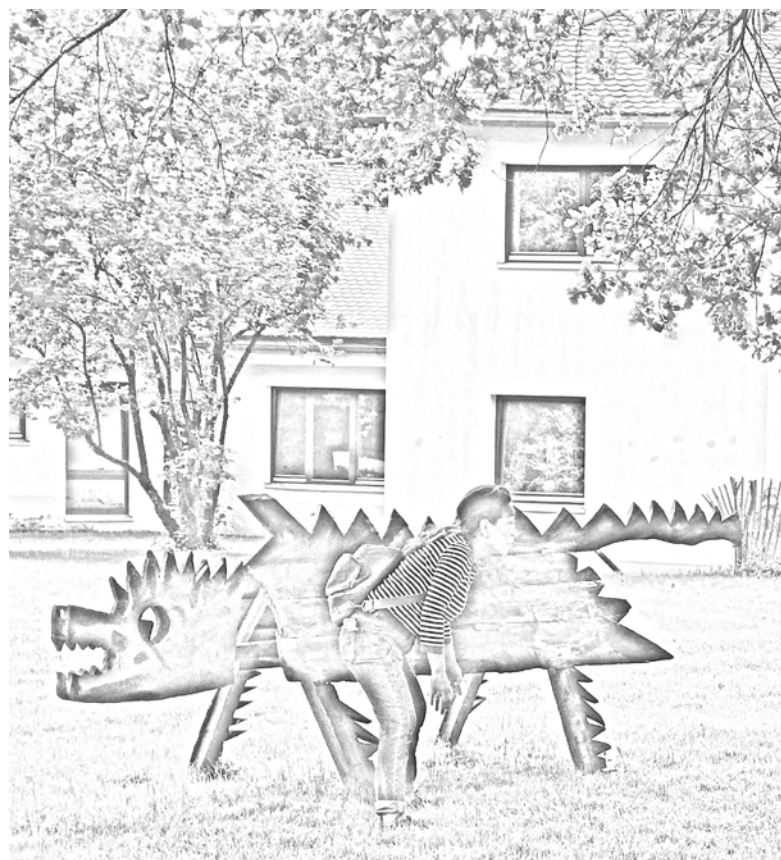
have made a mistake; when I realize that I am not right in the place where I am positioned; courage means that I am allowed to trust and relinquish control; courage means that I am allowed to trust and express my fears in my reality and sincerity, without being judged by other realities.

*O, nature, your motherly being,
I carry it in the being of my will;
And my will's fiery might
Hardens to steel my spirit's drives,
That they can birth a feel for self
To carry my Self in me.²*

We experience courage especially with children and youngsters who come to our boarding school for the first time after years at home. We also experience courage in parents who

place THEIR CHILD in the hands of others. Yes, into trained and experienced hands, but into unacquainted ones! Often accompanied by remorse, feelings of guilt, grief, fear, and and out of intense biographic situations.

In our everyday curative education work we encounter this courage every day. If we become aware of it, we see in humility with different eyes, with the eyes of the heart, and peace and strength flow through the very essence of our daily work. We experience courage in our volunteers, who often decide to spend a year with us without



any previous knowledge or experience. Courage means, as soon as I "don't like" or avoid something, to ask myself again and again, "isn't there a bit of fear behind it?" And then to decide consciously, "do I go into the fear, face the situation (with help) and learn? Or do I consciously decide to do nothing? Or to carry on as before?" Once I have decided, it is a clear decision that I have made, that I stand by with the uprightness of consciousness. We live in a state of consciousness that no longer allows for self-made victim roles. As a mature, free and conscious human being, I may always ask myself "what is my part? What is my task? What is my decision?"

Michaelmas means honest, upright introspection. That can be painful, shameful. That is how humility arises. If an atmosphere of humble courage arises, of courageous humility, then I can begin to grow and blossom and also let my staff and residents grow and blossom. We can all see each other in our greatness, strength and beauty and together let beauty, light and strength shine into the world. With the courage to acknowledge that my truth is only my truth. With the courage to recognize that each one is a unique being of the human family, able to grow into greatness and beauty in nutrient-rich soil with loving care. This withers and dries up if I deprive it of light, with-

hold nutrients and am unwilling to protect and nurture it.

This is the Michaelmas festival, Michaelmas-tide. We always carry courage within us as a seed and may experience and shape it in a very special way. In autumn at Michaelmas time, we consciously perceive courage and go into the dark half of the year with this bringer of light.

Let the Michaelic exercises be alive in us throughout the year:

- Do something you are afraid of
- Do something you have never done before
- Say 'no' when it is right to say 'no' but it would be easier to say 'yes'
- Don't say something you are tempted to say. Say something that may be very difficult but right to say
- Remove something superfluous from your life
- Start immediately on something you would prefer to postpone out of fear or convenience
- Break a habit¹

And so we plant consciousness in ourselves, let courage grow from it and let the language of the heart blossom in Michaelic uprightness, which may let ourselves, the world around us and our environment shine in the power of light.

ANKE MENACHER

Group Leader Bruckfelden

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¹Piero Ferrucci; quoted from Föhrenbühl-Blick, Jahrgang 29, No. 1, 6th of October 2006

²Anthroposophic Calendar of the Soul, translation by R. Steel, Rudolf Steiner, Issue 2006, No. 26



Balance Sheet for the Reporting Year 2021

	in EUR	in EUR
	31.12.2021	31.12.2020
A. Anlagevermögen	26.040.641	26.427.570
I. Immaterielle Vermögensgegenstände	37.843	73.630
II. Sachanlagen	25.801.912	26.182.075
1. Grundstücke, grundstücksgleiche Rechte und Bauten	23.306.686	23.795.139
2. Technische Anlagen und Maschinen	1.259.427	1.368.772
3. Andere Anlagen, Betriebs- und Geschäftsausstattung	1.043.514	971.891
4. Geleistete Anzahlungen und Anlagen im Bau	192.285	46.273
III. Tiere	167.206	138.185
IV. Finanzanlagen	33.680	33.680
1. Beteiligungen	18.780	18.780
2. Genossenschaftsanteile	14.900	14.900
B. Umlaufvermögen	7.540.508	7.186.490
I. Vorräte	194.601	168.109
1. Roh-, Hilfs- und Betriebsstoffe	193.388	166.803
2. Fertige Erzeugnisse und Waren	1.213	1.306
II. Forderungen und sonstige Vermögensgegenstände	3.210.502	2.991.794
1. Forderungen aus Lieferungen und Leistungen	850.867	574.279
3. Sonstige Vermögensgegenstände	2.359.635	2.417.516
III. Kassenbestand, Bundesbankguthaben, Guthaben bei Kreditinstituten und Schecks	4.135.405	4.026.586
C. Rechnungsabgrenzungsposten	26.934	106.833
Summe Aktivseite	33.608.083	33.720.893

Notes to the balance sheet - ASSETS

Intangible assets include concessions, industrial property rights and similar rights and assets acquired for consideration, as well as licences to such rights and assets. These include, in particular, licence rights for software used in the organisation. Due to scheduled depreciation, the residual book value was almost halved.

Property, plant and equipment: In the financial year, slightly more than half a million euros were invested in land and buildings (1.), primarily the redemption of the usufructuary right of Altersfonds GbR to residential space at the Föhrenbühl location. The investments are offset by depreciation on the buildings amounting to slightly more than one million euros. Comparatively little was invested in technical equipment (2.) in the financial year, so that the book value is reduced as a

result of depreciation. For upcoming new buildings and conversions, preparations, planning up to the first steps of implementation were already undertaken in the financial year, therefore the value of advance payments made and assets under construction (4.) increases considerably.

Animals mainly comprise the livestock of the farm in Brachenreuthe, but also horses of the riding therapy as well as other animals used therapeutically.

Financial assets are in the form of participations in Camphill Ausbildungen gGmbH (40 %) and SKID gGmbH (35 %) and cooperative shares (GLS Bank).

Trade receivables consist mainly of outstanding receivables from cost units of integration support for services not yet paid as of the reporting date.

Other assets primarily include expected payments for state subsidies for investments in school buildings and ongoing school operations.

The **bank balance** is required to meet short-term payment obligations and to compensate for liquidity fluctuations in current business operations. The amount at

the end of the financial year corresponds to the target value and is hardly changed compared to the previous year.

Prepaid expenses were formed for payments already made in the financial year for which a service will only be received in the future. This includes, for example, training courses already paid for in the 2021 financial

	in EUR	in EUR
	31.12.2021	31.12.2020
A. Eigenkapital	15.534.977	14.534.161
I. Vereinskaptal	15.110.180	15.110.180
II. Ergebnisvortrag	424.797	-576.019
B. Sonderposten aus Zuschüssen und Spenden zur Finanzierung von Anlagevermögen	9.867.721	10.145.166
C. Sonderposten aus Sachzuwendungen in das Anlagevermögen	96.229	103.979
D. Rückstellungen	491.818	385.202
I. Steuerrückstellungen	0	118
II. Sonstige Rückstellungen	491.818	385.084
E. Verbindlichkeiten	6.955.326	7.750.294
I. Verbindlichkeiten gegenüber Kreditinstituten	6.030.484	7.017.297
II. Verbindlichkeiten aus Lieferungen und Leistungen	443.996	301.659
III. Verbindlichkeiten gegenüber Unternehmen, mit denen ein Beteiligungsverhältnis besteht	5.000	4.496
IV. Sonstige Verbindlichkeiten	475.846	426.843
F. Rechnungsabgrenzungsposten	662.013	802.091
Summe Aktivseite	33.608.084	33.720.893

year that will not take place until the following year.

Notes to the balance sheet - EQUITY AND LIABILITIES

Equity was increased by 1 million euros thanks to the positive annual result. The equity ratio is now 46.2 %, or 75.6 % if the special items are included. In addition, the accumulated deficit from previous years has now been completely offset.

Other provisions were primarily formed for employees' remaining holiday and overtime as of 31 December 2021.

Liabilities to banks exist for short-, medium- and often long-term loans, which were mainly used for investments in fixed assets. The annual repayment is current-

ly slightly more than 1 million euros. In the year under review, hardly any new loans were taken out, so that liabilities could be reduced by about this amount.

Deferred income was formed for payments already received for services to be rendered in the future. This mainly includes advance payments for care and education services to be provided in 2021.

MARCUS SAMBALE

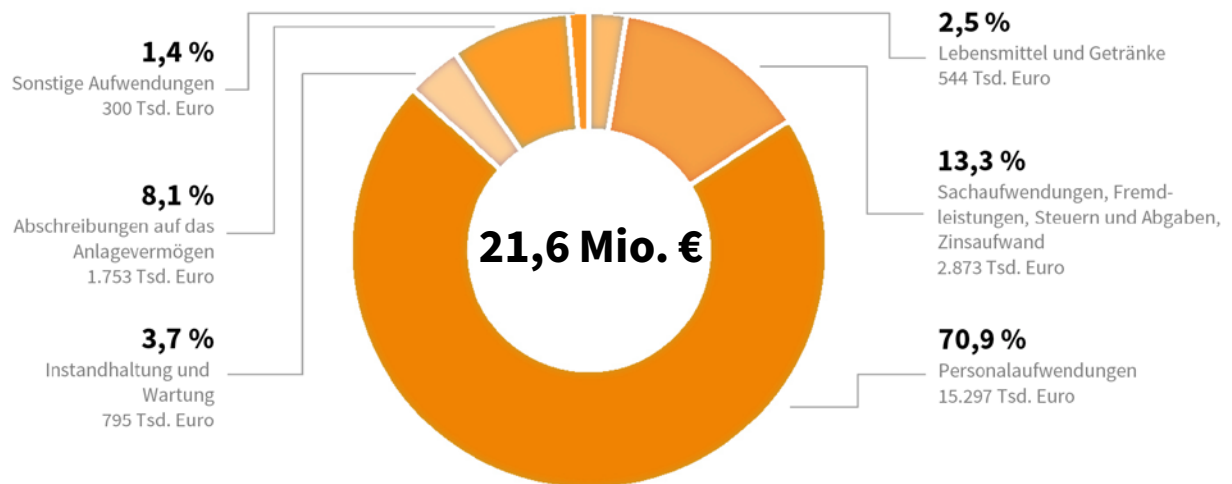
Commercial Management

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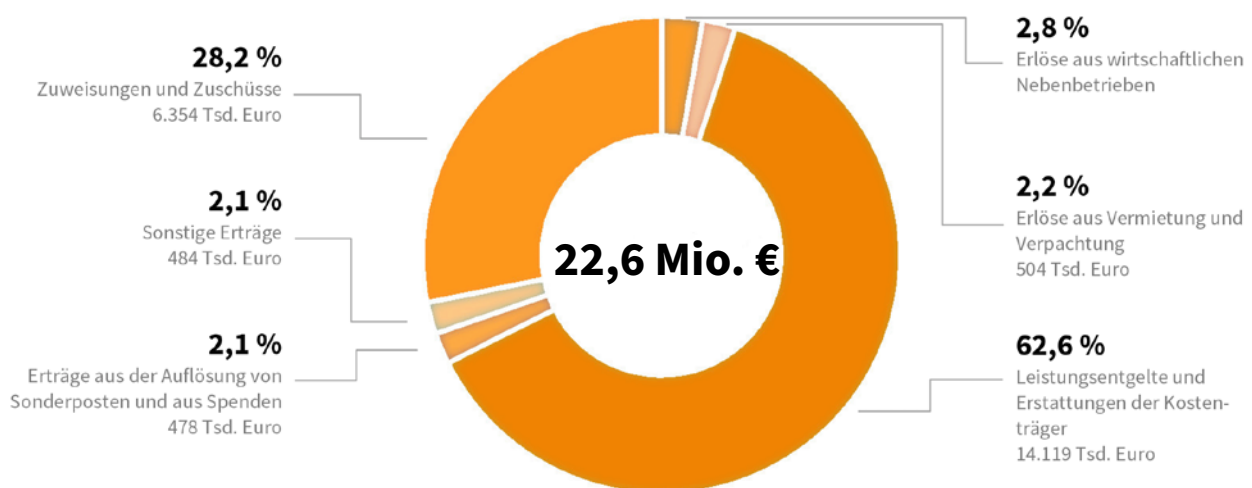
Expenses and Income

Profit and loss account for the period from 01.01.2021 to 31.12.2021

Aufwendungen des Camphill Schulgemeinschaften e. V. im Berichtsjahr*



Erträge des Camphill Schulgemeinschaften e. V. im Berichtsjahr*



* Own presentation, which does not necessarily correspond to the annual financial statements under commercial law.

The Camphill Schulgemeinschaften

2021 in Numbers



197 pupils in primary, lower secondary and vocational school (Ø Year)



168 children and young people living in the boarding school (Ø Year)



21 residential groups at the three locations



48 children in the inclusive kindergarten (Ø Jahr)



439 employees in total



44 Volunteers (BFD, FSJ)



55 Trainees in various areas



53 employees who use the "Job-Bike"



Approx. 7,700 meals prepared in the Lagerhäusle



14,164 words in the school year report 2021/22



218,510 € in donor funds have been received



36,872 visitors to our website

Icons von Freepik, www.flaticon.com

Developments at our Boarding School

A brief look back at Corona: The schools and residential facilities of all three locations were each severely affected at different points in time. They found different solutions depending on the specific needs of the location. I would like to thank the staff of the schools and residential facilities for their creativity and for their high level of commitment to the welfare of the children and youngsters entrusted to us. The technical equipment and the digital possibilities of the SBBZ have improved enormously thanks to state subsidies within the framework of the digital package. We will continue to explore the many possibilities.

In the coming school year, we will most likely be able to once again set up three groups in our residential kindergarten, which will be largely cared for and supported inclusively with our regular kindergarten. The final approval of the number of groups by the Regierungspräsidium Tübingen is still pending. The increasing demand for boarding places for 3 to 6 year old children is striking.

The schools and residential facilities of the 3 locations work in a pupil-centred way and have developed with varying focusses. We would like to have more exchange with each other.

Every year, our school graduates have problems finding suitable follow-up facilities. Therefore, some of these young people have to wait many months at home or at the CSG for this search to be successful. We are currently thinking about creating support and housing opportunities in the after-school sector.

Brachenreuthe

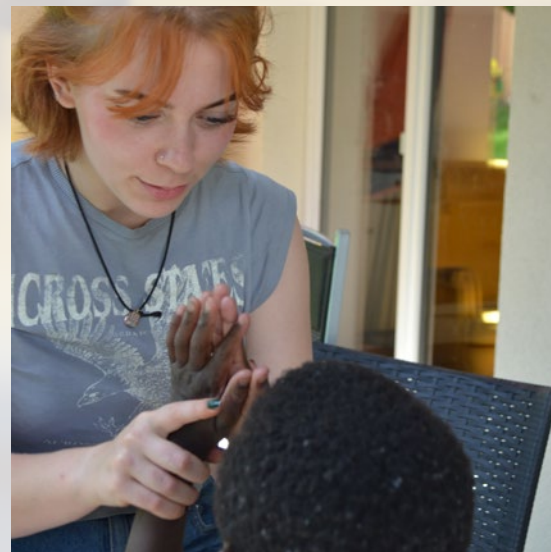
The school and residential facility in Brachenreuthe took part in the summer Mittendrin Festival in Überlingen. Our musicians framed the opening ceremonies and successfully presented

themselves while putting on an excellent performance. In addition, the school and the Farm sold their own products and had informative discussions with visitors.



Bruckfelden

In Bruckfelden, there is an increasing demand for the curative psychiatric small group "The Niche" for children of primary school age.



Föhrenbühl

After an intensive and lengthy search, we have been working for a few months with a practice for physiotherapy and occupational therapy, which offers our pupils with a special focus on physical and motor development high-quality therapy in Föhrenbühl.

We are bringing festivals, celebrations and the rituals of our institution back into focus. We are also looking into whether forgotten forms of therapy can be revived or transformed in a contemporary way. Some colleagues at the GHS in Föhrenbühl are particularly involved with this.



Berufsschulstufe Föhrenbühl (BSS)

The colleagues of the BSS in Föhrenbühl gave themselves a new promising structure. Here I refer to the article by Elisabeth Labudde on the following pages.

Networking

Internal and external networking is becoming increasingly important for good professional work. We are therefore increasingly or newly involved

in various associations and committees such as the AG Heilpädagogischer Schulen, the Verband deutscher Sonderschulen (VdS) and others. We again take part in the annual Baden-Württemberg residential school directors' meeting of state and private SBBZs residential facilities. After the very successful meeting in Föhrenbühl three years ago, the state working group of teachers at SBBZ's with a focus on physical and motor development asked if we would be willing to host the meeting again. Getting to know each other and learning from each other are ways to constantly improve one's own work and to be able to meet the new social challenges that are evident in the changing student landscape.

Participation

We want to focus more on the issue of participation. This concerns the pupils, who should and can take on more responsibility, as well as the parents and guardians, whom we want to win over as new companions and advisors. Corona has shown that the distance to the place of residence does not have to play a decisive role in participation. Another aspect of participation relates to the staff at the school and the residential facility. The introduction of budgets in groups and classes enables more responsible and target group-oriented autonomy.

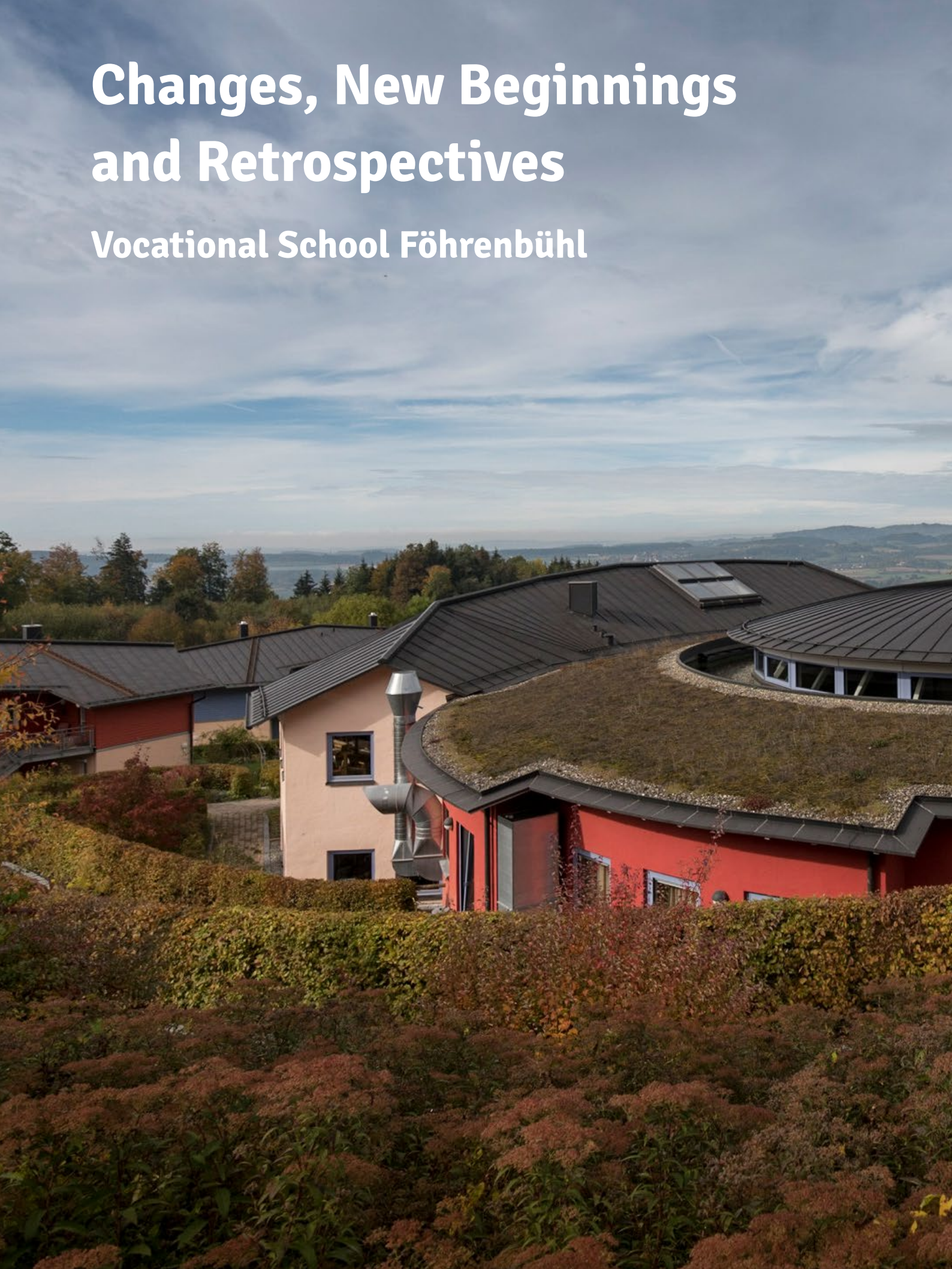
The willingness of all staff members to do a good job and to keep making necessary changes in our work enables the Camphill Schulgemeinschaften to move positively into the future and to continue to provide the children and youth entrusted to us with the specific tools for their future lives.

HERBERT HEIM

Executive Board Member, School Director
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Changes, New Beginnings and Retrospectives

Vocational School Föhrenbühl





*„A true entrepreneur is always looking for a new beginning. He/
she works out of today and out of anticipation of tomorrow -
strengthened by the experience he/she has gained from the past.“*

Götz Werner - founder of the drugstore chain dm

With this in mind, the time was ripe for change at Föhrenbühl's former vocational school in the summer of 2021. With the changes to school legislation, the vocational school years were reduced from seven to now three, maximum four school years. This must now be implemented without any ifs, ands, or buts. Naturally, the number of pupils has also been reduced by about half, however, the beautiful school building of the vocational school level remains unchanged and wants to be filled with life. In the past few years, we have started to take in more and more pupils from the lower classes, and even primary school pupils in particularly justifiable situations. About two years ago, we realised that two thirds of our students are now younger than the vocational school level requires. Our pedagogical experience set out to find solutions to accommodate this change. The vocational school level originally stood firmly on the pillars of our school workshops and was known for intensively introducing students to different trades even before the transition to work. At that time, the average age of a student was 22 to 23 years.

Range of Talents

Today, the average age of the pupils is 15. Another characteristic of our pupils is that there is a wide range of aptitudes, to which our special education must do justice. We teach young people on the borderline of learning disabilities, but we also teach pupils with severe multiple disabilities. For many of the pupils, not only their special needs (mental development and physical and motor development) are relevant for the lessons. Many of them also have developmental needs in the areas of language, communication, and sensory skills, and psychological characteristics must also be taken into account. About half of the students have a need for Augmentative and Alternative Communication. In the school year 2020-21, a committed and diverse school development team set to work and developed various drafts of

a possible new concept for our vocational school. Our goal was to enable more orientation, clarity and continuity, but also more bonding within the school framework. Instead of the many changes, the students should feel supported by solid relationships with teachers and a class community and feel at home in predominantly unchanging premises.

First Results

The former course system of the workshops has been adapted to the new needs and is an elementary component of vocational preparation for the pupils. Currently, there are wood-working, weaving, gardening, candle making and upcycling courses. This school year, a training kitchen was added. It is used by the different classes. Home economics will also be part of the timetable in as many classes as possible in the future.

Fixed, inter-age class groups were formed. In the composition of the classes, the question of what a young person needs pedagogically and with whom they can learn well together was in the foreground. In this way, a differentiated class profile has emerged; the classes are not named according to their grade level, but all have one letter. Two of our classes, which have existed for a long time under the term "Förderklasse", now continue to exist as classes A and G in their established form and offer pupils with very high care needs a home at school. We have expanded the term "Förderklasse" (special needs class), because today the entitlement to support exists in all classes.

Classes C and E already existed. Here we also work with a significantly increased staffing ratio and teach pupils with severe multiple disabilities, often non-speaking or poorly speaking, often with a diagnosis of autism and consistently with behavioural difficulties that require protection, de-escalation and an in-depth diagnosis of the reasons specific behaviour. Augmentative and

„Our goal was to provide more guidance, clarity and continuity, but also more bonding within the school setting.“



Alternative Communication is fundamental for these classes. We have added our F class for students with similar needs.

The biggest changes this school year have taken place in the area of the somewhat higher-achieving pupils. Here, four fixed class communities were formed. Each of these classes has a period teacher who has become the class teacher. The school day begins for the pupils with a double lesson with the class teacher. The class moves through its school day as a cohesive group and also spends lunch-time together at the same table in the mensa. In the afternoons, practical lessons take place, each class has its own trade and thus its own practical teacher. With the summer holidays, the trade will also change. Between the lessons with the class teacher and lunch, there are subject lessons. Each class has home economics, sports and choir on Wednesdays, across all classes and in the tried and tested manner with Irina Maier in the assembly hall. The other subjects vary from class to class.

Other changes we have implemented this school year are:

- the mutual use of surnames from the age of 16 onwards;
- addressing each other by their surnames; (This has been a process of customisation, especially for our young people with language development delays.)
- and the introduction of a beginning of the week: Every Monday at 9:00 a.m. the classes meet in the assembly hall to start the week. Current topics are discussed, birthdays are celebrated, songs are sung according to the seasons and reports are given from class. At least one new sign in sign language is learned and practised.



Pro Familia

Last school year experts from the organisation Pro-Familia came to the vocational school for the first time. Due to the change in the spectrum of students within the last eight years, the topic of puberty is now omnipresent. Getting to know one's own body, one's own feelings, exploring boundaries but also trying things out are important topics. Proximity and distance need to be well reflected in our professional field. It is helpful to be able to fall back on experts in this field and this will be continued in the future.

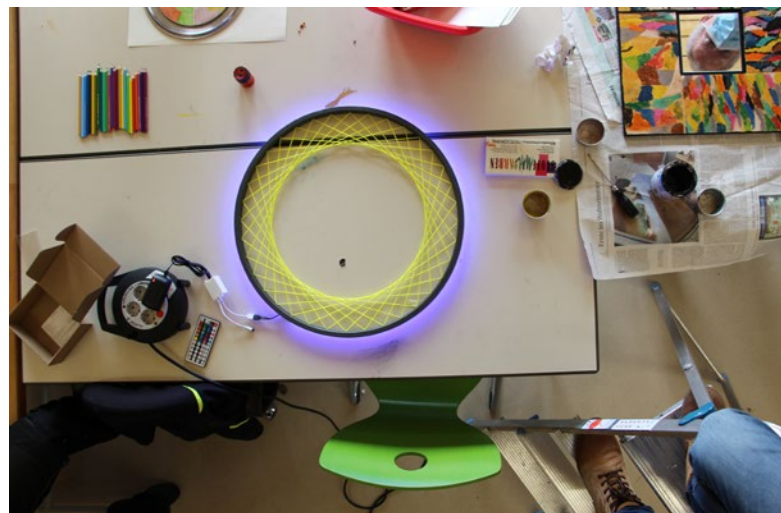
New colleagues also include the growing number of school assistants. The new German term is "Teilhabeassistenten Schule" (school participation assistance). The demands of pupils are generally becoming more and more complex, so that we are now also getting more frequent approvals from the authorities. In the coming school year, we will have about seven such assistants for about 50 pupils. We are very grateful for this. There will also be further changes in the future.

At the moment, the mensa is being restructured and organised. The students will take over the setting of the tables themselves. Furthermore, at the beginning of the new school year, a student council (SMV) will be elected for the first time.

We look back on a very eventful school year, which was very successful despite the corona-related challenges. Change can bring uncertainty and instability. In the case of the vocational school, however, changes have mainly brought more stability and brought the staff and students closer together: no dismissals, fewer incident reports than we have had in a long time, and decidedly quieter corridors are part of this balance. With some of our students we could experience that more continuity and commitment led to changed, mostly calmer behaviour. The support planning and its implementation are now on solid ground.

ELISABETH LABUDDE

Head of Vocational School Level Föhrenbühl
e.labudde@camphill-schulgemeinschaften.de



A WARM WELCOME...

...to the new colleagues:

»Mrs. Besic is not only a valued subject teacher, together with Mr. Breyer, she has worked her way into the subject of sport with commitment. That has a future!

» Mr. Tirler has taken over as class teacher for our small class F, which will now be continued by Mrs Keidel.

»Mr. Sandfort came very shortly before the summer holidays and took over Class I. In the meantime, it seems as if he has always been part of the team.

»Another newcomer is our trainee work educator, Mrs. Frank, who has taken over the class help in class H in a most pleasing way and who, among other things, makes it possible that this class is extremely diverse and has a very diverse group of pupils - and still forms a good class community.

»Towards the end of the school year, Mrs. Schaarschmidt joined us and will take over as class teacher for class B in the new school year.

ELISABETH LABUDDE



Seeing the World from Above

Cheyenne Effinger is a young dedicated volunteer at the Bruckfelden site of the Camphill Schulgemeinschaften. She organised an unforgettable excursion to the Donaueschingen airfield for the young adults of the residential group "Schmiede".

On the 15th of January 2022, I started my FSJ in the Camphill Schulgemeinschaften at the Bruckfelden site. There, I am part of the team of the residential group "Schmiede", a niche group with 4 young people aged 16 to 20. On the 17th of July 2022, I was allowed to organise an excursion to the airfield in Donaueschingen for this group.

On July 17th, the youngsters and also we, the carers, had been eagerly awaiting the excursion for days. When the time came, we started our adventure in the afternoon. Before we arrived at the airport, we had cake and ice cream to fortify ourselves. At 5:30 pm, we were greeted by a pilot at the entrance. We were all excited to see the planes and were looking forward to the guided tour of the airfield. We were allowed to look at many small, but also larger aircraft. We were even allowed to take a look inside a private jet! And those who wanted to were even allowed to sit in the aircraft and try out how it feels to be at the controls of such a magnificent machine. Of course, our youngsters were sceptical at first, but after the pilot assured them that the plane would not suddenly take off, almost all of them jumped to take the pilot's seat at once. They were amazed at the many small buttons and levers that such a plane has. The absolute highlight of this excursion, however, was the sightseeing flight that was generously offered to our youngsters.

After a few minutes of deliberation, curiosity won out over fear for two of the four students. Sarah showed us how it's done and bravely climbed into the plane. As she taxied to the runway with the pilot, we waved after her. And then, a few minutes

later, we could see the plane from a distance. It climbed slowly and flew higher and higher. When the 20-minute flight came to an end, Sarah came back to us. Her enthusiasm was written all over her face. She proudly told us: "We flew 500 metres high. I could even see Lake Constance from up there!"

When Sebastian heard how much fun Sarah had flying, he also mustered up all his courage and got into the plane for the sightseeing flight. We watched him, too, as he took off into the air in the small machine. He also landed and got back to us after 20 minutes. He told us how he was scared during take-off, but how it disappeared when they were high up in the air. Sarah and Sebastian were both very proud that they had "jumped over their shadows" and experienced an unforgettable little adventure. We ended the evening cosily with a pizza, which we were allowed to have delivered to the airfield. The pizza tasted twice as good on the grounds with the great view of the planes. The youngsters could have spent ages looking at the planes, but unfortunately the airfield closed at 8pm. Tired but happy, we made our way back home and an eventful and adventurous day came to an end. Not only the young adults, but also we supervisors will certainly not forget this day and this experience so quickly!

At this point, we would like to say a big thank you to the Donaueschingen flying club.
YOU have given us a great day!

CHEYENNE EFFINGER

Volunteer Bruckfelden

New Playground and Sports Facility in Brachenreuthe





Shortly before the start of the school year 2021/22, the redesign of the playground and sports field was completed. This moving place has been with us for almost a year now. I like to tell visitors about two aspects of the construction of the playground that are important to me:

- » At the first planning meeting with Klaus Wohlfahrt, managing director of Kreaholz (organic wood design in outdoor areas, including playgrounds), I gave him the following task: "Imagine that someone is already 1.80 metres tall, but is actually still a child of three years. If you look at the dimensions of the slide house and climbing house, you can see that the task was wonderfully implemented. Here, even one of our 1.80 metre tall pupils can still slide without hitting their head.
- » Our final-year student Timmy Brand has already completed several internships at Kreaholz. The playground was more or less a journeyman's piece for him. I am sure that outsiders would have found it difficult to say who was the boss, who was the skilled worker, who was the temp, or who was our stu-

dent during construction. Everything went wonderfully hand in hand.

The children and young people from Brachenreuthe, for example, were actively involved in the planning and implementation in the children's and youth council: whether in the selection of playground equipment, the design of the playground and sports field, or in collecting the important playground rules. I was always impressed by the suggestions and important points they mentioned.

What would a playground and sports field be without the children and young people who use it and make it a lively and moving place. **"It always slides so nicely"** says one pupil who particularly enjoys sliding. Now, for a good year, not only the pupils of our SBBZ have been enjoying this lively place, but also the children of the staff living on site.

TOBIAS HAPPE

Head of Residential Services Brachenreuthe
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A BIG THANK YOU TO EVERYONE WHO MADE THIS GREAT PROJECT POSSIBLE:

- Software AG-Stiftung
- Kaminsky-Stiftung
- Ikea-Stiftung
- Katarina Witt-Stiftung
- Eduard Pfeiffer-Stiftung
- Anonymous Foundation
- Private donors

Funding amounting to over 79,000 euros was donated.

Klaus Wohlfahrt and his team from Kreaholz as well as Timmy Brandt (graduating student 2021 in Brachenreuthe)



A background image showing various paintbrushes with colorful paint on their bristles and handles, along with some paint containers, suggesting an art workshop environment.

Arts in Bruckfelden

The new fountain

In the mosaic workshop, 4 students from the vocational school in Bruckfelden worked for the duration of one school year on the group project "fully sculptural figures". The aim was to assemble the figures to be created into a fountain. The task at the beginning was for everyone to find their "figure" as an idea, draw it and then transfer it to a thick hard foam board (enlarged). This could then be sawn out. Some of the curves were shaped with a rasp. Three of the five figures needed built-in water hoses (to spout water) and mounting rods to attach them to the base. All the fountain figures needed a fountain cover. One figure, it was decided collectively (the 2nd snake), remained outside as a "spectator".

The design for the central "human figure" was also developed collectively. Each person designed his or her figure according to his or her own ideas with mosaic stones, usually with the welcome support of a fellow pupil or assistant (one-year trainee, FSJ student, colleague, Waldorf trainee). The base was built and designed by all the figure builders together.

Other pupils were willing to support the project when approached.

The well hole was dug and the excavated material distributed. Edging stones were fetched from the Aachgrund and Schmiede outlying residential groups with a wheelbarrow, installed and grouted. A special cover (pump access) was built.

To be able to have such a nice fountain and to have come this far is wonderful and remarkable. Many capable hands, perseverance and, in the end, justifiable pride in the art that has been accomplished have made this fountain possible for all:

The "Stifterhaus" with bird of paradise and snake(s), the human being in the centre.

This project, to remain what it is needs continuous care and acknowledgement. Nothing else but the effort of our daily work.

My respect and thanks to the work done by the students and all the helpers.

THOMAS KOCH

Teacher Bruckfelden

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The new fountain

We can also do it "big"!

What is it like to stand in a studio, in front of an easel with a canvas? Three young women who love to draw and paint have been working on a special art project. They love filling small, given shapes with colours and working with a large, white canvas. We started with two paintings by Kandinsky. Kandinsky's paintings are famous for their bright colours that make us recognise sunflowers, mountains, houses, church towers only at second glance.

And the canvas fills up with inspiration from Kandinsky's works. Big brushstrokes can be fun!

BIRGIT GRÄF

Teacher Bruckfelden

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Life in Bruckfelden

Bruckfelden, a tiny village belonging to the municipality of Frickingen, is situated below an equally small hill. Seen from a distance, it is hardly worth mentioning topographically. On this hill, half hidden, is the Bruckfelden site of the Camphill Schulgemeinschaften, a special education and counselling centre with residential facility. In fact, the school and its adjoining residential groups bear the name

„Quite often they congratulate the students and us for being able to live and work in such a place.“

of the place where they were founded in 1966. When we show visitors around the grounds of the Camphill School Community in Bruckfelden, which happens very regularly, we always experience moments of amazement and joy. Quite often they congratulate the students and us for being able to live and work in such a place. People feel the need to express the impressions they have gained here and the feelings attached to them. The fact that a place of life, which is so idyllic, familiar and lively due to the structural and organisational necessities that make it a success, can nevertheless be so special.

Admittedly, there are still various unformed, perhaps neglected corners on the grounds and in the immediate vicinity of the buildings that need attention, shaping and care. For example, the various paths that have still not been given an asphalt surface, the parking spaces whose potholes regularly fill up when it rains, and one or two pieces of furniture that have been broken early on and are perhaps waiting a little too long for disposal because other things are more important at the



moment. But it is precisely these small "blemishes" that give the overall impression of the place a certain charm, of a space that has not been perfected and shaped to the end.

Our gardener always works on the design and maintenance of the beds with a wonderful, quiet persistence to encourage the plants to flourish, and ensures that there is plenty of flowering life, especially at this time of year.

Also worthy of mention are the sculptures made of stone or wood in collaboration with the pupils. Most of these are figures from the school/art workshop that are created together with the



shines its golden light over this place in late summer or autumn.

Not only our visitors, but also we ask ourselves the question: "Does a typical socio-educational or socio-therapeutic institution look like this?" Because Bruckfelden is not only a socio-educational facility, but above all also a home. A home in which the students and carers feel comfortable and secure. A home that is personal and exudes its own charm. We are aware that we must continue to maintain, design and preserve our location and we will do so.

ROBERTO DI NUCCI

Deputy Head of Residential Services Bruckfelden
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pupils. They show a touching strength and vulnerability that are typical of people who can be creative in a special way. Nature has blessed this place with a tree population that can be admired

„The Artworks show a touching strength and vulnerability that are typical of people who can be creative in a naïve way.“

all over the place. There are true natural monuments that are a small cosmos in themselves and in which insects and birds live and multiply. It is something very special when the setting sun

More art, culture and nature can be found in the Naturatelier:



Yard & Garden

Projects and Insights



The bees go to school...

In 2021, the Natureheart Foundation generously funded a flower, herb and floriculture project at the Garden Workshop in Brachenreuthe. Lush flower strips, perennial beds and a variety of herbs for tea and herbal salt invite insects to pollinate and serve as a rich insect buffet.

So the desire grew to keep our own bees in the nursery, to watch them develop and do their work, and to learn from them. Besides, they should pollinate our vegetable plants and also give us some honey for our snacks. Again, Nature Heart Foundation generously supported the purchase of beekeeping equipment and a bee hive in



the form of a Top Bar Hive. This hive is modelled on an African trough hive and has the great advantage that the life of the bees and the honeycombs of the brood nest can be observed through a plexiglass pane. This way the bees do not feel disturbed and the pupils have the opportunity to observe the bees in the hive without being stung. Thomas Müller built such a hive for us and we were very lucky that the pupils could be present when a swarm of bees was caught and the swarm was logged into the hive.

However, the project started much earlier. The wood of the hive was left natural and was painted by the students themselves. The resulting works of art were protected against the weather with a glaze. A underframe had to be constructed and built so that the hive was exactly perpendicular. The bees orientate themselves on gravity when they build their honeycombs and so everything has to be set up straight.

At the same time, we worked with the pupils on the basis of self-designed worksheets on how a bee colony is structured, who takes on which task, what the beekeeper's task is and what his equipment consists of. How does a swarm come about? And what happens then?

Since May 2022, our bee colony has been growing steadily and we can observe its development through the window. This year the bees cannot give us any honey yet, the newly formed colony needs all the supplies it has collected for its survival in winter. The pupils are very interested and fascinated by our new co-inhabitants, it is fun to watch the bees fly in and out of their hive and now and then we also meet one or two busy bees on the blossoms of our numerous flowers.

Anyone who is interested in our bees and would like to take a look at the bee colony is welcome to contact us at the nursery!



The soy project

The idea of growing soy in your own garden and plant a cultivation to participate in, came from variety breeders at the University of Hohenheim and soy experts from Taifun-Tofu. After all, there are many interesting soy crosses hybrids, but almost never enough space and capacity to grow them all. Unless 1000 gardeners join in, so we do! The aim of the project is to develop soy varieties that are suitable for cultivation



in Germany and thus make us independent of soy imports and large seed corporations around the world.

We were sent the seeds of 10 different soy crosses hybrids and 2 flowering plant species. We sowed and nurtured these. At the beginning we had to take care that the weeds did not grow too tall, but as soon as the flowering plants had germinated over the whole area and the soybeans had closed the rows, the mutual work was done. Then we had to observe when the first soybean plants and flowering plants had germinated and when flowers were visible in at least 5 plants of a row. We also measured and determined the average height of the plants in each row. Other observations included the colour of the flower and of which and how many insects were on the flowering plants. All these values were entered by the students via laptop on the project's online platform. After the harvest in autumn, we have to send all the ripe pods in separate bags to the University of Hohenheim.

For the students, this project offers a broad insight into several interesting areas. First of all, they are very proud to work with a university. They gain an awareness of how nutrition and climate protection are globally connected. In self-made worksheets, we dealt with the profile of the soy plant and its ever-increasing share in our diet. We tasted soy milk and various tofu products.

We had to use the carpenter's rule to lay out the experimental bed and to measure the height of the plants in the individual rows. The values determined had to be carefully noted down and the average value of each row had to be determined. Addition and division were required here. While observing and giving feedback on which and how many insects could be found on the flowering plants among the soy, we not only met many of our own bees, but also got to know new butterflies and insects.

Anyone who is interested in the soy plant is cordially invited to visit us in the garden!

Thank you!

The garden workshop Brachenreuthe would like to thank Alexander Hicks, the German chili expert, who sent us many great chili seeds in organic quality completely free of charge in the spring. The very nice contact arose last year, when Alexander helped us out completely and at short notice with beautiful chili plants for the State Garden Show in Überlingen. Our seeds had germinated only sporadically due to the bad weather.

ANTJE GROSSMANN

Teacher and Garden Workshop Brachenreuthe
a.grossmann@camphill-schulgemeinschaften.de



Herbs, teas and flower bouquets

For our herbs and teas, we start with the cultivation and care of the plants, integrated into the annual cycle, and then harvest, dry and store them throughout the summer and into the autumn. In winter, when there is not so much to do outside, the herbs are rubbed and put together into the various tea blends, bottled and labelled. In the production of the herbal salt, the cultivated herbs such as spicy fennel, lovage, oregano, basil and savory are dried and finely ground with the salt in stone mortars. Bottled in small jars, they make a nice souvenir or gift.

In autumn 2020, the garden class in Brachenreuthe received a donation from the Natureheart Foundation for a herb and floriculture project. First, we planted the herb beds and a large perennial bed. We got cheap perennials through eBay classifieds and in spring 2021 we started sowing annual herbs and cut flowers.

The floristry project started in the garden class and is now also open to the vocational school stu-



dents, who have the opportunity to learn flower arranging in the garden on Thursday mornings.

STEPHANIE RÄDLER-ROCKSTROH

Teacher Brachenreuthe

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A photograph of two young women with long brown hair and round glasses, smiling at the camera. They are standing on a balcony with a metal railing, wearing matching patterned dresses. The background shows a wooden building and green foliage.

**Every New Path Begins
with a First Step**

**A-levels passed
and now?**

In June 2021, we had finished highschool and were faced with the exciting but also difficult question of which new path we wanted to take. But before we get into that - who are we?

We are Nicola and Verena, identical twins, also known as "the twins". We have been going through life together since 2002. For the first 19 years we were inseparable. From birth to kindergarten, we spent every day together. It wasn't until kindergarten that we had to, or rather were supposed to, learn to get along without each other. The kindergarten director divided us into different groups against our will. A drastic experience, which we reversed when we started primary school. In the 12 years of our school career, there were always turnings that we could have taken separately. Choice of secondary school, different classes, basic courses, advanced courses. We always took the same turn. So we went through 12 years of school hand in hand, studied together, supported each other and took our final exams in exactly the same five subjects. At school, we spent more or less every minute together, and even outside of school, you rarely saw us individually. So we literally lived and experienced 19 years almost inseparably.

Already during the last phase of our school years, we dealt with the exciting question of our future life path. Which path do we want to take? How do we want to go about it? Separately? Differently? Together? Together and still separate? First, we looked at the possibilities that opened up after graduating from high school. Of course we thought about training or studying. But we very quickly came to the decision that we didn't want to start studying immediately after graduating from high school. At first, an au pair year was a high priority. Work and travel was also an option. Then we came across the possibility of an FSJ and decided to do a voluntary social year.

It was important to us to devote our energy to a social project for a year. For us personally, the chance to do good for our fellow human beings and to gain important life experience was decisive. The decision to do the FSJs was also helped by the fact that all the other options we had considered meant parting ways. For a long time, we thought about it individually and together. It really racked our brains. What should we do? What is the best decision?

Going abroad for a year, getting to know new cultures, learning a language, stepping completely out of our comfort zone, that always appealed to us, but it would also have meant a separation for a long time. After the first doubts arose, we looked into the topic of the FSJ in Germany. On the one hand, we saw the FSJ as a chance to work in the same field and at the same place, and on the other hand, if this didn't happen, the

separation within Germany would somehow have been feasible, and as is often the case in life, things happen as they should and nothing happens without reason.

„It was important to us to devote our strength and energy to a social project for one year. For us personally, among other things, the chance to do good for our fellow human beings and to gain equally personally important life experience was decisive.“

With our minds now firmly on the FSJ, we started looking for organisations to apply to. By chance, we came across the supporting organisation "Die Freunde der Erziehungskunst". While we were still at school, we received a call from Karlsruhe. After a super-friendly initial conversation, several more phone calls followed to get to know each other and an email with suggestions of possible placements all over Germany. Three job descriptions peaked our interest and curiosity. Both the location of the workplaces and the work itself. All three offers were for Camphill Schulgemeinschaften at three different locations on Lake Constance. Now suddenly everything happened so fast, much faster than expected - and decisions had to be made. For 19 years we lived a life as "the twins". We knew we couldn't and wouldn't

do without each other and yet it was clear that something had to change for ourselves. As identical twins, we share the same genetic material and much more, yet we are also two individuals. In large part, it was a decision of reason that we made: separate but together was our plan. We both decided to go to Lake Constance, but to different Camphill Schulgemeinschaften locations. One of us decided on Bruckfelden and the other on Brachenreuthe. For at least a year we were separated by a 15 minute drive. A completely new as well as exciting experience. Suddenly, 4 September 2021 was here, the day the journey began. Very early we drove with a packed car towards Lake Constance to discover our new homes: a shared flat in Lippertsreute near **Bruckfelden** and 10 kilometres away **Brachenreuthe**. We knew it was time to start something new and trust the magic of the beginning.

A year later, we still remember that very first day. As we personally had never had any previous contact with curative education facilities, let alone developmentally and emotionally impaired people, it felt like being thrown in at the deep end at first. However, we don't necessarily see having no previous experience in this field as a negative point or problem. Personally, it helped us to start the FSJ with an open mind, without expectations or fixed ideas. Of course, the we were very nervous that morning, but it completely subsided over the course of the day. After a short time, we already understood the central things that were at stake. First and foremost, giving the children and young people a framework, caring more for some and just accompanying others. To manage the duties of everyday life together and to organise leisure time, always adapted to the needs of each individual.



What in the first days and weeks mainly consisted of walking along, accompanying and observing, increasingly developed into a routine and a new daily routine. Our duty rosters were different, but the shift schedule itself was similar. Our days off overlapped on Sunday afternoon and Monday. Five days a week consisted of work and things that had to be done on the side, the free time we usually spent together.

Especially in the beginning we needed each other a lot. We gave each other support, an ear to listen and something familiar from our previous stage of life. Over time, the "needing" changed, although nothing has changed about the fact that we cannot do without each other and are always there for each other.

The seminars of the sponsor "Die Freunde der Erziehungskunst" have to be mentioned - we were not particularly enthusiastic at first. Another week out of the working environment and routine, a different place, many unfamiliar people, additional changes and new things, when we already had many changes in our lives. As so often in life, our expectations and reservations were completely overturned. The seminars are incredibly helpful and enriching. You get to know so many different characters in a short time and benefit from the experiences, impressions and views of others. Tasks and topics, as well as laughing together, weld the group together and friendships develop.

Time passed. Every day we had the same tasks, accompanying people, and every day was a new surprise. During these 12 months, our frustration tolerance and patience limits were often put to the test, be it because things didn't go as desired, communication didn't always work right away, or mistakes happened. We are both extremely perfectionistic people who always want to do our jobs 100%. Especially when working with people who need assistance, we had to learn to slow down a bit and hold back in order to enable these people to experience and succeed and to support them in doing just that. In the same way, we have

learned to lower the demands in certain situations, both on ourselves and on the people we have worked with, and to stop activities in other situations without getting frustrated ourselves. We have learned to accept setbacks in different areas or stagnation and not to take them personally, as well as not to doubt our own strengths and competences. Rather, in close cooperation with

our team, this has motivated us to rethink our methods and our work. Without the people who accompanied us during the year, we would never

be where we are now.

Our wish for all future FSJers is that they have as great a year as we did and that they can take away many wonderful moments and experiences in the Camphill Schulgemeinschaften.

We had a really eventful and educational year in Brachenreuthe as well as Bruckfelden. After a year full of ups and downs, we are sure that we made exactly the right decision for ourselves. Sometimes exhausting? Definitely! Certain situations overwhelming? Hey, there's no denying that. But if you can count on open ears and support from the team, it makes it a lot easier. Mistakes that are unavoidable over the course of a year are not the end of the world, because you also learn from them. Those who don't make mistakes have never tried anything new. And no one knows what they can do until they try.

NICOLA UND VERENA BÖHLKE

Volunteers Brachenreuthe and Bruckfelden

„Our wish for all future volunteers is that they have as great a year as we did.“



„My volunteer service was a very varied journey. I learned a lot, gained experience and met great colleagues.“

~

ROSHNI

From September 2022
Apprentice in Bruckfelden

Voluntary Services, Training and Internships

In the Camphill school communities, we offer FSJ, BFD, internship and training positions at the Brachenreuthe, Bruckfelden and Föhrenbühl locations for the care of children and young people with assistance needs.

FSJ, BFD and Internship

Both the Voluntary Social Year (FSJ) and the Federal Volunteer Service (BFD) are recognised as pre-study internships for educational and curative education professions.

Areas of responsibility

The work usually takes place in a house community, residential group or in the school area. The focus is on accompanying the children and young people through their daily and weekly routines. Other important components of volunteering include organising leisure activities and helping in the household.

We provide

- Free accommodation and meals
- Experience in working with people with assistance needs
- Insights into anthroposophy and
- Curative education
- Personal development through community life and contact with special people

„During my volunteer service, I gained insights into a new area of work and learned many things. I am very satisfied and enjoy working with my colleagues and the children and youngsters. “

~

José

BFD Bruckfelden



- Varied and responsible work in a team with trained and expert employees

Requirements

- Good knowledge of German (B1 desirable)
- Minimum age 18 years
- Proof of sufficient measles immunity/vaccination from the year 1971 onwards

The school-based training takes place at the Camphill Ausbildungen gGmbH vocational school for social work in Frickingen.

ANNA GÄNGER

Volunteer-Management Bruckfelden

a.gaenger@camphill-schulgemeinschaften.de

Training

Do you enjoy caring for and supporting children, adolescents and young adults with special biographies and promoting their further development?

We offer a versatile and modern training as a curative education carer or curative education assistant at our locations in Brachenreuthe, Bruckfelden and Föhrenbühl in the personality-oriented assistance of people with disabilities, accompanied by experienced practical instructors and supervision.

What we wish for

- At least a secondary school leaving certificate
- Completed pre-study internship or FSJ/BFD of at least 12 months
- Social competence and ability to work in a team
- Ability to work under pressure and flexibility

We offer

- Training for and with people with assistance needs
- Insights into anthroposophy and curative education
- Personal development through community life and contact with special people
- Varied and responsible work in a team with trained and competent staff members
- School fees
- 30 days holiday entitlement
- Housing if required



„During my internship I have gained an incredible amount of experience that has shaped me as a person. I have learned a lot about my environment as well as about myself, for which I am very grateful. I didn't expect such strong self-development.“


~

Joelle

Intern in Bruckfelden

Are you interested in a voluntary service, an internship or an apprenticeship at the Camphill Schulgemeinschaften?

You can find further information and contact persons under

 www.camphill-schulgemeinschaften.de/ausbildung-und-mitarbeit/freiwilligendienste/ or scan the QR-Code



The Camphill Schulgemeinschaften in Transition

Great commitment and incredible enthusiasm characterised the early years of the Camphill Schulgemeinschaften with the three locations - Brachenreuthe, Bruckfelden and Föhrenbühl. This was reflected in many joint activities that strengthened community life at the locations. The communities grew, experienced themselves as independent areas, followed their ideals and aligned life according to the principle of decoupling "work" and "leisure". The initially small initiatives continued to develop and needed space. Thus, in the first 10 years after the foundation in 1963, about 50 % of the original buildings were built at the Föhrenbühl site. Another intensive building phase took place between 1974 and 1985. The most recent major building projects were the conversion of the original Werkstufen buildings in 2005 into the current Berufsschulstufe and the construction of the new Astrid Lindgren House in 2008.

More than 60 years after the foundation of the Föhrenbühl site, the heritage has to be preserved, managed, revitalised, guarded or even renewed. Some buildings are "getting on in years" and need an intensive look at the construction. Not every building stands up to this gaze and proves to be a viable starting point for further development. We know this from intrinsic motivation, which is difficult to pass on in its radiance over generations. This is a question that the Camphill movement is asking itself today and that calls for contemporary forms. Buildings that once had their pur-

pose and justification no longer find a sustainable basis due to their construction and were/are brought into the deconstruction process. Years ago it was the Schickler House, where Georg von Arnim still had his practice and which stood on the site between the Wegman House, the Kolisko House and the Pracht-Carus House.

Last year, the Jean Paul House was demolished. The house has been empty for several years now and has only been partially used in recent years (the animal club was initially housed here, the upper rooms were used as interns' rooms, and the day student food group was also located here at one time).

The history of Jean Paul House goes back to 1973. After the fire of a former stable building at the spring, which had been converted into living quarters for short-term interns and seminarists, it



was decided, at the suggestion of a very talented employee, to build a regular residential building: using prefabricated building components and by doing a majority of the work for ourselves. The management at the time expanded the concept to include the creation of a few subsidisable children's placements at the same time. After a check by the OSA's construction consultancy (a subsidised new building requires a longevity of more than 50 years), the subsidy was approved for the type of prefabricated house used, "Schwedenhaus Östgöta-Hus". The house cost around DM 310,000 at the time.

The initial house became the Jean Paul House (German writer of the Classical and Romantic period). However, the first deficiencies in the simple construction soon became apparent and considerable functional damage occurred in the first few years after occupation. Among other things, there was a persistent smell nuisance of varying intensity in each room. An expert opinion at the time stated that the prefabricated part of the house was not able to breathe. A fact that lasted throughout the life of the house and led to "amusing" stories in those days. At an early stage, however, it was also clear that the functional life span of the entire building structure was considerably shorter than that of conventional buildings. Of course, the house was still occupied and so the years passed. House parents and residents passed through the house.

Last year, the house was demolished. What remains are the memories, a spring and a beautiful meadow with a bench that invites you to reflect



BURKHARD HAUS

Executive Board Member

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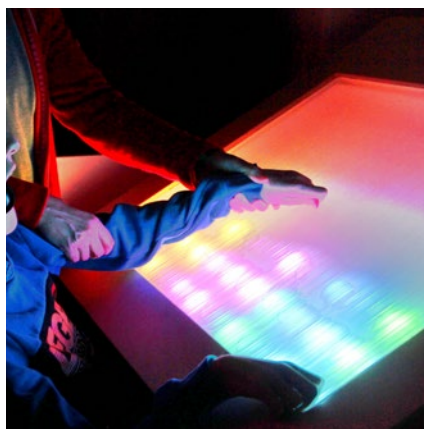
Thank You!

Without the support of our sponsors and donors as well as associated foundations, companies and associations, such a wide range of projects and facilities would not be possible. Here we present some of the projects that were realised in the past school year:



New minivan for the Brachenreuthe residential facility

Thanks to the generous support of Aktion Mensch, we were able to purchase a minivan for the residential facility in Brachenreuthe. The additional vehicle with nine seats enables further participation opportunities for the children and youngsters. This includes holiday trips and weekend activities as well as other leisure activities.



Multifunctional rooms for the vocational school

Thanks to the Karl Hans Efinger Stiftung, multi-functional rooms could be set up in the Föhrenbühl Vocational School (BSS). This includes darkening the rooms, Snoezelen elements as well as projectors for visual experiences. Read more on page 56.



New climbing and bouldering wall

The Karl Hans Efinger Stiftung and the Sparkasse Salem-Heiligenberg supported the construction of the new climbing and bouldering wall in the gymnasium at the Föhrenbühl site. With the new climbing and bouldering wall, the pupils now have new opportunities for movement and practice in the area of motor skills.



Accessible cycling in Brachenreuthe

Thanks to the Stiftung Lauenstein, barrier-free cycling is now possible within the framework of the inclusive bicycle club with the associated tools of a bicycle workshop.



Therapeutic horse riding in Bruckfelden

Thanks to the support of a foundation, we were able to successfully run the therapeutic riding programme in Bruckfelden again last school year.



New playground and sports facility in Brachenreuthe

More about the playground and sports facilities in this school year report on pages 34-37.

With your help, we look forward to realising many more projects for the children and youth in the coming school year!

Support us!

For over 60 years, the Camphill Schulgemeinschaften have stood for their special needs education. During this time, the necessary infrastructure has aged and/or no longer meets the needs or current standards. Therefore, structural replacements, renovations or new buildings are being constructed. The Ministry of Education only subsidises school and housing construction.

In addition to building projects, it is support and recreational activities that require additional funding. For this reason, private individuals, companies and funding organisations help to close gaps or make new offers possible. A heartfelt thank you for this!

Helping together - support us to realise projects and create spaces!

ANNA GÄNGER

Head of Fundraising

a.gaenger@camphill-schulgemeinschaften.de

DONATION ACCOUNT

Camphill Schulgemeinschaften e. V.

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To the donation page

Multifunctional rooms for pupils with high assistance needs

After founding the class for students with high assistance needs in 2017, it soon became clear to me that the equipment that was available would not be sufficient, so I came up with the idea of applying for funding for a new project, a process which I was fortunately familiar with, having successfully implemented two projects previously.



The first application was for instruments of various kinds, from the handpan/caisa, a sound cradle to the sea drum. The second application was mainly about the positioning of the students and their participation in the lessons while lying down. Here I received two mobile couches with soft bedding and other functional elements to enable the pupils to be adequately bedded and to participate in lessons. I developed these couches in collaboration with the rehab technicians and Mirek Breyer. They are therefore truly unique and

are in daily use. When I applied for my third grant, my patience was then put to the test...

We had already bought some great and useful things, but the area of seeing, hearing and touch experiences was still expandable. The often-maligned Snoezelen was also to get its space, so I got to work and checked where I could get everything that seemed important or indispensable for the project. Soon I had everything together and also submitted the application, but unfortunately, the person in charge at the time left the project and there it lay dormant for quite sometime. That is until Anna Gänger (Head of Fundraising) came and brought the project out of its slumber. With her, I finally had someone who cared about foundations helping us.

A big thank you goes to the Karl Hans Efinger Stiftung, which made this project possible for us!

Now we are able to darken our rooms, we have projectors for visual experiences, a music tracer screen and a sound bed that is second to none, developed and built by ourselves. Many thanks to our building yard and especially to Oliver Kurz for his patience and excellent carpentry work. Many thanks also to Elisabeth Labudde for her great patience and help and to Burkhard Haus and Herbert Heim for their support of the project.

It is impossible to list everything we have received here. We are very happy to have reached another milestone in our work. And if I am completely honest...now the work really starts!

MANFRED DALLA ZUANNA

Teacher Föhrenbühl

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Brachenreuther on vacation

Brachenreuthe is lucky enough to be able to rent the holiday flat of the wonderful Fritsche family in Brandnertal in Austria for four weeks every year. Four different groups form, each taking a holiday in the mountains for a week. This holiday camp is organised every year especially for the children in Brachenreuthe, for whom Brachenreuthe is the only home and who cannot simply go on holiday with their parents. So last year we also put together a colourful group. We packed nine children and young people with different needs into two buses and drove to Austria. We - that's Roman, Jette and our great staff: Dominik, Matteo, Neele and Max.

Roman and I have been to Brandnertal a few times now. We usually take the same children with us. So almost all of us are already experienced holidaymakers.

We always have a similar routine in our Brandnertal week. A very clear structure brings peace and security in the unfamiliar environment for most of the children and young people. Our fixed programme points are: on the day of arrival, the Alpe Rona (an alpine hut), later the Lünensee, the Bürserschluft, the Golm amusement park, the local shopping centre and, since last year, the much-loved trampoline hall in Dornbirn. The free time on the mountain is used for free play, exploring the surroundings, cooking, playing with the farm dog and much more. Last year, thanks to the good staffing and the great ideas of the employees, we were able to build a real experiential education path and carry it out with the children and youth.

For the children and youth, this time out from everyday life is very healing and decelerating. Such a holiday camp is also very suitable for building relationships, security and trust between chil-



dren and staff. For the staff, this kind of work is also very special, but of course also involves a lot of effort. Nevertheless, we and many others enjoy going back to Austria every year.

JETTE PELZER

Group Leader Brachenreuthe
j.pelzer@camphill-schulgemeinschaften.de





SEPTEMBER 2021

Radio7-Drachenkindertag

The pupils of the Camphill Schulgemeinschaften were invited to the Radio7 Drachenkindertag. The invitation was accepted with joy by the children and young people of the three locations.



Through the School Year 2021/22

There is always something going on in the Camphill Schulgemeinschaften. The time-line offers an insight into the school year. The QR codes will take you to the corresponding media content.

OCTOBER 2021

Price for the Lagerhäusle

The cultural cuisine "Lagerhäusle" in Frickingen receives the award "Exemplary Village Inn" for its integrative and cultural concept. The inn is run by the Camphill Schulgemeinschaften, which has created a rural and cultural meeting place for people with and without disabilities.



DECEMBER 2021

Christmas in a shoebox

"Christmas in a shoebox" - surely almost everyone has heard of it. Usually, the campaign always went to institutions, schools or homes based abroad.

This time we thought regionally!

So our residents and day pupils had the pleasure of receiving presents from the students of the Justus von Liebig School in Überlingen.



NOVEMBER 2021

New Cargo bike

Thanks to the Stiftung Lauenstein, a new cargo bicycle for the children and young people in Brachenreuthe was purchased.



MAY 2022

A visit to the bicycle school

After a long break because of Covid, the bicycle school of the Youth Traffic School in Nussdorf finally took place again!

For almost 15 years, our young people have been practising safe cycling with the aim of moving safely through public traffic. Over the years, a nice and lasting relationship with the police has developed. Despite the change of police officers, this connection can still be experienced today.



APRIL 2022

Fire drill Föhrenbühl

In April, the training for fire protection assistants took place for employees of the Camphill Schulgemeinschaften at the Föhrenbühl site. The contents included the basics of fire protection, dangers caused by fires and practical exercises on the fire simulator.





JULY 2022

Sommerfest Bruckfelden

This year's summer party took place on the 20th of July in Bruckfelden with delicious food and and relaxed music.



JULY 2022

Mittendrin

Under the motto MITTENDRIN, a colourful action and meeting day for people with and without disabilities took place in Überlingen on Saturday 9th of July 2022. The Brachenreuthe site was also "WITHIN" and represented the Camphill Schulgemeinschaften with a stand. Our school band opened the event with a great musical contribution on the big stage at the Landungsplatz.





Lagerhäusle - The Culture Cuisine

In 1995, the Raiffeisen warehouse was converted into the Lagerhäusle by the Camphill Schulgemeinschaften location Bruckfelden and the community of Frickingen. Since then, it has stood for gastronomy and culture, for encounters and inclusion.

In addition to the LagerLunch and other culinary delights, the Lagerhäusle offers space for music and theatre events, for the Frickinger Film Festival and seminars. In addition, families and businesses are invited to enjoy their celebrations with camp flair.

As an initiative of the Camphill Schulgemeinschaften, it is hard to imagine the centre of Altheim without the Lagerhäusle.

Further information
and current events
www.lagerhaeusle.de



Opening hours

Monday-Friday 12 to 15 p.m.

(Hot kitchen from 12 - 14 p.m.)

Other opening hours during events or by arrangement

Contact

Lagerhäusle

Camphill Schulgemeinschaften e. V.

Schulstraße 4

88699 Frickingen – Altheim

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Initiatives

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Naturatelier Frickingen

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Kultur-Restaurant Lagerhäusle

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Associates

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