



Herzlich willkommen!

*Schön, dass Sie sich bei mir umsehen wollen.
Dabei aber bitte immer an meine - Exupéry's -
Botschaft denken.*

*Man sieht nur mit dem Herzen gut.
Das Wesentliche ist - auch im Internet -
für die Augen unsichtbar.*

Ihre Erika Schuchardt

> Handout for Congresses



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Ein Herzensanliegen:
Spende für Tschernobyl



infigo media



Curriculum Vitae



Erika Schuchardt, Dr. phil. habil., born 1940 in Hamburg, professor of education research and adult education at the University of Hanover



Member of the Synod of Evangelical Churches (EKG) in Germany and member of ecumenical committees of the World Council of Churches, Geneva (1972-1990)



Vice-president of the German UNESCO Commission (1984-1996)





Founder committee member of the Federal Association "The Children of Chernobyl" FEDERAL REPUBLIC + BY/CIS (since 1989)



Member of the German Federal Parliament (since 1994)

- Committee on education, research and technology assessment
- Foreign affairs committee
- United Nations sub-committee
- Committee on human rights and humanitarian aid
- Committee of inquiry on law and ethics of modern medicine.



Various publications distinguished by book awards and translated into many foreign languages. Subjects: communication theory, integrative pedagogy, life-world research and research on women's issues, accompaniment of dying persons, education research, adult education with special emphasis on crisis management: e.g. "The Voices of Chernobyl's Children, History of a quiet revolution, Foreword by Lev Kopelev (Herder, Freiburg, 4th edition 2000) and Coping with Failure, "Why Me?" Opportunities for Learning to Live (Concilium 1990)   (2 MB)

See also "Why me? Learning to live in crises", (World Council of churches, WCC, Geneva 2006) awarded the Prize for Literature [see "Aktuelles"]



Mitglied der Synode der Evangelischen Kirche in Deutschland (1972-1990) und in Gremien des Weltkirchenrates in Genf
Member of the Synod of the Evangelical Church in Germany and of various bodies of the World Council of Churches in Geneva



Vizepräsidentin der Deutschen UNESCO-Kommission (1984-1996)
Vice-President of the German Commission for UNESCO



Gründungsvorst. Bundes-AG „Den Kindern von Tschernobyl“ BRD + BY/GUS (seit 1989)
Founding Member and Chair of the Federal Association „For the children of Tschernobyl“ FRG+BY/CIS



Mitglied des Deutschen Bundestages (1994-2002)
Member of the Parliament of the Federal Republic of Germany
• Ausschuss für Bildung, Forschung und Technikfolgenabschätzung
Committee on Education, Research and Technology Assessment
• Auswärtiger Ausschuss • Unter-Ausschuss Vereinte Nationen
Committee on Foreign Affairs Sub-Committee on the United Nations
• Ausschuss für Menschenrechte und Humanitäre Hilfe



Warum gerade ich? Leben lernen in Krisen. Vandenhoeck & Ruprecht, 12. Aufl. 2006 – Literaturpreis
Why me? Learning to Live in Crises. Order: www.wcc-coe.org, Geneva 2006 – Prize for Literature
Krisen-Management. Doppelbd. m. DVD. Bertelsmann 8. Aufl. 04. Reihe: Theorie u. Praxis EB –



Aktuelles Person Wissenschaft Politik Dialog

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Mit allen guten Wünschen für Sie!

With the compliments of

Erika Schuchardt

Prof. Dr. phil. habil. Erika Schuchardt

Mitglied des Deutschen Bundestages a.D.



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Schuchardt, Erika – ISBN 3-7639-1888-4; Best.-Nr. 14/1088

Krisen-Management und Integration. Doppel-Band mit DVD

Band 1: Biographische Erfahrung und wissenschaftliche Theorie, S. 344

Band 2: Weiterbildung als Krisenverarbeitung, S. 359

DVD: • Jahrhundert-Bibliographien • 18 Film-Dokumentationen Best Practice International.

Reihe: Theorie u. Praxis d. Erwachsenenbdg. – Bestseller 8., überarb. u. erw. Aufl. Bielefeld



TV-Film, 13 min
prof-schuchardt.de/
dvdchance



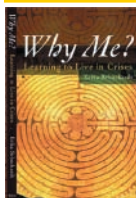
Schuchardt, Erika – ISBN 3-525-62370-4

Warum gerade ich...? – Leben lernen in Krisen – Fazit aus Lebensgeschichten eines Jahrhunderts. Mit Bibliographie der über 2000 Lebensgeschichten v. 1900 bis z. Gegenwart: • alphabetisch • gegliedert • annotiert. Mit 20 Abbildungen u. 13 Graphiken, Vandenhoeck & Ruprecht 12., überarb. und erw. Aufl. Göttingen, 2006, S. 361, 12,90 – **Ausgezeichnet mit dem Literaturpreis.**

Literaturverzeichnis und Jh.-Bibliographie aller Lebensgeschichten seit 1900, S. 187 - S. 361 – **E-Book** s. Why



TV-Film, 6 min
prof-schuchardt.de/
dvdchance



Schuchardt, Erika – ISBN 2-8254-1436-0

Why me? Learning to Live in Crises – The Result of a Study of Life Stories covering a Century. With Bibliography of more than 2 000 Life Stories from 1900 to the Present:

• alphabetical • classified • annotated. With 20 illustrations and 13 Diagrams, World Council of Churches, WCC. Geneva 2006., p.147, 14.80 – **Awarded the Prize for Literature.**



TV-Film, engl., 6 min
prof-schuchardt.de/
dvdchance



Schuchardt, Erika

DVD mit Booklet: Chance: Krise – ein verborgener Reichtum.

Schlüsselqualifikation Krisen-Management-Kompetenz im Gesamt-Bildungssystem, Berlin 2006

Medien-Dokumentation • Buch • Film • Funk • Fernsehen

E-Book sowie alle DVD-Filme: www.prof-schuchardt.de/dvdchance



Schuchardt, Erika – ISBN 3-934854-17-6

Brückenbau – 15 Jahre Begegnungsschulen im Südlichen Afrika. Erfolgsmodell deutscher Auswärtiger Kulturpolitik.

Auftakt zur UN-Dekade „Bildung für nachhaltige Entwicklung 2005-2014“ –

Die Verarbeitung der Krise „Fremdsein“ im Universal-Krisen-Management-Interaktionsmodell zum Lernprozess Krisenverarbeitung im Spiegel von über 100 Testimonies –



Desweiteren in Auswahl Schuchardt, Erika:



- **„Der Mensch zählt“. Krisenverarbeitung – Schlüssel im Gesundheitssystem.** Wiener Europa-Forum der Gesundheitsminister. Wien 2003. Desw. In: Gesundheit mit System. Heft 3-4. Uni Hannover 2004, S. 18-21
- **Geheilt allein macht noch nicht heil...!** Psi-Kongress Basel für alternatives Heilen. In: Wiesendanger, H. (Hrsg.): Wie Jesus heilen. Geistiges Heilen: Akt christlicher Nächstenliebe. Basel/Schönbrunn 2004, S. 7-57
- **Berufen zum Sinn: Konvergenz zwischen Frankls Psychologie im KZ und Schuchardts Krisen-Management-Interaktionsmodell.** Internat. Jubiläums-Kongress Wien 2005. In: Existenz u. Logos 2006, Heft 2, S. 32-65
- **„Per Aspera ad Astra“. Krisen-Management – Chance für die Ökumene, Einführung.** In: Edinger, K.-P.: Ökumenisches Krisen-Management wagen: Sich der Krise ‚Fremdsein‘ stellen. Frankfurt/Main 2006, S. 1-31
- **Crisis-Management-Competence: A Factor of Happiness in ‚Healthy‘ Aging.** 1st European Congress Anti Aging and Preventive Medicine. Vienna 2006, p.47
- **„Es hat mir die Sprache verschlagen ...!“ Vom Wiederfinden der Sprache in • Bild • Wort • Ton.** Bilderzyklus Birgit Graf 2001-2007. Jubiläums-Kongress Aphasie. Würzburg 2007, S. 213 i.V.
- **Beethovens Heiligenstädter Testament und seine 9. Symphonie.** Krise – ein verborgener Reichtum. Beethoven Preisverleihung Bonn. In: Jahrbuch ‚Freunde für Beethoven‘. Bonn 2008, S. 51 i.V.
- **Die Lebensspirale der Krisenverarbeitung in Bilder-Reisen als Aufbruch aus Krebs.** Internationaler Jubiläums-Kongress Biologische Krebsabwehr. Heidelberg 2008, S. 177 i.V.
- **Das Glückslos lernend gewinnen:** Loslassen durch die Lebensspirale der Krisenverarbeitung. Interkultureller Kongress. Taipei/Taiwan 2008, S. 37 i.V.
- **Heilsein ist mehr als geheilt sein:** Vom ansteckenden Gesundsein ‚krankter‘ - schon betroffener - Menschen. Vom ansteigenden Kranksein ‚gesunder‘ – noch nicht betroffener – Menschen, Tokio/Japan 2008, S. 77 i.V.
- **Lebenskrisen – Lebenschancen.** Unterwegs zu Frieden und Glück durch die Lebensspirale der Krisenverarbeitung. 4. Welt-Kongress Positive Psychotherapie, Zypern 2008, S. 31 i.V.



Congress Abstract

Life Crises – Chances for Life

On the way to peace and happiness through the life spiral of working through Crises

Learning to live in Crises – who does not know this? Human beings experienced crises, suffering, learning through crises since the beginning of history. Today we are confronted with crises like losing one's job, health problems, striving for eternal youth, death, birth of a disabled child, aftermaths of natural catastrophes and terror attacks, persecution, detainment, flight. Human beings have made similar experiences worldwide – as the author states in her research results – they have similar experiences in working through crises: satisfaction and happiness can be taught and can be learnt. This result leads the author to the thesis:

機 Crisis – a hidden Treasure

Ludwig van Beethoven worked through the crisis of progressive deafness not only through his compositions – especially through his 9th symphony connecting nations – but also in conformity with the above mentioned thesis through the insight:

" The crosses + in life are like the crosses in music – they raise/sharp!"

Splendid outstanding creative works in art, culture, technique are not seldom, very often not recognized, the result of a creative jump out of the crisis. Famous examples are:

- The painting "The Cry" by Edvard Munch – a portrait of his life situation in his home place, a creative jump out of his depressing home situation
- The world of the "Fairy Tales" of Hans Christian Andersen – a counter portrait to his autobiographic role as the "Ugly Young Duckie"
- The Place of death cult of the Egyptian Pharaonic tombs or the sacral buildings of temples and churches – buildings for the purpose to overcome fear of death and suffering
- The central sanctuary of the Temple-Stupa-Park in Borodbodhur – the suspending of human suffering through the architectural manifestation of the 'Noble eightfold Path of Salvation' in the Mahajana Buddhism
- The animated "Fabric Animals" of Margarete Steiff – her jump into life out of life long paralysis.

The author develops out of her international research:

- 1. The **phenomenon** of crisis as a chance
- 2. The different **kinds** of crises as *predictable* life course crises as well as *unpredictable* critical life events at the crucial points and ruptures in one's biography, as a challenge to learn for the individual person as well as collectively for society (see illustration)
- 3. The **models and strategies** of working through crises according to its universal Crisis-Management-Interaction-Model, for the *individual* learning process to work through crises in 8 spiral phases (see illustration), as well as for the *collective* learning process as the complementary process in 3 steps.
- 4. **Congress Info** Schuchardt: Media Documentation • Books • Films • Radio • Television

Schuchardt, Erika: **Krisen-Management und Integration**. Double Volume with DVD - Series Theorie und Praxis – Bestseller
• Vol. 1: *Biographische Erfahrung und wissenschaftliche Theorie*. S.344 • Vol. 2: *Weiterbildung als Krisenverarbeitung*. S.359
• DVD: with • Centenary-Bibliographies and with • 18 AV Film Documents. „Best Practice International“
• E-Book: www.ciando.com ohne DVD, Bielefeld, 8th edition 2003, in triple set Double Volume with DVD, Best. Nr. 14/1088, 39,90 €

Schuchardt, Erika: *Why me ...? Learning to Live in Crises*. Result of Life Stories of a Century.

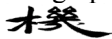
With Bibliography of more than 2000 Life Stories from 1900 to the Present • alphabetically • structured • annotated • With 20 illustrations and 13 graphics. Vandenhoeck und Ruprecht 12. revised and extended edition, Göttingen 2006, S. 361, 12,80 € - rewarded the literature price

• 1. The Phenomen 'Crisis'

From the point of view of education research, crises are an 'integral part' of human life. Accordingly, Crises Management becomes a key qualification for the educational sciences in general. It accompanies human beings in a life long process:

- the toddler in elementary education, • the pupil in primary, • the juvenile in secondary education,
- those in training in the tertiary, • the adult in the higher education department.

To work through crises means to live a more meaningful life – to become mature to an extended competence in recognition, decision and action – *in* and *through* the working through crises. Through that a crisis turns out to be a chance. Symbolically both – crisis and chance - is in the Chinese calligraphy one sign only, whereas there are two separate terms in the German/English language:



• 2. The Kinds of Crises

Erika Schuchardt, scientist in education, distinguishes between the Life Course Crises and the Critical Life Events (see illustration).

• She categorises as **Life Course Crises** the usually predictable crises of maturing, which are programmed in all life stories/ biographies at *turning points* in the life stories. They are:

- birth • nursery school • school • puberty/adolescence • training • profession/job • partnership/children • engagement in society, church politics • midlife crisis • retirement • old age/dying/death (see illustration).

• **Critical Life Events** are the usually *not predictable*, the life story suddenly affecting, life threatening crises at the breaking points of the life stories which are recognised as a crisis of maturing only in an unavoidable learning process of suffering. They have to be acknowledged and worked through so that they can become an enrichment.

She continues distinguishing between primarily individual and primarily collective categories.

The primarily individual Critical Life Events are:

- unplanned childlessness and abortion • impairment of pregnancy and birth PID/PND (preimplantation diagnostic and prenatal diagnostic) • violence, sexual abuse of children, women, seniors • unemployment and mobbing • accidents, serious and chronic diseases • separation, loss, death of important reference persons

The primarily collective **Life Course Crises** are:

- Attacks for political, religious or criminal reasons, violation of human rights, of honour, of reputation in profession and science • persecution, expulsion, imprisonment, torture, violence • natural and environmental disasters, technical catastrophes (s. illustration)

• 3. The Models and Strategies of Working through Crises

On the basis the *unpredictable* crises, described in more than 2000 Life stories covering more than a century since 1900, as well as from about 30 pilot projects during 25 years of research in adult education and further education since 1970, Erika Schuchardt developed her universally applicable

- Crisis Management Interaction Model, and this primarily for the *individual learning process the working through crises in 8 spiral phases* and for the primarily *collective learning process the working through crises as a complementary process in 3 steps*, each of them as an interaction between persons *already* and *not yet* affected by crises.

In the education research/ adult education crises prevention models and crises intervention models up to coping models were developed in the second half of the 20th century (1964 Caplan, G., USA: 4 phases model *Crisis*; 1969 Kuebler-Ross, E., USA/Switzerland: 5 phases model *Dying*; 1970 Osuji, O.N., USA/Japan: 3 dimension model *Exceptions of Loss*; 1973 Spiegel, Y., Germany: 4 phases model *Mourning*; 1974 Glaser, D.G./Strauss, A., USA: 2 phases contact model *Interaction at the process of Dying*; 1974 Parkes, C.M., USA: 6 phases model *Loss of a partner*; Degen, H., Netherlands: 5 phases model *Disability*; 1975 Sporken, P., Netherlands: 9 phases model *Disability*; 1975 Balzer, B./Rolli, S., Germany: 3 phases model *Crisis*; 1979 Lazarus, R.S., USA: 4 phases model *Stress*; 1979 Schuchardt, E., Germany: model in 8 spiral phases: *Working through Crises as a Learning Process*; 1981 Kommer/Röhrle, Germany: model in 3 stages: *Development of Crises a.o.*, see Schuchardt, E.: *Krisen-Management und Integration*, 8. Aufl. 2003, S. 394ff and on the DVD-ROM the bibliographies for a century, about 500 pages).

Among those the **Crisis Management Interaction Model** is introduced as the most differentiated and 'universalised' model. In the section of education Erika Schuchardt trusts on two things in contrast to present trends and the threat of 'over therapying': the ability of the affected to a personal confrontation with his/her crisis and to finding a new identity when working through the 8 spiral phases, and the preparedness of society to accept the confrontation with the crisis collectively and to reach an extended competence in decision making and action – and enriching each other by going through the complementary process of the 3 steps:

- **The Crisis Management Interaction Model for the primarily individual Learning Process Working through the Crises in 8 Spiral Phases** (see illustration)

it leads the person, *already* affected by the crisis, via III stages from the head I via the heart II to the hand/action III through the irritating **uncertainty, 1st spiral phase** "*What is actually going on...?*" to the painful **certainty, 2nd spiral phase** „*Yes, but that's just not possible...?*“ within the externally and cognitively steered head stage I, via the directly following **aggression 3rd spiral phase** „*Why me ...?*“, followed by the **4th spiral phase of negotiation** „*If ... then surely (you, it, they) ... must...?*“ and the **depression 5th spiral phase** „*What for? It's all pointless anyway!*“ in the affectively undirected transitional heart stage II up to the **acceptance 6th spiral phase** „*I've only just realised...!*“, to new **activity 7th spiral phase** "*I do that...!*" and finally to **solidarity 8th spiral phase** "*We act, we take the initiative ...!*" in the active self-directed action stage III.

She illustrates this life spiral of working through crises at the 32 year young Ludwig van Beethoven who fought from his death wish in the Heiligenstadt will for a quarter of a century until 9th symphony based on solidarity and connecting all nations, which in 1972 was posthumously awarded the title European Hymn and in 2003 the UNESCO World heritage document "Memory of the World".

- **The Crisis Management Interaction Model for the primarily collective Learning Process as complementary Process in 3 Steps**

it leads interdependently even society and/or its members through the ↔ complementary process in 3 steps ↔ stabilisation ↔ integration ↔ participation. Depending on the individual history of life, learning and status those who are *already* affected by a crisis and those who are *not yet* affected by a crisis experience this in an opposite direction. At this

process, they experience the hidden richness as extended norms and values, leading towards a deeper competence in decision making, acting and responsibility (see illustration).

For Ludwig van Beethoven's environment – students, colleagues, doctors, friends – those learning processes were not known at a time of class awareness and monarchical structures. Therefore he was living in isolation for his whole life, he lived as an "exiled".

The learning process of the collective Crisis Management also happens between different societies, cultures and religions and confirms – in a complementary enriching process – the thesis of the researcher in education Erika Schuchardt:

Crisis – a hidden Treasure

This collective Crisis Management, as it was called by her, is the condition for social, societal and worldwide integration/participation on the way to a peace process of the world society, so to speak the transition from the individual to the collective learning – this was confirmed by recent research, f. i. by K.P. Edinger „*Ökumenisches Krisen-Management wagen – Sich der Krise 'Fremdsein' stellen*“ (“*Risking Ecumenical Crisis Management: To cope with the Crisis 'Being a foreigner'*“) and in analogy the publication of the author „*Brückenbau – 15 Jahre Begegnungsschulen im Südlichen Afrika. Erfolgsmodell deutscher Auswärtiger Kulturpolitik. Aufbruch zur UN-Dekade 2005-2014*“ (“*Building Bridges – 15 years interracial schools in Southern Africa. A model of success of German foreign politics. Uprising for the UN Decade 2005-2014*“). The result of the research:

The key qualification of the crises management competence as integral part of the entire education system results from the Crisis Management Interaction Model of E. Schuchardt, its individual and collective perspective from education research, as model that can be taught and learned, institutionalised and professionalized.

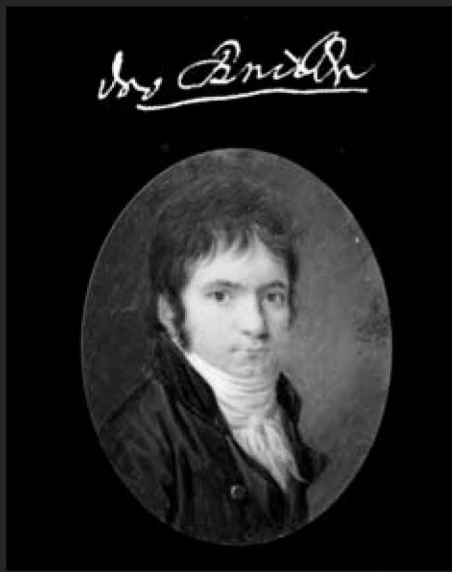
There are further publications (see Schuchardt 2004,2005,2006, 2007 and www.prof-schuchardt.de/wissenschaft) about the way of learning through crises as key qualification to life and about the sources for strength and courage to go this way of learning to crisis-management-competence and to accompany the learning process coping with crises as life spiral. They concern the central theme of the author's complementary theses ex individuo, ex collective, ex spiritu on the way to “healing and salvation” and to general well-being.

To come back to the example of Ludwig van Beethoven: the learning of the crisis-management-competence as key qualification can be explained with the medium of music:

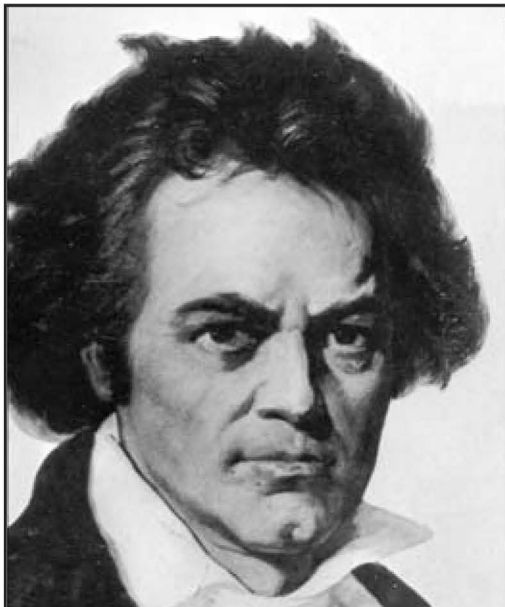
Comparative thesis for accompaniment in music

The art of accompaniment can be experienced and learned among others by making music: the second voice can be shaped, not the solo; only then can the first voice - the person already affected by a crisis and complementarily accompanied by educational work – develop itself fully and in self-determination. (see illustration)

4. Congress Info Schuchardt: Media Dokumentation • Books • Film • Radio • Television



Heiligenstädter Testament



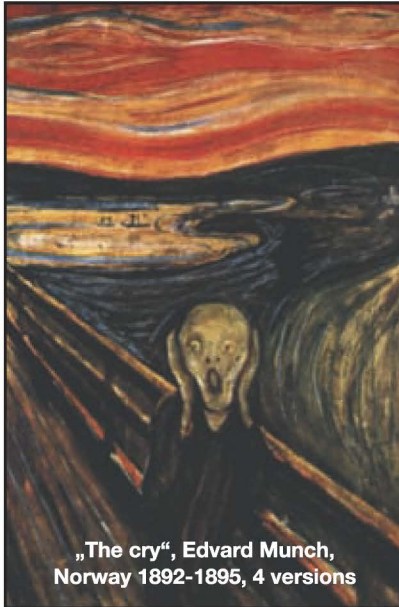
MEMORY OF THE WORLD CONCERT
Ludwig van Beethovens 9. Sinfonie



♫ The crosses in life + are like crosses in music - they raise!



Portrait of the wife of the painter D.D. reflecting the autobiographical struggle of both in view the cancer "crisis"



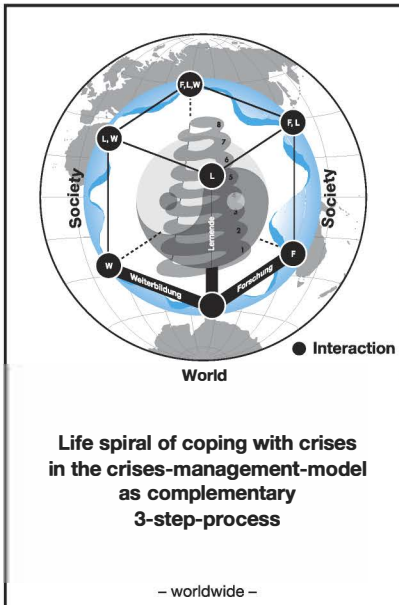
„The cry“, Edvard Munch, Norway 1892-1895, 4 versions

Life crises = life chances

機 Crisis – a hidden treasure

Der Lebensspiralweg der Krisenverarbeitung –

Learning processes to be filled in by readers, learners and teachers

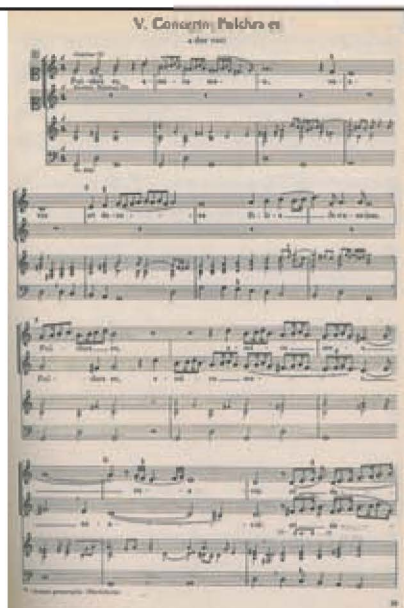


„Die Liebenden“ – Einander Begleitende Ernst Barlach, Hamburg 1922

🎵 Vergleichsthese zur Begleitung in der Musik

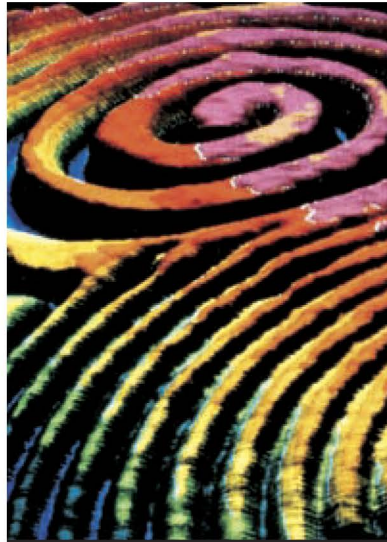
Die Kunst des Begleitens erleben und erlernen wir u.a. beim Musizieren:

Die zweite Stimme gestalten, nicht aber das Solo.

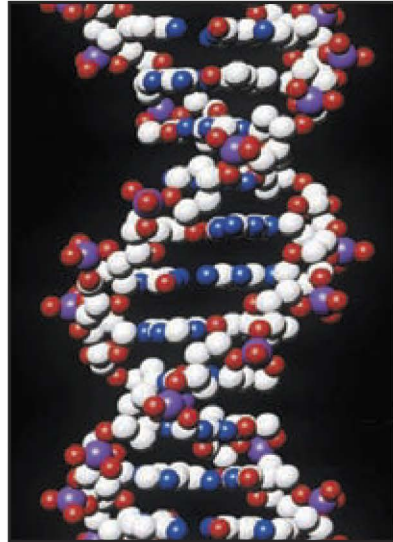




Spiral-Urform Galaxien,
5 Milliarden Jahre alt



Komplementär-Spirale im Prozess
der Photosynthese



Komplementär-Spirale
Doppel-Helix in der DNA



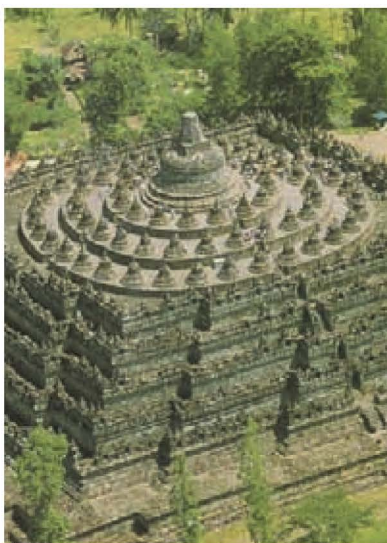
Spiral-Schwelle Megalith-Tempel,
Malta um 2400 v. Chr.



Spiral-Schlange Uräus, sog. 3. Auge
des Pharaos, um 1290 v. Chr.



Spiral-Aufgang Minarett Moschee,
Samara, Irak, 9. Jahrhundert



Spiralartiger Edler 8facher Heilspfad
Budd. Tempel, Borodbodhur, 8. Jh.



Komplementär-Spirale Reichstag,
Dt. Bundestag, N. Foster, Berlin 1999



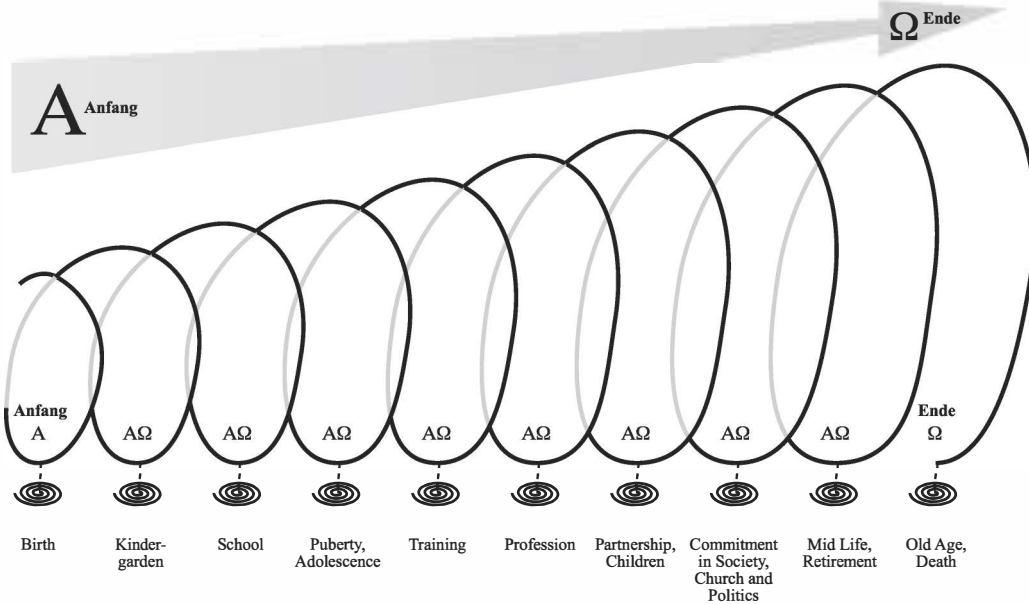
Komplementär-Spirale World Trade
Center, D. Libeskind, New York 2003



CRISES-MANAGEMENT AND INTEGRATION

Life-STORY-Crises

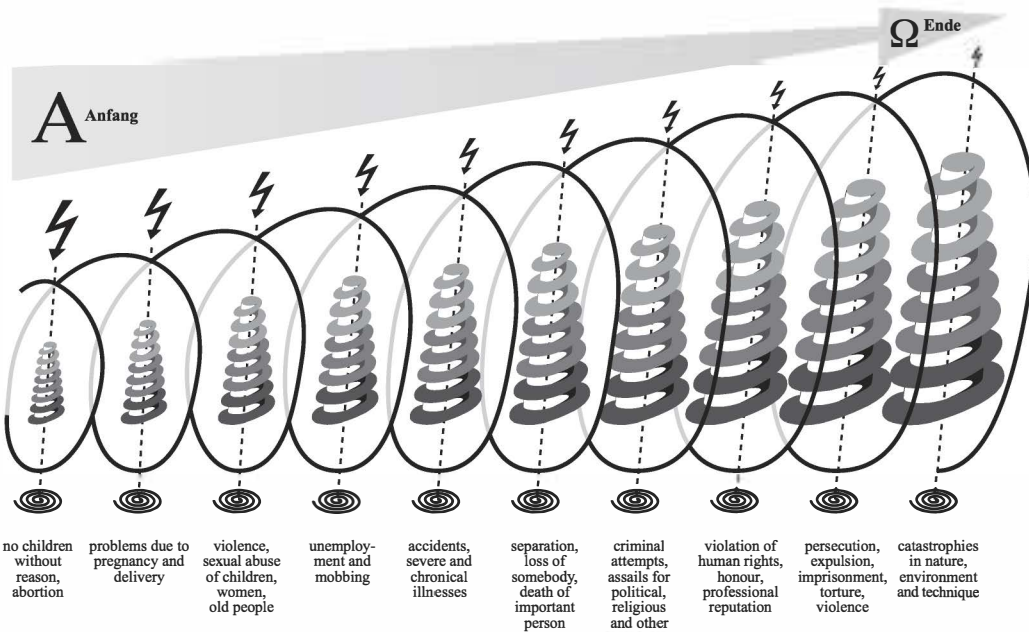
they may be expected at different stages of life



CRISES-MANAGEMENT AND INTEGRATION

Life-ACCIDENT-Crises

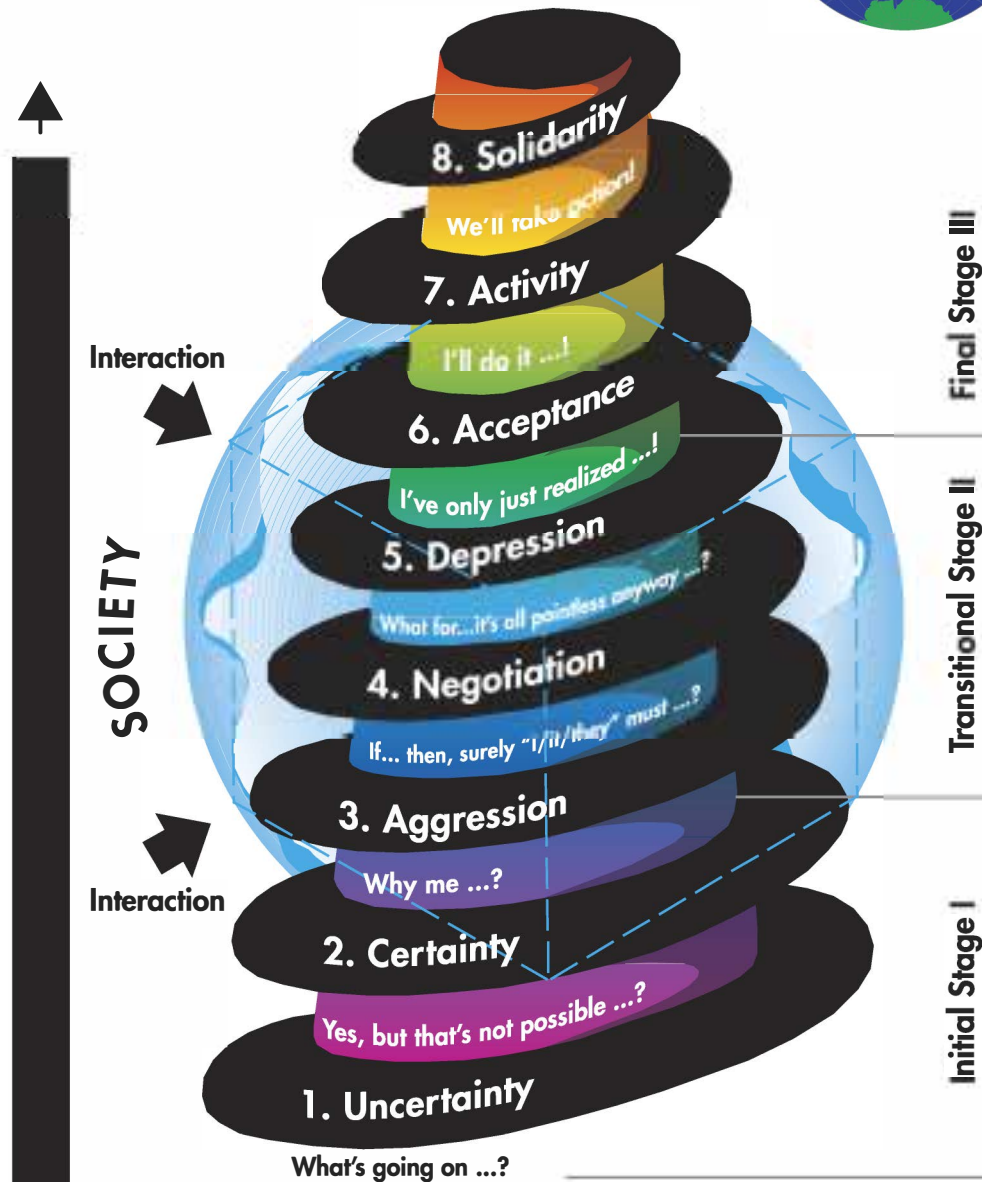
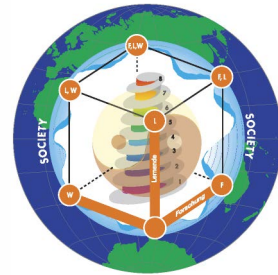
they may happen **unexpectedly** in the course of life





THE SPIRAL – SYMBOL FOR THE JOURNEY OF THE SOUL

Working through Crises as an individual Learning Process in 8 Spiral Phases



1900

Erika Schuchardt

Initial Stage I

cognitive-reactive;
externally-directed
dimension

Transitional Stage II

emotional – affective;
non-directed
dimension

Final Stage III

reflective-active;
self-directed
dimension

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WARUM GERADE ICH? V&R, Göttingen 1²2005, ausgezeichnet mit dem Literatur-Preis
WHY ME? WCC Geneva 2005, Awarded the Price of Literature

© Erika Schuchardt



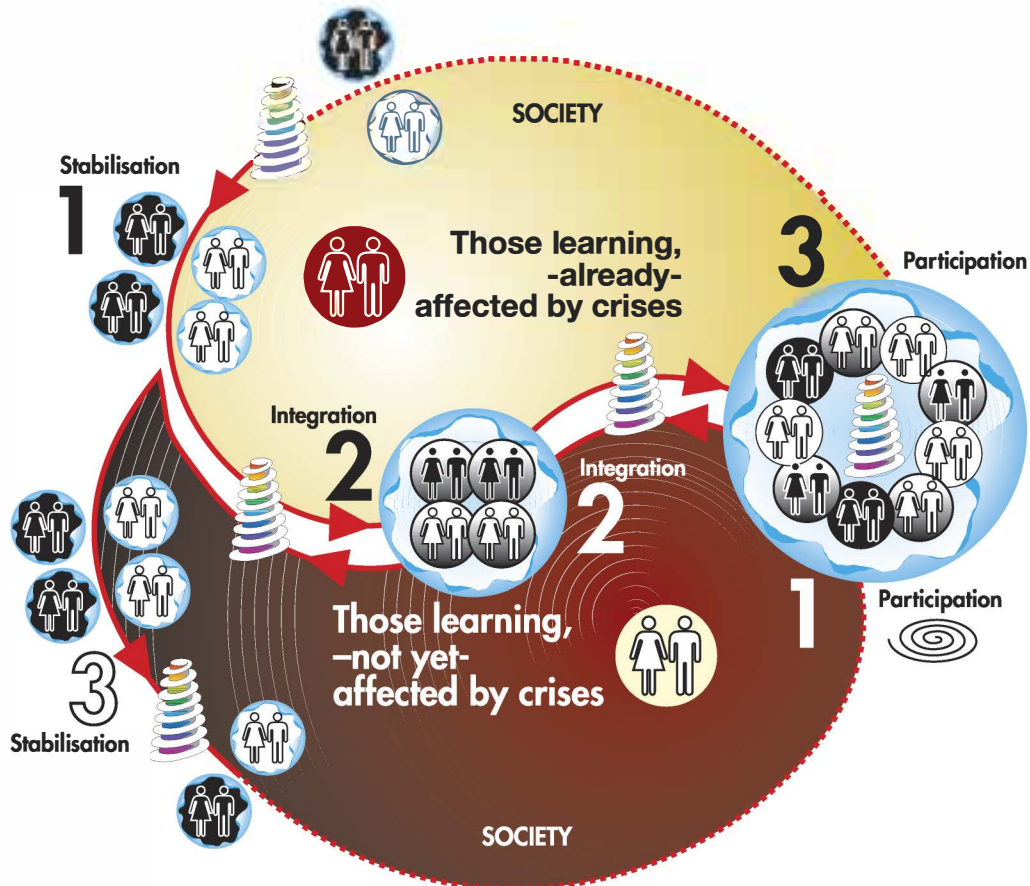
KRISEN-MANAGEMENT UND INTEGRATION
Band 1: Biographische Erfahrung und wissenschaftliche Theorie
Band 2: Weiterbildung als Krisenverarbeitung
DVD • mit Jahrhundert-Bibliographien • mit AV Best Practice International

DK 8.2003



CRISES-MANAGEMENT-INTERACTION-MODEL

understanding the Learning Process
of working through Crises in 8 Spiral Phases as
a complementary process involving 3 steps,
collective



The Complementary Structure as the Basic Precondition
of the cosmic and therefore also human existence
as depicted in the Chinese Yin Yang:



- Balance ➔ Living a balanced life ➔ Shalom
- Imbalance ➔ Sickness
- Separation ➔ Death

text collection Huainanzi, 2nd century B.C.

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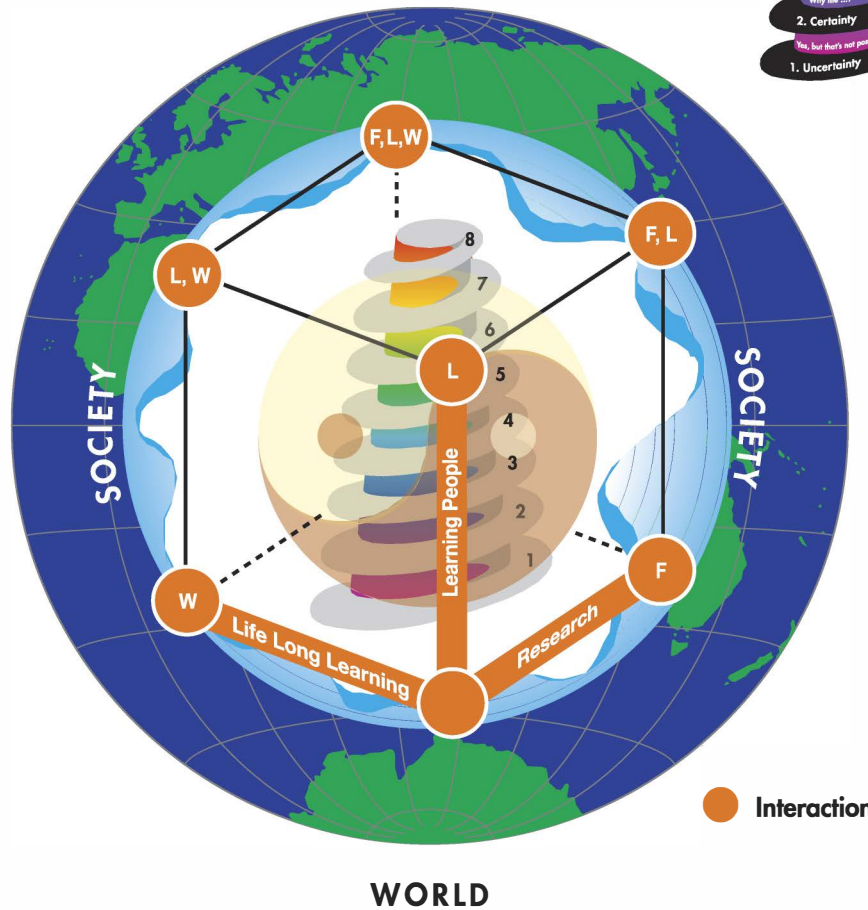


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CRISES-MANAGEMENT-INTERACTION-MODEL
 understanding the Learning Process
 of working through Crises in 8 Spiral Ph. as
 a complementary process involving 3 steps,
 collective



Crises – also a hidden treasure

The person –already- affected by crises
 is a challenge to the society
 and complementary:
 The society of the –not yet- affected people
 is a challenge for the –already- affected person
 in analogy to the complementary structure in the symbol Yin Yang.
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