

**Declaration of partnership:
Karl König Institute - Waldorf Kindergarten Seminar Berlin**

The concern for a healthy development of the child in the present time - especially when particular difficulties and one-sidedness in development arise - is a common concern of both partners. Experience shows that the socio-political implementation of the principle of inclusion, which is agreeable in principle, entails the risk that developmental disorders in children will remain undetected for too long and will receive too little pedagogical and therapeutic support.

The causes are particularly evident in three areas:

1. The one-sided emphasis on inclusion means that too little attention is paid to individual needs. Social pressure on families is also moving them towards the "mainstream" and away from hitherto well-developed specialisations in therapy and education.
2. The marginalisation of the specialised areas of work and specialised institutions results in a shortage of people with experience in curative education - especially people who have received practice-integrated training.
3. The policy of inclusion „lends itself“ to the implementation of cost-cutting measures in such a way that insufficient staff ratios - or groups that are too large - put massive pressure on the educational staff to differentiate their tasks accordingly. A lack of qualified personnel is a particular additional difficulty.

In addition, the fact that an increasingly technological and polluted environment and the disintegration of family structures lead to a basic situation that is increasingly hostile to child development.

It is clear how important it is to meet the needs of human beings as early as possible in their development. The longer the therapeutic and educational needs have to wait for an adequate response, the more complex they become. Many things can only be established in early childhood and can only be made up for inadequately later on.

These problematic areas, that are coming ever closer towards us, pose a number of tasks

- for the best interests of the child
- for the stabilisation of family situations
- for the development of society as a whole

Against this background the Waldorf Kindergarten Seminar Berlin and the Karl König Institute for Art, Science and Social Life have formed a partnership in order to

- conduct relevant research
- promote social influences (e.g. through publications and events)
- perform practice-enhancing measures.

The Waldorf Kindergarten Seminar Berlin sees the cooperation as significant in making the fruits of Karl König's impulse for anthroposophical curative education, of the Camphill Movement, available today and in trying to give voice to an awareness of the fate concerning all children today, the fate of Kaspar Hauser! It is precisely this future-bearing impulse, which unites both partners!

The main field of work of this cooperation is the implementation of appropriate further training courses in integrative and inclusive education for teachers in Waldorf kindergartens, Waldorf schools and after-school care centres and for other people active in education:

<https://www.waldorfindergartenseminar-berlin.de/fortbildungen/facherzieherin-integration-inklusion/>

(English translation by Cornelius Bruhn)