

Handbook

Conductive

Education

Together
Constructive
Conductive



August 2010 - July 2012



Lifelong
Learning
Programme



Lifelong Learning Programme

Together, Constructive, Conductive - Adult learners in Complex Rehabilitation

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Together, Constructive, Conductive Adult learners in Complex Rehabilitation Processes

The 2006 inaugurated UN Convention on the Rights of Persons with Disabilities initiated a paradigm shift: people with disabilities are acknowledged as “expert[s] in their own matters”. In order to reach the “minds, hearts & hands” of those living and working with people with disabilities, this project addresses the challenge of trained and, in particular, untrained adults in rehabilitation settings to not only effectively cooperate, but also create holistic, person-centred processes that appreciate people with their whole personality, rather than as a sum of additive functional parts requiring care, medical treatment or educational services.

The project has chosen Conductive Education (CE) as conceptual framework, since CE is a complex rehabilitation system that focuses on developing and nurturing the abilities of a neurological impaired person through a structured bio psychosocial model of teaching and learning.

According to Prof. András Pető, the Hungarian founder of this in equal parts educational and rehabilitational system, the main goal of Conductive Education is an orthofunctioning personality. The precise, scientific meaning of the term *orthofunction* is continuously subject for debate, however, it is indisputable that CE aims to enable children and adults to change their physical abilities and performance through a guided approach of problem solving (series of tasks). Reinforced by success, they discover that they can find their own solutions to many

problems of daily living. As approach, CE offers clear guidance, support and sense of direction. Those working in the field of CE, take responsibility for all aspects of physical, intellectual, social and personal development of the children and adults they work with.



1

Coordinator:

European Association of Conductive Education and Professional Practice (ECA)

Partners:

- Kuratorium für Konduktive Förderung & Berufsausübung und Internationale Fachkontakte (KFI), Austria
- Move & Walk, Sweden
- Verein für Menschen mit Körperbehinderung Nürnberg e.V., Germany
- Phönix Akademie - Stiftung Pfennigparade, Germany
- The National Institute of Conductive Education (NICE), United Kingdom

Facts:

- Learning Partnership
- 2 years

¹ Picture Source: Grundtvig Project 2011



Lifelong Learning Programme

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1. Foreword - Means & Thoughts behind the EU Grundtvig Project

I. Foreword by President of ECA

As the European Conductive Association (ECA) since its foundation in 2004 tries to „bring together“ or conduct the different national conductive interests, ways of implementation and training, we started with three European Learning Partnership projects in 2010.

One of them was Grundtvig.

This project was meant to deal with the preparation of a hopefully bigger project for an internationally compatible „European conductors training“ project.

In the sense of Dr. András Pető, whom I luckily met in 1963 in Budapest, I hope that also in this project his still valid conductive principle is realised:

Look sensitively and carefully which positive resources you can find, help to develop them according to the fundamental idea of „make something good out of it!“.

In this sense, by accepting and supporting individual (national) ways to a common goal, I thank this Grundtvig project and all its participants for their good cooperation and results.



Helga Keil-Bastendorff
President ECA

Vienna, July 2012



Physician and educator András Pető developed his conductive educational system shortly after World War II, in 1945. His method opened up a new way for the rehabilitation of motor disordered children and adults whose dysfunction was due to damages to the central nervous system.

His approach was first taught and practised in the Institute named after him. According to Professor Pető, additionally to damages of the central nervous system, motor disability is chiefly due to the lack of co-operation among different

functions. He argued that instead of applying

special therapies, these people need to be treated through real education and, thus, he created the system of Conductive Education to prove the idea.

Conductive Education is based on the idea that despite the damage, the nervous system still possesses the capacity to form new neural connections.

Hungary was one of 144 nations to sign the UN Convention on the Rights of Persons with Disabilities in 2006. In Pető's conception, apart from the holistic approach to the education of persons with motor disabilities, crucial importance has been attributed also to the comprehensive training of the professionals, the conductors.

In the past decade we have seen an increasing interest in conductor training both in Hungary and in Europe. As a training institution (College), the Pető Institute has been honoured to participate in the Grundtvig project and, by searching for the common European traits of the training and shaping a collaboration at European level, to share the theoretical and practical experience of 60 years with professionals interested in conductive education, thereby contributing to the dissemination of the model of high-standard conductor training in Europe.



2. Project Summary

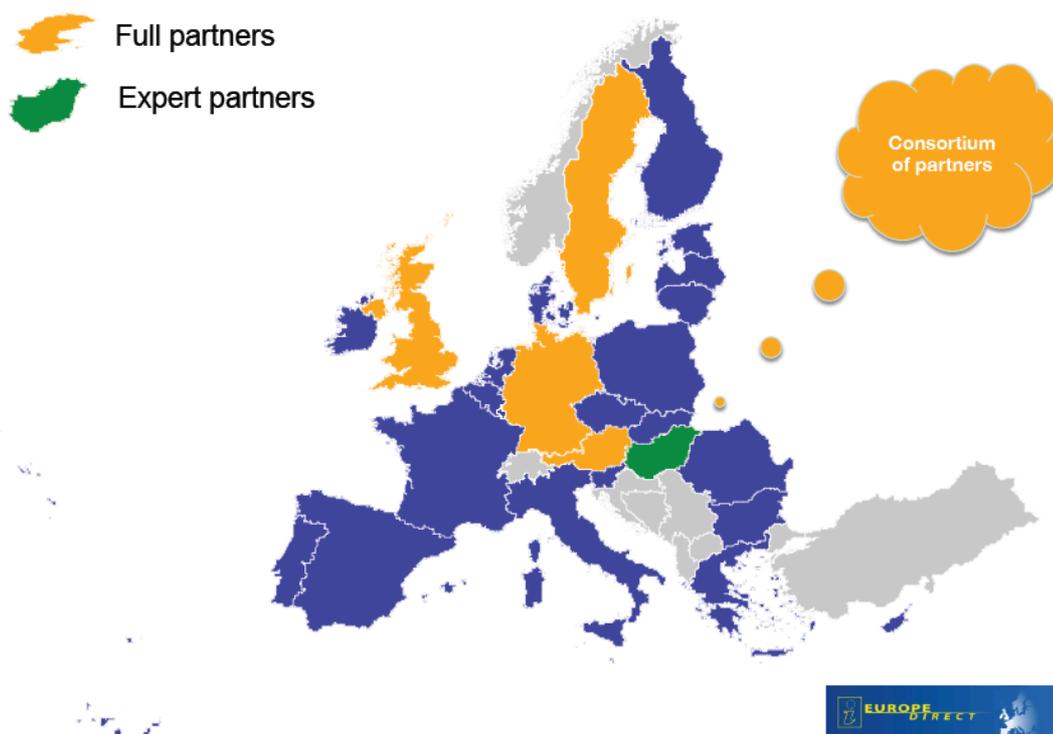
I. Prologue

This handbook can be seen as a guideline for more standardised training levels in Conductive Education and is the outcome of a Grundtvig partnership project 2010 – 2012, within the European Commission's Lifelong Learning Programme. The project has focused less on aspects of vocational training in complex rehabilitation, than on the learner in terms of personal mastery and the development of interpersonal skills and competences in formal and informal training settings.

Besides sharing the results of the Grundtvig partnership project, the handbook presents a definition of Conductive Education and its implications, and moreover, outlines possible courses of (adult) education within this field as well as their requirements.

II. The consortium of partners

The project has given all partners the opportunity to meet across national borders, at European level.



The project has been a partnership between Conductive Education services, professional associations and educational coordinators in Austria, Germany, Sweden and the United Kingdom, whereby the Petö Institute from Hungary, as an expert, has been invited to all these meetings at equal terms.



Full Partners

| Country | Partner | Description |
|---------|---------------------------------------|--|
| EU | European Conductive Association (ECA) | <p>The Association is a non-political charity with the purpose of providing humanitarian assistance.</p> <p>The ECA as Austrian based European Association aims generally to promote Conductive Education as Complex Rehabilitative approach. As umbrella organisation, ECA is open for professionals, families and people with disabilities.</p> <p>Goals:</p> <ul style="list-style-type: none"> - the scientific and socio-political recognition of CE as a complex system of education based in equal measure upon therapeutic and pedagogical principles; and the promotion of the same all over Europe. - A clearly defined description of Conductive Services for both clients and funding bodies based on a transparent and certified quality system. - Establishing CE and quality assurance of the same in CE venues or in the framework of CE measures. - Creating a unified, European image of the profession of the Conductor and ensuring consistency in quality and quantity of Conductor Training in Europe and associated countries. - The official and legal accreditation of the profession of qualified European Conductor in various countries. <p>ECA as a European umbrella association will bring together the special and national questions, analyses and results with the aim of finding a common basis for conductors' training, professional conductive practice and legal preconditions of accreditation.</p> |

| Country | Partner | Description |
|---------|---|---|
| Austria | KFI | <p>KFI is a professional association and a provider of adult education in the field of Conductive Education.</p> <p>Tasks:</p> <ul style="list-style-type: none"> - Professional association of conductors working in Austria - Provider of training courses on different levels - National and international scientific, organisational and practical collaboration with individuals and facilities that provide Conductive multi-therapy Education and integration. - International cooperation, member of ECA <p>National:</p> <ul style="list-style-type: none"> - Support for setting up new conductive groups, regarding quality assurance - List and documentation of all Conductive Education facilities in the country |
| Germany | Phoenix | <p>The Phoenix Institution is the biggest conductive Centre in Germany, its school providing about 110 places. Since 2009 there is a program for inclusion of handicapped children in normal schools. In working with the project, Phoenix Institution could impart the participants with an understanding of how a quality integrated centre functions. Since 2007 Phoenix is certified by EFQM quality standards. As a cooperative in the project, it could advise practical training for disabled children of all ages as well as trans-disciplinary teamwork for professionals. . All departments of the Phoenix Institute are recognised placements for practical training of different vocational training programs (as social pedagogues, teachers, pedagogues, therapists, conductors). The Phoenix Academy has about 10 years of experience in offering advanced training for professionals in Conductive Education and in all types of training for pedagogues and therapists. The conductors' training is training while working full time (training on the job) on a regional and national level. In the Phoenix Academy trained German conductors are qualified in a 2 years advanced training for pedagogues and therapists. The program is partly financed by the Bavarian Ministries for Culture and Social Affairs. The holistic approach of personality development is predominating during the practical training of the advanced trainings. The PHX Academy also provides courses and trainings for professionals who work with children who are at risk to be or stay handicapped. Phoenix GmbH has a national and international network and provides consultations for specialists who deal with the development of children with neurological problems in Germany. Further tasks of PHX are to implement the result of the project in the future German conductor training, to use the information for implementing a bachelor program and to develop scientific research as well.</p> |
| Germany | Verein für Menschen mit Körperbehinderung Nürnberg e.V. | <p>For more than 60 years, the "Verein für Menschen mit Körperbehinderung Nürnberg e.V." (Association for People with Disabilities) has been assisting disabled children and adults in the greater Nuremberg Metropolitan Area. The Association is also responsible for several funding agencies and integration companies. The Association offers workshops for handicapped people and operates a fully accessible apartment building. 200 employees work for the special needs of disabled people in rehabilitation facilities and take care of about 1000 individuals. Since 1995 the Association's conductors successfully offer conductive education services to over 150 children and adults. The Association offers regularly workshops for employees, professionals and parents.</p> |

| Country | Partner | Description |
|----------------|-------------|--|
| Sweden | Move & Walk | <p>Move & Walk Sweden AB: Approximately 150 employees, provides intensive interval and long term Conductive Education for neurologically impaired children, youth and adults throughout Sweden in 3 operational areas:</p> <ol style="list-style-type: none"> 1. school, 2. training activities and 3. personal assistance services. <p>All activities are being undertaken pursuant to Conductive Education (CE). The Move & Walk -school in Gothenburg comprises primary and secondary education for pupils with learning disabilities. Move & Walk runs trainings in Stockholm in a day care centre as well as in Gothenburg in a centre with round-the-clock service. Move & Walk provides assistance for customers and operations throughout Sweden. Move & Walk also arranges short courses in order to increase knowledge and understanding of Conductive Education for patients, parents, personal assistants, professionals</p> |
| United Kingdom | NICE | <p>The National Institute of Conductive Education (NICE) provides education and rehabilitation services for over 450 children and adults with neurological motor disorders through the practice of Conductive Education. Moreover, it is a training organisation working in partnership with the University of Wolverhampton to provide a B.A. Hons. in Conductive Education and post-graduate modules. Staff at NICE also provides national and international consultancy in the field of CE plus accredited courses at university entry level. As a national resource for CE in the UK, NICE plays an active role in the international field. NICE is a charitable organisation formed to provide specialised training services to children and adults with neurological motor disorders. A further objective is to disseminate knowledge and understanding of the philosophy and practice of CE through formal and informal training activities for various ranges of target groups. It is the field of training and Conductive Education which will contribute to this specific project.</p> |

Expert Partners

| Country | Partner | Description |
|---------|---|---|
| Hungary | Petö Institute - András Petö Institute of Conductive Education and Conductors' Training College | <p>The Petö Institute is the first and most experienced provider of Conductive Education, developed by András Pető. The Institute prepares patients for their inclusion in society and in public education systems by teaching children and adults how to deal with the difficulties in their lives. Conductive development activities are carried out by the Practice Education Institute and Unified Conductive Methodological Institute. The Institute has been training conductors since 1965. The College is part of the Hungarian higher education system. At this stage conductor training is on a B.A. level. The holistic approach of personality development is predominating during the practical training of the College education and in the practice of Conductive Education. The Institute provides courses and trainings for other professionals who are interested in Conductive Education on a national and international level. Due to the increasing demand for adult education, the Institute requires improvement in service in this field. The trainers of Petö Institute have gained experience in instructing family members patients as well, since they are the ones supporting the patients in applying new achievements to daily life. The Institute is carrying out scientific researches in the field of Conductive Education. Moreover, it has a national network and provides consultations for specialists who deal with the development of children with cerebral palsy.</p> |

III. Our working field

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Conductive Education is a holistic approach and an independent concept mainly focused on finding ways for neurologic impaired children and adults to live their lives, in all



aspects, as independent and normal as possible. For a long time, Conductive Education has been a relatively unknown knowledge in the habilitation/rehabilitation field in Europe, although the concept had been created in Hungary in the middle of the 20th century.

The conductor (the Conductive Education specialist) of the Conductive Educational process provides a special knowledge within a rather narrow field, the neurological field. The training of the conductor follows a holistic educational concept specialised on neurological impaired people.

While common practice in Europe focuses on the multi-/transdisciplinary team approach, these professionals usually have a broad training across many fields and areas of work, including academics. In Conductive Education, the training concentrates on achieving the highest possible

individual autonomy and participation through an

educational approach which simultaneously encompasses all aspects of human development.

IV. Special meaning of the word Complex Rehabilitation

Complex rehabilitation often means rehabilitation performed by an inter/trans/multi-disciplinary team. In this partnership the word *complex rehabilitation* unfolds another complementary, more systematic and holistic meaning.

Unanimously, all partners in this partnership classify neurological disorders as a loss in automatic development of function, hence, a demand arises for teaching and learning strategies in order to develop the person, not as a functional human being, but as an active learner in the process.

To this partnership COMPLEX REHABILITATION means:

A holistic system from many academic fields delivered by one person, the conductor, to people with neurological (motor) disorders.³

² Source: Picture Fortschritt Rosenheim

³ In various European countries conductors also work in multi- or transdisciplinary teams

V. Project background

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The UN Convention on the Rights of Persons with Disabilities is an international human rights instrument to promote, protect and ensure the full enjoyment of human rights by persons with disabilities. The convention came into effect in 2008 and has currently more than 144 signatories.

This convention is more than a legal document that ensures equality for people with disabilities, it is rather a powerful tool that – at least in the countries joining the convention – initiates a paradigm shift from “care & cure” towards “enable & empower” people with disabilities and their close environment.



The context of the project: Until now, this paradigm shift has proceeded in theoretical or scientific terms, but has not yet fully reached the “minds, hearts & hands” of those living and working with people with disabilities on an every-day basis.

VI. Specific aims

The project aimed at discussing how such issues could be integrated in training programs that already exist.

The overall aim was to integrate a diversity of national and organisational approaches to adult education from different levels (from basic courses over family training to university courses) to encourage the greatest possible transfer of knowledge and practice attempts.

VII. Particular subjects & challenges

1. Assess key stakeholder groups, analyse their role and potential towards more comprehensive and trans-disciplinary approaches in complex rehabilitation
2. Discuss (with external experts) to what extent personal mastery programs could “push” the paradigm shift in practical day-to-day work/life situations
3. Analyse different training settings (formal and informal), to what extent do they consider personal mastery issues and how could such issues be integrated
4. Discuss to what extent Information and Communication Technologies (ICT) and E-Learning support and encourage personal mastery processes as well as formal and informal training
5. Analyse different national accreditation systems for adult education and discuss how European standards could support quality issues in complex rehabilitation processes.

⁴ Picture Source: UN 2009

VIII. Content of the handbook

The handbook will cover and give some guidelines for the major aspects of adult training:

1. A discussion and an overview of formal and informal training settings
2. An investigation of how the bases for accreditation and certification of Conductive Education training could be developed and continued by the cooperation partners after the close of the project. Give a brief overview of the development of Conductive Education training (education)
3. Present the current opportunities for Conductive Education training (education) in each partnership country
4. Present information and give a guideline example of how to understand and use Information and Communication Technologies (ICT) and E-Learning in adult education

IX. European impact

5

As complex services are a growing sector in the field of rehabilitation, the European Conductive Association (ECA) plays a key role in spreading knowledge and, thus, will act as a networking and dissemination partner.

Impact/benefits for the European lifelong learning community:

As all European member states started a process to adapt to trans-European standards,



this project could be seen as a starting point for a greater European focus in training professionals and non-professionals in complex rehabilitation. Long-term co-operation and standardisation would add to the profile of the participating organisations and enable trainers to provide accredited courses across a number of countries. This would reinforce these organisations with a strong European context compared

with other national organisations without European cooperation.

⁵ Picture Source: European Union 2010

Impact/benefits for key project stakeholders:

1. Seen from a unique staff perspective, it would provide a wider scope of knowledge for staff concerning professional development.
2. Seen from the perspective of families and other supporters of people with special needs/ disabilities, they could highly benefit from European examples of proficient practice.
3. The perspective of persons with special needs/ disabilities could fundamentally change through sustainable long-term cooperation by possibly realigning their focus from local and regional environments to a broader spectrum.

X. Founders



Lifelong Learning Programme

The European Commission's Lifelong Learning Programme enables people at all stages of their lives to take part in stimulating learning experiences and is, furthermore, helping to develop the education and training sectors across Europe. The Lifelong Learning Programme's main goal is to offer education and training opportunities for all stages in life.

The Grundtvig programme focuses on the teaching and study needs of learners who take adult education and 'alternative' education courses, as well as on the organisations that deliver these services. It intends to help develop the adult education sector, as well as to enable a greater number of people to gain learning experiences, notably in other European countries.

This project is a learning partnership in the Grundtvig programme. Without the support from The European Commission's Lifelong Learning Programme this work never could have been performed.

3. The specific context - Conductive Education as Complex Rehabilitation

I. General Info: Complex Rehabilitation

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In a traditional context, rehabilitation aims to facilitate recovery from loss of function. Loss may be due to fracture, amputation, stroke or other neurologic disorders, arthritis, cardiac impairment, or prolonged deconditioning (e.g. after some disorders and surgical procedures).

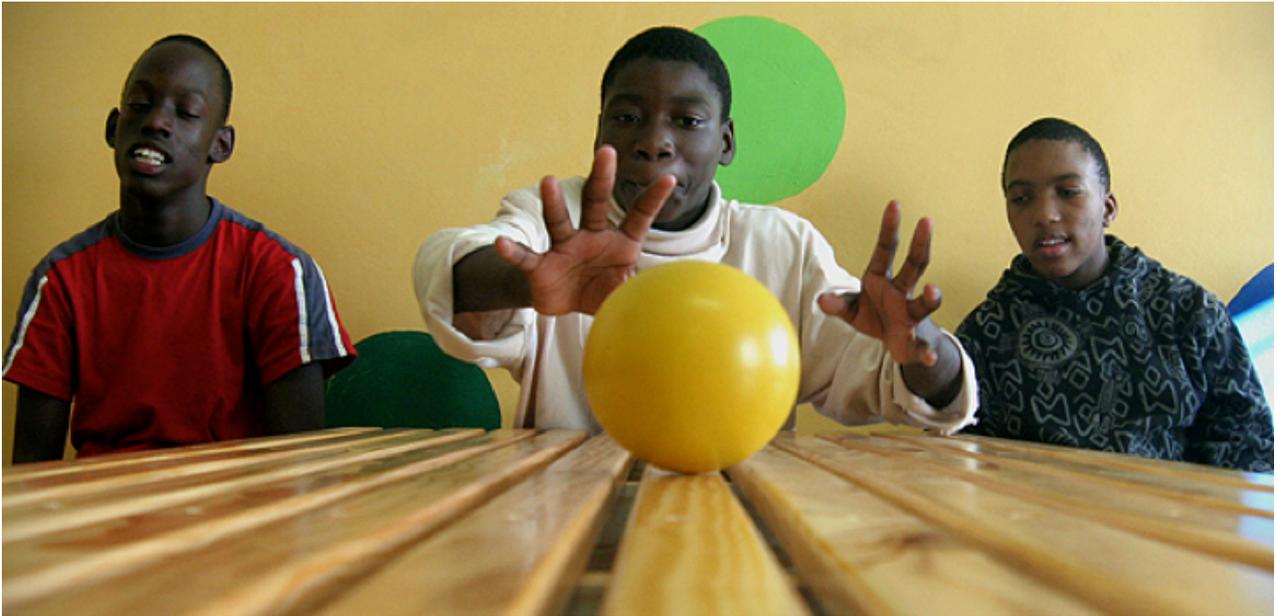
Rehabilitation may involve physical, occupational, and speech therapy; psychologic counselling and social services. For some, the goal is complete recovery with full, unrestricted functioning; for others, it is recovering the ability to perform as many activities of daily living (ADLs) as possible. Results of rehabilitation depend on the nature of the loss or handicap as well as on individual motivation. Thus, progress may differ.

The beginning of rehabilitation varies. Rehabilitation takes place in ambulant and stationary systems: in private homes, schools or hospitals.

An inter- or multidisciplinary approach has proven best because disability can lead to various problems (e.g. depression, lack of motivation to regain lost function, financial problems). Consequently, individuals may require psychologic intervention and help from social workers or mental health practitioners. Also, family members may need help learning how to adjust to the individual's disability and how to support the individual. To initiate formal rehabilitation, goals should be stated as specific as possible. Initial evaluation sets goals for restoring or developing individual mobility and the functions needed. However, individuals improve at different rates. Accordingly, some rehabilitation interventions last only a few weeks; others last longer. Some individuals who have completed initial therapy may need additional therapy.



⁶ Picture Source: Institut Keil gGmbH, Petö Institut - various years



Individual and family education is an important part of the rehabilitation process, particularly when the individual introduced or reintroduced to the community. Emotional support from family members and friends is essential. It may take many forms. Spiritual support and counselling by peers or by religious advisors can be indispensable for some patients. Complex Rehabilitation has a functional approach to teaching children and adults skills in order to help them gain increased independence in activities of daily living. It follows a holistic approach, aiming to integrate one's physical, intellectual, social, emotional and speech development, focusing on problem solving skills, motivation and initiation.

II. Conductive Education

As an alternative method of integrating people with damage to the central nervous system into society, Conductive Education has received world-wide attention within the last decades, in which new integration ideas have evolved and the general educational principles have changed.



In education, the focus on teaching has shifted to the activity of the person who learns, moreover, the idea of active learning has gained priority in educational practice.

The person is no longer viewed as a passive subject of education, but as an active participant of the learning process. Increasing emphasis has been put on promoting the development of the child's or adult's personality and on developing a problem-solving mentality. This atmosphere has initiated working towards Conductive Education.

The pedagogical method and system established by Professor Pető, called Conductive Education, is a unique possibility of rehabilitating children and adults. CE was first introduced in Hungary in the late nineteen-forties.

Pető's idea was that disabled persons are characterised by disintegrated functions, called dysfunctions and uncoordinated general function, which may be overcome. The integration of functions can be developed, co-ordinated functions can be realised by an indirect cognitive route, by teaching and learning. Consequently, the primary aim of the Conductive Education of disabled people is not isolated improvement of movement in the biological sense or improvement of other functions, but the development of the whole personality, promoting the adoption of an active way of life, self-realisation and the development of the ability to act, to solve problems, to adapt to new situations.

The Conductive Educational programme is a guidance for finding new ways of coordination, it leads to problem solving and provides continuous feedback. Our education is, therefore, not some kind of sequential application of different therapies and teaching, but a special educational way of rehabilitation. It is implying a very close integration between education (special and mainstream). Since CE is



a highly coordinated educational process (Kozma), which means, in terms of general educational aspects: providing a normal carefully planned way of life etc. Conductive Education represents a special, independent and professional discipline.

The conductor or conductor-teacher (CT) or conductor-nursery-teacher (CNT) – the trained professional in Conductive Education (CE) – is a key figure in the implementation of CE. It is the CT/ CNT's duty to create appropriate conditions for learning, to devise and execute the complex conductive programme, to create a stimulating and relaxed atmosphere.

From the beginning, Conductive Education practice has correlated with the training of specialists. After a period of different trials at college level, four year training of new professionals began in 1967 (Hári M,2000).

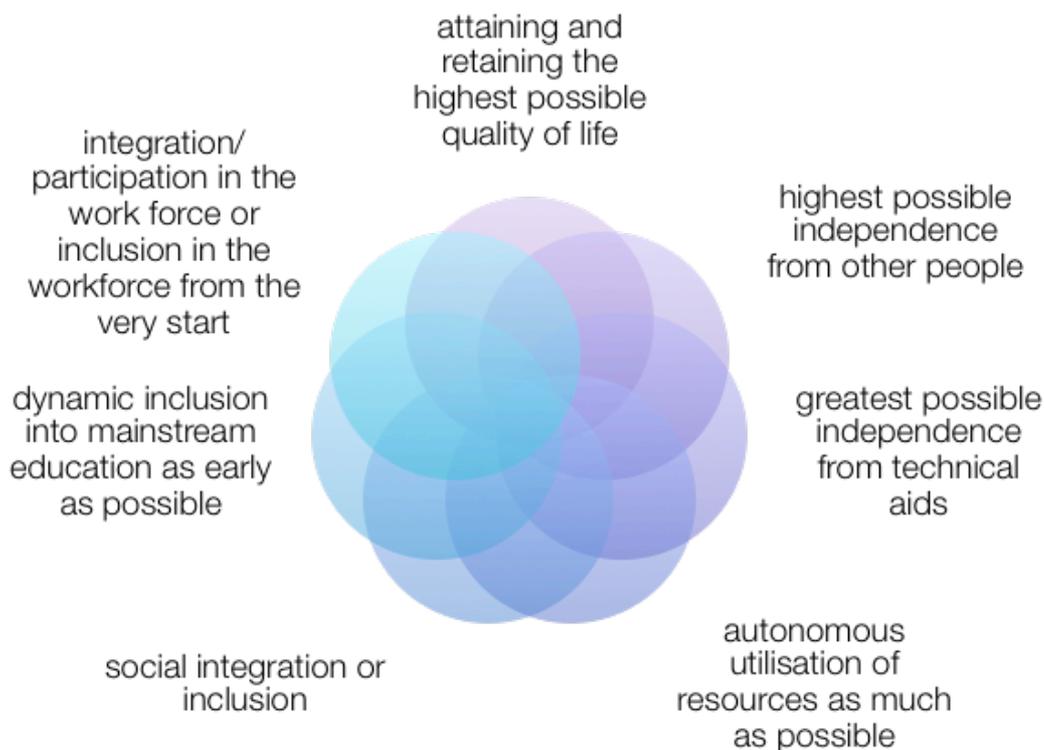
III. Definition

Conduction = The process of Conductive Education

At every step of an interaction with a neurological impaired person, conductors merge their interdisciplinary competences in order to achieve learning. This merging includes a balance of both, therapeutic and pedagogical skills. The resulting complexity of knowledge leads to a higher quality of interaction (by including all levels of personality and development), thus, producing a higher level of individual learning. To develop greater independence, problem solving and self-direction, conductors intend to attain the highest possible level of activity while leading the participants through the conductive learning process. Conductors systematically and purposefully develop all learning processes based on conductive observation. As the abilities and skills achieved can be applied instantly in every day life, the purpose and usefulness is constantly visible to the participants.

IV. The goal of conduction

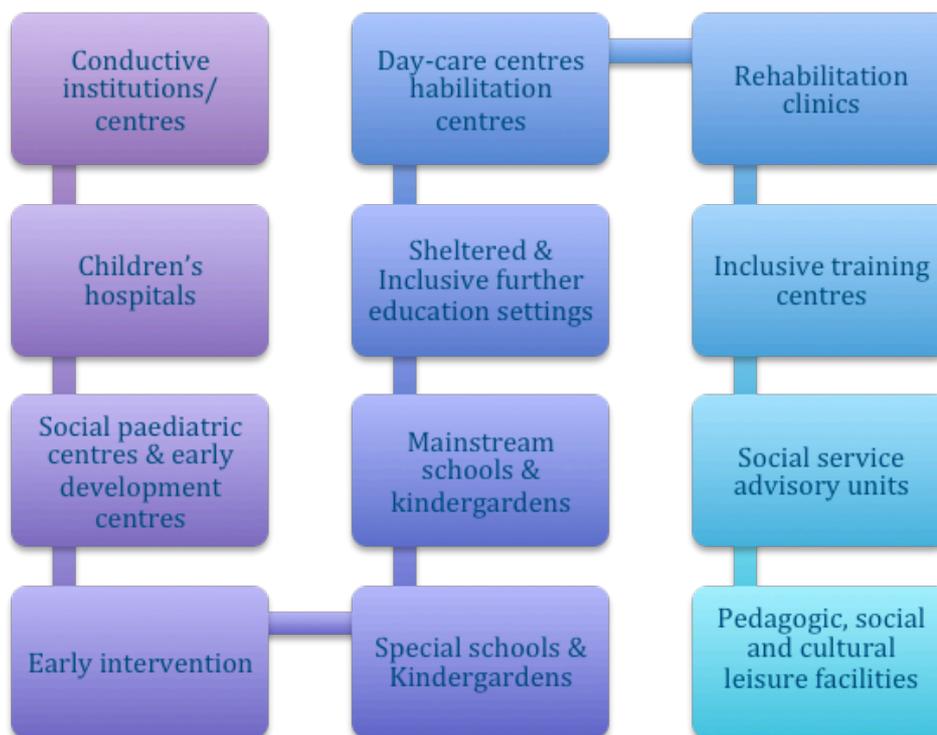
The goal of conduction is always to attain the highest level of conscious as well as self-directed development of the whole personality. On the basis of the bio-psycho, social model of competence, the following can be achieved:



V. Range of Activity

Conductive Education can be successfully applied to help neurological impaired individuals across life span.

Conductive Education, delivered by systematic approach by conductors, is not stationary and, hence, can be used anywhere children/ adults with neurological motor disorders might be situated.



VI. The Conductor^{7 8}

The conductor is an educational & (re)habilitative professional, trained in a multitude of disciplines to conduct the development and learning of individuals of all ages that suffered from damage to the central nervous system and / or with learning disabilities. The conductor constantly assures the inseparable unity of education and therapy in the process of upbringing, education, (re)habilitation and integration.

⁷ The conductor recognises the needs of every individual and the required psycho-physical resources along with the individual's social environment. This forms the basis for the conduction plan s/he then designs and carries out. The conductor is simultaneously an educator and a therapist and fosters development in individuals and their families (in accordance with the United Nations Convention on the Rights of Persons with Disabilities of 13 December 2006). The conductor continually builds on and expands his/her basic competences acquired during his/ her comprehensive training by pursuing further education. To support this process, quality assurance measures are required.

⁸ For details see: Conductors professional profile (www.conductiveeducation.eu)



4. Knowledge Base for CE Training

All systems of professional competence and knowledge are built upon a knowledge base. This chapter gives an overview on the foundation of the CE-concept. The partners in this Grundtvig partnership project agreed on demanding a greater transparency in teaching subjects within the field of Conductive Education.

I. Base for Accreditation & Certification – a matter of quality assurance and generalisation

Accreditation is a process in which certification of competency, authority or credibility is presented. Educational accreditation is a type of quality assurance process, in which services and operations of educational institutions or programs are evaluated by an external body to determine if applicable standards are met. If standards are veritably met, accredited status is granted.

Organisations that issue credentials or certify third parties against official standards must themselves be formally accredited by accreditation bodies.

There are different accreditation systems for various branches such as education, social services and healthcare. In some countries, the authorities legitimise certain professions, which means that only those holding a special qualification can legitimately perform a certain job; a concept usually kept in health care. For example, only doctors are allowed to perform surgery.

(Continuing) Education accreditation is a process in which a third-party accrediting agency examines and endorses the educational offerings of a continuing education

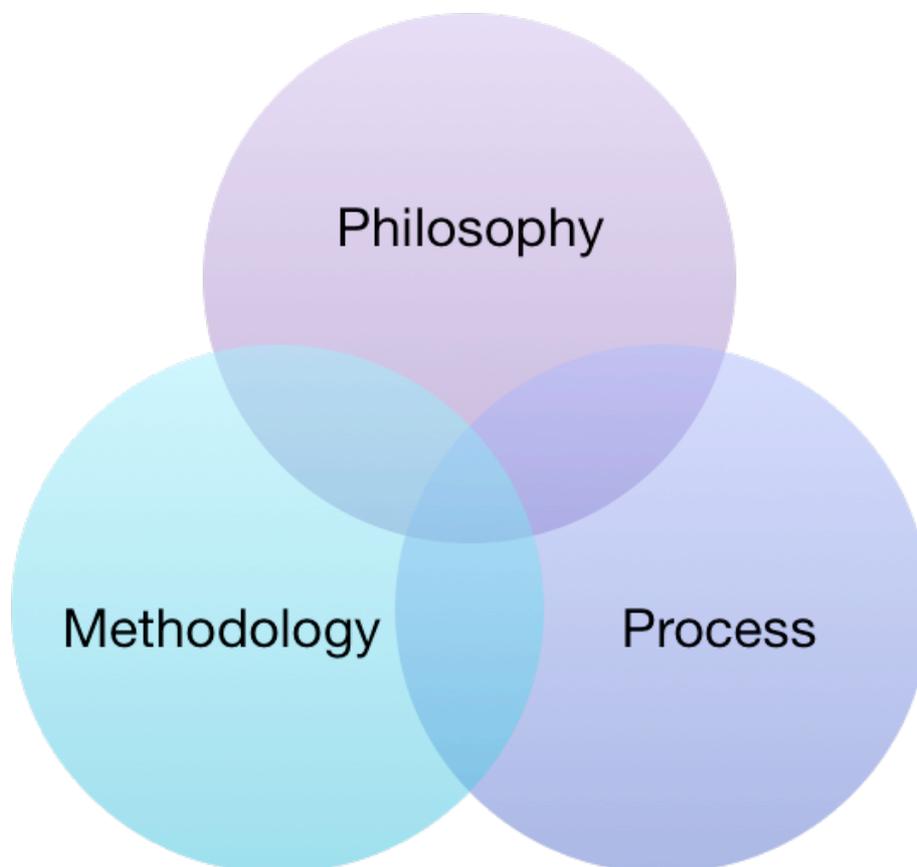
provider. Accrediting bodies carefully review every aspect of a continuing education program. If it meets the accrediting body's standards, the program is accredited. For potential students, accreditation can be an indicator for quality education, while professional associations and employers can use the system of continuing education accreditation to ensure that members and employees receive appropriate continuous training and education in their field.

II. Core theories

Primarily, the starting point for this idea is an agreement of common core theories which form the base of knowledge for conductive training. This is essential not only for training purposes, but also for research and academic writing.

History and process of Conductive Education are essential features of this system. Hence, everyone who studies Conductive Education should have an understanding of these features despite their level of study. „Scientific transparency“ will enable learners to link theory and practice in a more meaningful and structured way. Common and agreed core theories are essential to provide Conductive Education with a unique identity.

In order to provide a context for these theories, three main areas will be pointed out that can be considered as knowledge base for Conductive Education:



III. Reconciliation of Theories

Historically, Andras Petö (1893 - 1967) lived in interesting times. It was at the beginning of the 20th century, when the „modern“ Russian and western psychological and educational theories were developed, which most probably had a great influence on Petö’s theory and his notion of versatility in particular.

Unfortunately, no theoretical foundation of Petö’s knowledge base has been transmitted, thus, retrospectively, his work can only be analysed within a historical context.

One of the first to recognise the relationship between cognition and disability and the possible educational influence on individual personal development, Petö „left“ the defect-oriented approach or paradigm of his time, in line with his holistic view of human nature. It was Petö’s intention to combine the various disciplines and approaches and develop a complex system of education, upbringing and – as he was a physician himself – therapy as an inseparable unit.

Theoretical explanations for Conductive Education

Below a brief overview of various theories will be provided that may be viewed as foundation and explanation of the Conductive Education system. As outlined, a short survey follows, reflecting Petö’s “quest” to develop a new quality model in rehabilitation and education and, therefore, must not be understood as an additive summation.

Three general remarks or ideas:

According to Petö:

- (1) Man is a complex being, constantly in the process of change and development
- (2) Conductive Education is a complex system that is to remain constantly in flux
- (3) Theories that explain this complex system, should be constantly updated with “new theories“

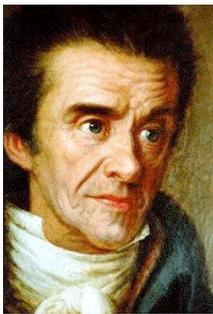
IV. Philosophy

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The following writers and scientists are viewed as core theorists within the field of Conductive Education:

⁹ For Reference see: Appendix

Pestalozzi –Pestalozzi took up Rousseau's ideas and explored how they might be developed and implemented. His early experiments in education (at Neuhof) got into difficulties, but he persisted and accomplished what became known as the 'Pestalozzi Method' in his school at Yverdon (established in 1805). Instead of dealing with words, he argued, children should learn through activity and through things. They should be free to pursue their own interests and draw their own conclusions (Darling 1994: 18).



Moreno - Moreno defined spontaneity in the operational sense, that is, applying criteria by which we can examine any specific experience. In his opinion, spontaneity is:

- A. a NEW response to an OLD situation, OR
- B. an ADEQUATE response to a NEW situation. In either case, the outcome of the situation or interaction must be positive

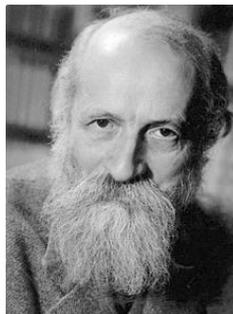
and satisfactory for all participants in the situation. That means, everyone must have his/her needs met in a manner that is not harmful or diminishing to anyone else.

Vygotsky - Vygotsky focused on the child-in-context acting in a situation or event as the smallest unit of study. Vygotsky defined “context” as a child’s culture and how it is expressed. Further, the child is continually acting in social interactions with other people. Vygotsky argued that a lack of cultural context distorts our view of development and that it can lead us to look at causes of behaviour as residing within the child rather than within its culture.



Leont'ev - Leont'ev's development of breakdown hinges was based on the analytic distinction he made between Activities, Actions and Operations. When the necessary conditions for an Operation are absent, the chain of Operations becomes transformed ("unfolded") back into a sequence of independent

Actions.



Buber - Buber's focus on dialogue and community alone would mark him out as an important thinker for educators. However, merging this idea with his fundamental concern with the encounter and interrelations between humans (and the world) his contribution is unique “I do

not accept any absolute formulas for living. No preconceived code can see ahead to everything that can happen in a man's life. As we live, we grow and our beliefs change. They must change. So I think we should live with this constant discovery. We should be open to this adventure in heightened awareness of living. We should stake our whole existence on our willingness to explore and experience.” Martin Buber (in Hodes 1972)

Luria - Luria's research program asserts that the development of higher mental functions depends on the appropriation of cultural means, particularly language, within social practice. Moreover, the brain structures' underlying mental functions are also dependent on the appropriation of cultural means. Luria's clinical diagnosis and his program for rehabilitation of patients with brain lesions are based on his psychological theory and brain theory.



Makarenko - As one of the founders of Soviet pedagogy, he elaborated the theory and methodology of upbringing in self-governing child collectives and introduced the concept of productive labor into the educational system. Makarenko is often considered to be one of the world's great educators and his books have been

published in many countries. Among his key ideas were "as much exigence towards the person as possible and as much respect for him as possible", the use of positive peer pressure on the individual by the collective, and institutionalised self-government and self-management of that collective.



V. Process

Three strands are most significant, each of which should be considered simultaneously:

- the neurological impaired person
- the conductor
- the learning environment

A selection of core theories and theorists:



Motivation theories: Motivation is a complex phenomenon. Several theories attempt to explain how motivation works. In management circles, probably the most popular explanations of motivation are based on the needs of the individual. **For details see: Rogers, Maslow, Gordon, Frankl, Spitzer and**

Heckhausen

Intention: Intention theories regard intentions as mental states, e.g. attitudes, which, typically, have causal power. An intention is, roughly, the course of action that one has adopted, so it has no such components. **For details see: Max Scheler, Ayres, Goldstein**



Motor learning theory: Based on the principle of neural plasticity – the ability of the nervous system to modify neural connections in order to perform more efficiently, leads to a more systematic view on motor learning. A system's approach considers the best combination of remediation, adaptation and compensation in order to promote client-identified level of functioning to fulfil desired roles. **For details see: Fitts, Carr & Shepherd, Adams.**



Cognitivism: A response to behaviourism, people are not “programmed animals” that merely respond to environmental stimuli; rather, people are rational beings that require active participation in order to

learn, and whose actions are a consequence of thinking. **For details see: Vygotskii, Maturana**

Social learning: This theory, made famous by Albert Bandura, states that social behaviour is learned primarily by observing and imitating the actions of others. The social behaviour is also



influenced, according to this theory, by being rewarded for these imitations. **For details see: Bandura**

Meaningful Verbal Learning:

Meaning is created through some form of



representational equivalence between language (symbols) and mental context. Two processes are involved:

1. Reception, which is employed in meaningful verbal learning, and
2. Discovery, which is involved in concept formation and problem solving. **For details see: Ausubel**



„The Flow“ –Flow is the mental state of operation in which a person, while being in an activity, is fully immersed in feeling of energised focus, full involvement and success in the process of the activity.

According to Csikszentmihalyi, flow is completely focused motivation. It is a single-minded immersion and represents perhaps the ultimate in harnessing the emotions in the service of performing and learning.

Structural Cognitive Modifiability (SCM)

The theory of Structural Cognitive Modifiability is described by Reuven Feuerstein as “the unique propensity of human beings to change or modify the structure of their cognitive functioning to adapt to the



changing demands of a life situation”. This capacity for change is related to two types of human-environment interactions that are responsible for the development of differential cognitive functioning and higher mental processes: direct exposure to learning as well as mediated learning experience. **For Details see: Feuerstein**

Attachment theory –

Attachment theory describes the dynamics of long-term relationships between humans. Its most important tenet is that an infant needs to develop a relationship with at least one primary caregiver for social and emotional development to proceed normally. Attachment theory is an interdisciplinary study encompassing the fields of psychological, evolutionary, and ethological theory. **For details see: Bowlby**



Activity theory –Activity theory (AT) is an umbrella term for a line of eclectic social sciences theories and research rooting in the Soviet psychological activity theory pioneered by Alexei Leont'ev and Sergei Rubinstein. These scholars sought to understand human activities as complex, socially-situated phenomena and to go beyond paradigms of

reflexology (the teaching of Vladimir Bekhterev and his followers) and physiology of higher nervous activity (the teaching of Ivan Pavlov and his school), psychoanalysis and behaviourism. It became one of the major psychological approaches in the former USSR, being widely used in both theoretical and applied psychology, and utilised in education, professional training, ergonomics and work psychology.

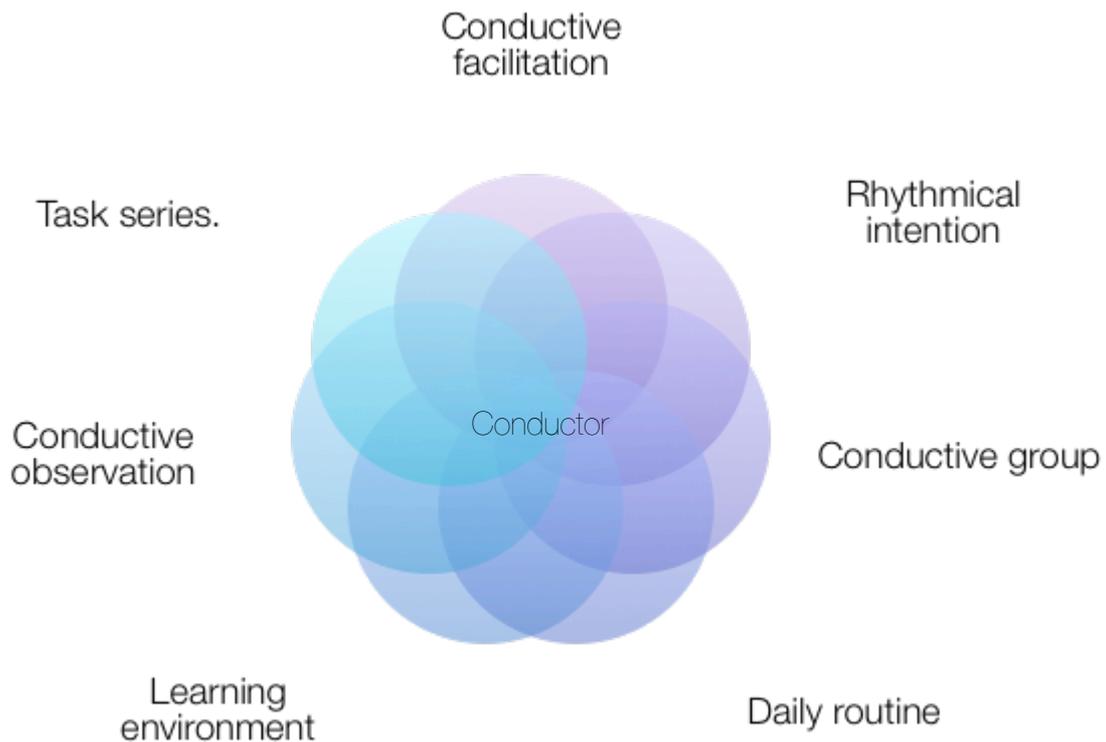
Social constructivism –

Social constructivism is a sociological theory of knowledge that applies the general philosophical constructivism into social settings, wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artefacts with shared meanings. When one is immersed within a culture of this sort, one is constantly learning how to be a part of that culture. Its origins are largely attributed to Lev Vygotsky.



VI. Methodology

Conductive Education is a specially integrated system of learning and educational processes. Its essence is in the complex development of the personality based on an active learning process. Key features of CE practice (besides the conductor) are:



These are considered the methodical 'tools' allowing the professional to transfer theory into practice.

5. Informal & Formal Training

I. A concept of „Applied Learning“

Informal learning is one of three forms of learning defined by the Organisation for Economic Co-operation and Development (OECD). The other two are formal and non-formal learning:

- (1) Informal learning occurs in a variety of situations, at home, at work or in any daily interaction. In the context of training and education, the term *informal learning* is widely used to describe those forms of learning that take place outside instructor-led programs.
- (2) Formal learning takes place in education and training institutions, leading to recognised diplomas and qualifications.
- (3) Non-formal learning is a distinction in learning, between formal and informal learning. It is learning that occurs in a formal learning environment, but is not formally recognised. It typically involves workshops, community courses, interest based courses, short courses or conference style seminars. The learning takes place in a formal setting such as an educational organisation, but is not formally recognised within a curriculum or syllabus framework.

II. Informal training

In many ways, Conductive Education can be seen as a handicraft, hands-on and person-centred practise. The target groups, the neurological impaired children and adults, require a large network around them, ranging from family members and assistants to professionals in schools, services and health care. A large part of this network participates, often sporadic, in the Conductive Education learning for children and adults, some attend regularly. However, they are „key stakeholders“ for achieving the highest possible level of function, autonomy and participation .

A. Basic informal skills

Perceiving (“looking at“, observing) Conductive Education being performed, is a type of informal training, though shallow and unsophisticated.

Assistants or relatives often participate and assist hands-on. There is another type of informal training which to some extent may create a deeper understanding of Conductive Education. Informal training implies the risk, particularly if it is obtained only through practice, that without any formal theoretical insight, major parts of the „conductive way“ of learning could omit understanding.

At the same time, informal training can function as trigger for interested people to gain greater insight and understanding of Conductive Education if followed up with formal training or education and if the skills acquired through informal training are valued and/or graded.

B. Advanced informal skills

Since Conductive Education is a very distinct, practical hands-on knowledge, the knowledge and the skills of those increase who work with practitioners experienced in Conductive Education on a daily basis. The partnership intensively discussed the question of “How can the informal knowledge, that a conductor received through years of practical work, be valued and be of use in formal contexts?” In all the discussions about the various levels of training, the partners have been unanimous on the importance of practical experience at all levels, from the short info courses to B.A.-conductor education. Defining and developing a valuation system for the informal and practical knowledge alongside competences and skills, is crucial in the field of Conductive Education.

Therefore, following factors are important at all levels:

- to pay attention to the importance of informal and practical experience in Conductive Education
- to encourage training coordinators to value and find ways to use informal competences, when training courses are developed or created

III. Formal training

During the sessions of the Grundtvig partnership project, the necessity of formal education, on both, lower and higher levels in Conductive Education, has become more and more obvious. The demand for an integrated system ranging from information courses to master degrees and academic research unifies all partner countries. The discussion process highlighted the demand for different sorts of conductor assistants as well as for advanced trainings for both, assistants and conductors. It has become apparent that conductors training alone would not suffice. Rather, formal training at many levels would be required. The following diagram shows how such a system could be developed:



This basic structure lays a foundation for common standards in Conductive Education training. Every level must be described in standardised terms:

- Duration: minimum
- Criteria: qualifications needed to participate
- Output: what does the student learn and what qualification does he achieve
- Target group
- Content: minimum requirements
- Offering: where and how

Such a structure could be used as a guideline for all training coordinators who want to create or develop training in CE.

This guideline could help CE training to become more comparable in a European context and/or in line with other similar course systems. Concerning the possibility to strengthen the European exchange of lecturers and students, the different course systems would need to be based on a sound knowledge basis, starting from lower levels and give grant permissions to courses at higher level.

6. Guideline for Conductive Education Training

As explained before, transparency means 'accreditation and certification'. Accreditation and certification, again, require standardisation.

I. European Qualification Frame (EQF)

The aim of a European Qualifications Framework (EQF) is to create a European system for translating individual qualification levels and the training that leads up to them.

A. Background

A system of this type could help increase mobility within the European labour market, between education systems and within individual education systems. It would improve transparency and facilitate for employers and educational institutions to assess the competences an individual has acquired. The European Qualifications Framework is also called a *meta qualifications framework*. This means that training programmes are not to be directly assigned to an EQF level, but rather to a level in a national qualification framework which in turn corresponds to a particular EQF level. This facilitates taking national peculiarities in education systems into account. The Commission's proposal for a European Qualifications Framework encompasses school, vocational and university training and anticipates eight classification levels.

B. The EQF in brief

The European Qualifications Framework (EQF) is a European framework which will facilitate to classify training certificates and qualifications on the basis of defined European levels. The proposal for an EQF anticipates:

- ✓ Eight levels that cover both, vocational training and university-level training
- ✓ An orientation towards learning outcomes
- ✓ Descriptions of learning outcomes based on the terminology: knowledge, skills and competences

C. Inclusion of informally acquired competences

10

The EQF will help engender greater transparency for qualifications in Europe and improve permeability between and within education systems. In order for the EQF to be able to fulfil its function, the descriptions of learning outcomes must be unambiguous, systematic and neutral. The proposal submitted by the European Commission foresees a uniform system of descriptions for each EQF level.



The Commission makes use of the terms *knowledge*, *skills* and *wider competences* in a broader sense for this purpose.

Generally speaking, these terms represent a workable foundation for a European Qualifications Framework, particularly by using the term *wider competences*.

These three descriptors are defined as follows:



¹⁰ Picture Source: <http://en.iu.dk> (visited: 15.07.2012)

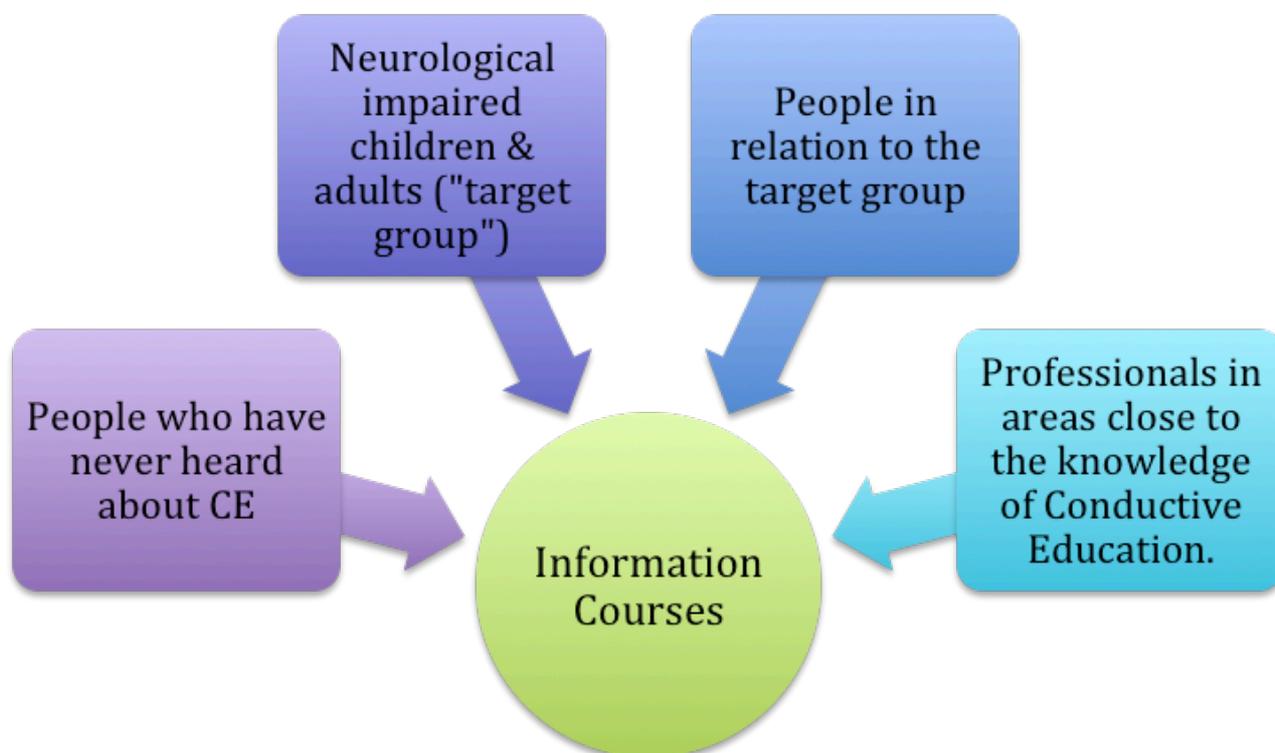
II. Conductive Course Framework (CCF)

One area suitable for standardisation is training in Conductive Education.

In the following section a proposal will be elaborated concerning a potential guideline for more transparent and standardised educational programs in Conductive Education.

A. Information courses

Information courses may be of interest for these groups:



Informal skills and understanding need to be formalised with formal training, in this respect a participant understanding the concept of Conductive Education by comparison with other concepts, trying to help or treat the target group without being able to perform Conductive Education.

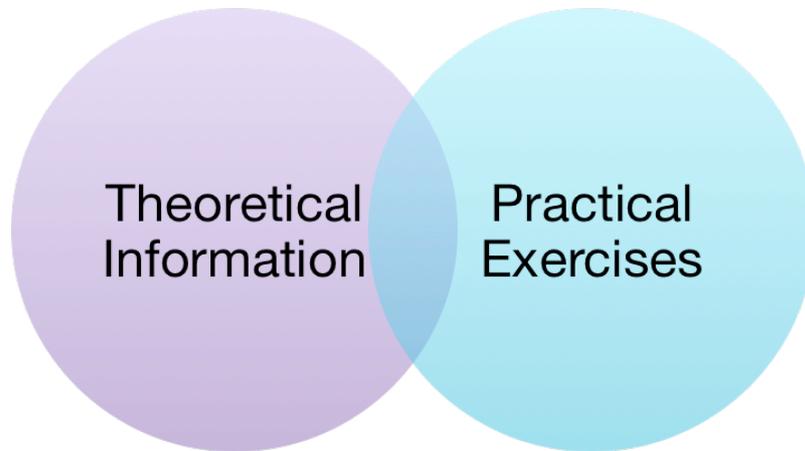
Information courses are a link between the informal and formal training

To attend an information course, the participant does not need any prior knowledge or qualification. After attending an information course the participant will receive a "Proof of Participation", however, an information course does not make out any certificate and does not value the knowledge, skills and competences of the participant.

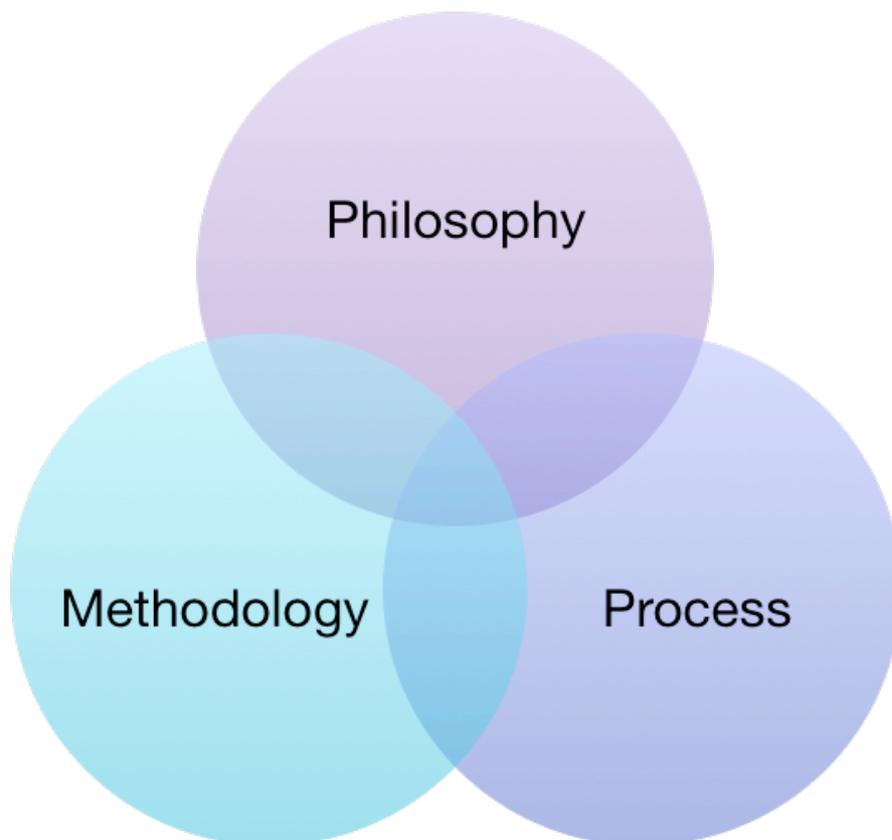
In terms of EQF-levels, an information course is preliminary to level 1.

Elements of content of information courses

The information course should consists of:



A comparison between the theory and practice, presented at the course, should promote the students ability to reflect. On a basic theoretical level, the course should be grounded on “Conductive Educational base of knowledge”:



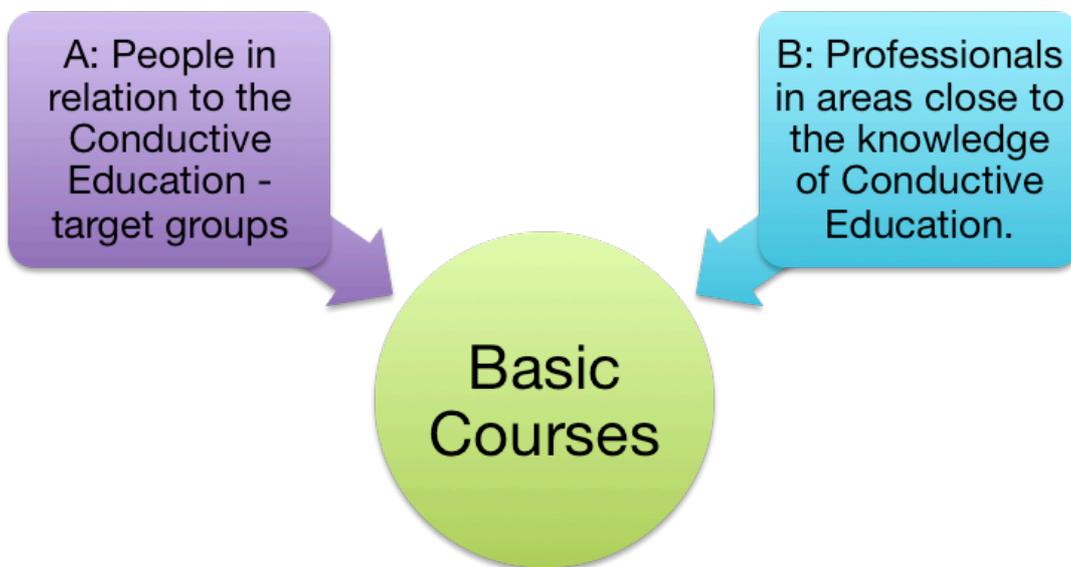
The theoretical part should also include a historical overview and a brief summary of CE in different settings and contexts. This course may be delivered in a variety of settings and the structure will depend on the target group/audience ranging from face-to-face to E-learning. The information course can be used as a preparation for the basic course.

B. Basic courses

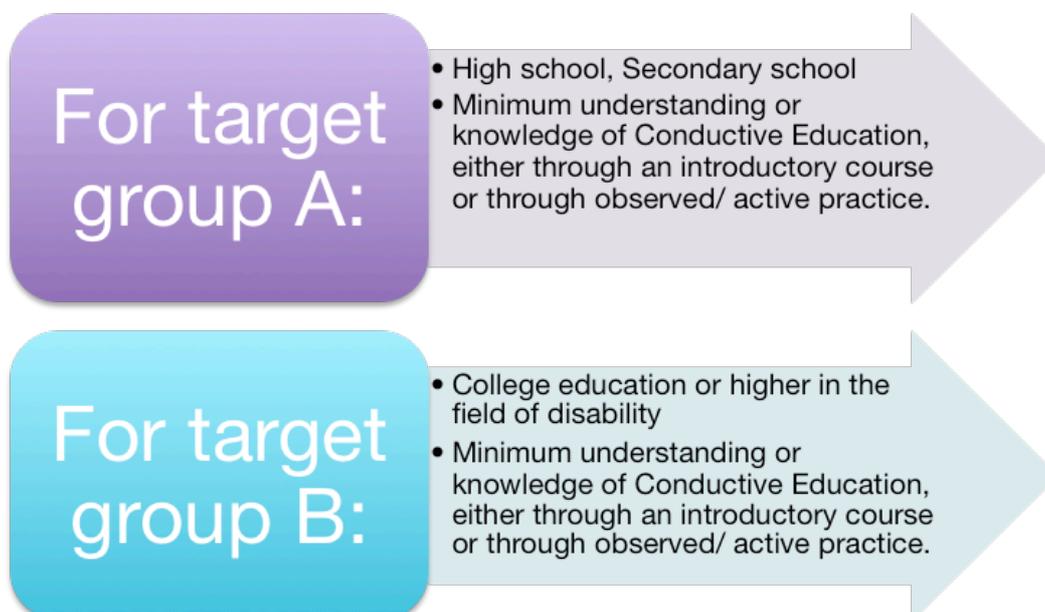
The target group of the 'Basic courses' are persons bearing a relation to the Conductive Education target group as well as professionals working in areas close to the knowledge of Conductive Education. The basic courses will provide an overview and greater understanding of Conductive Education. The courses are classified as adult education and cannot be seen as vocational training courses for people who want to work with Conductive Education on a professional basis.

Basic courses provide the ability to participate in Conductive Education under the supervision of a conductor. Some exercises will be performed independently, monitored and approved by the conductor at all times.

Basic courses may have two target groups:



To attend a Basic course at level 1, there are two options:



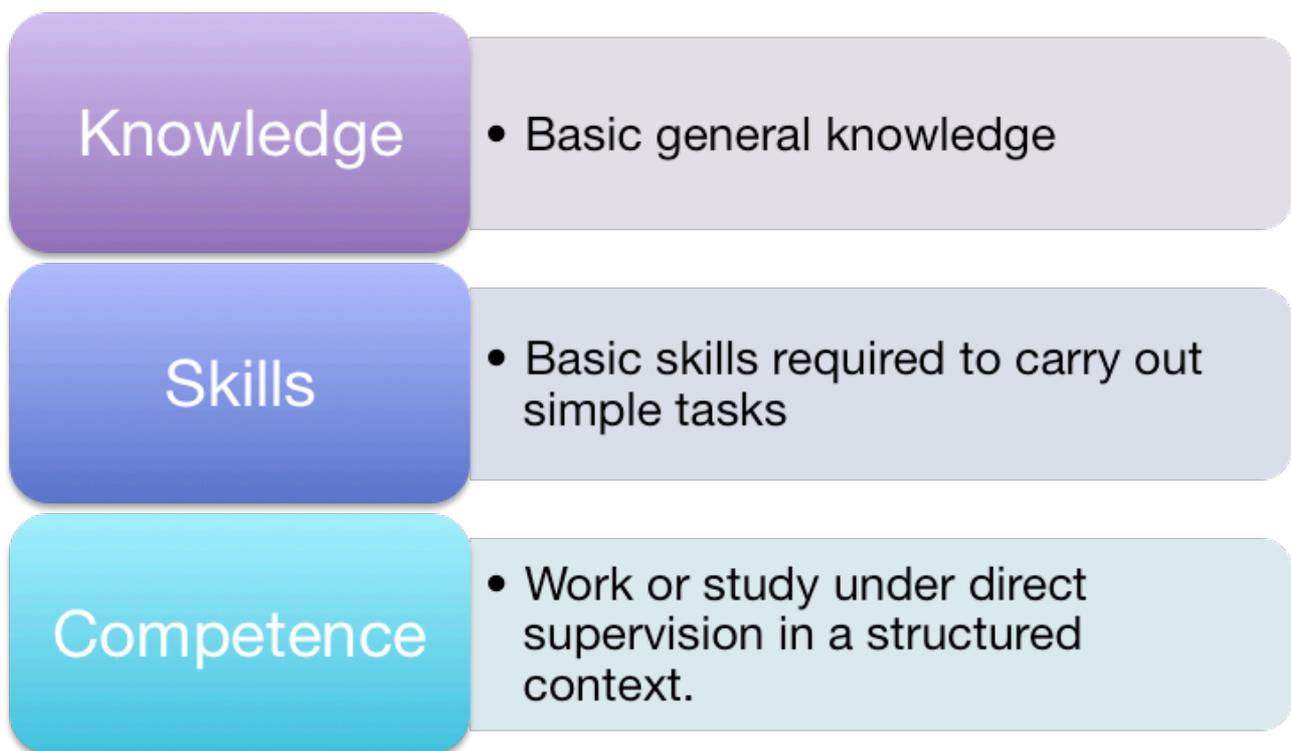
To attend a Basic course at level 2, the student needs qualification documents from Basic course level 1. If the same basic course includes both, Basic level 1 and 2, the qualification for level 1 is relevant.

For target group B it is essential that the course is based on the participants' prior knowledge. Conductive Education practice is not included in the scheduled time, but observation of practice is particularly important for this group in order to be able to analyse the theoretical elements in the basic course.

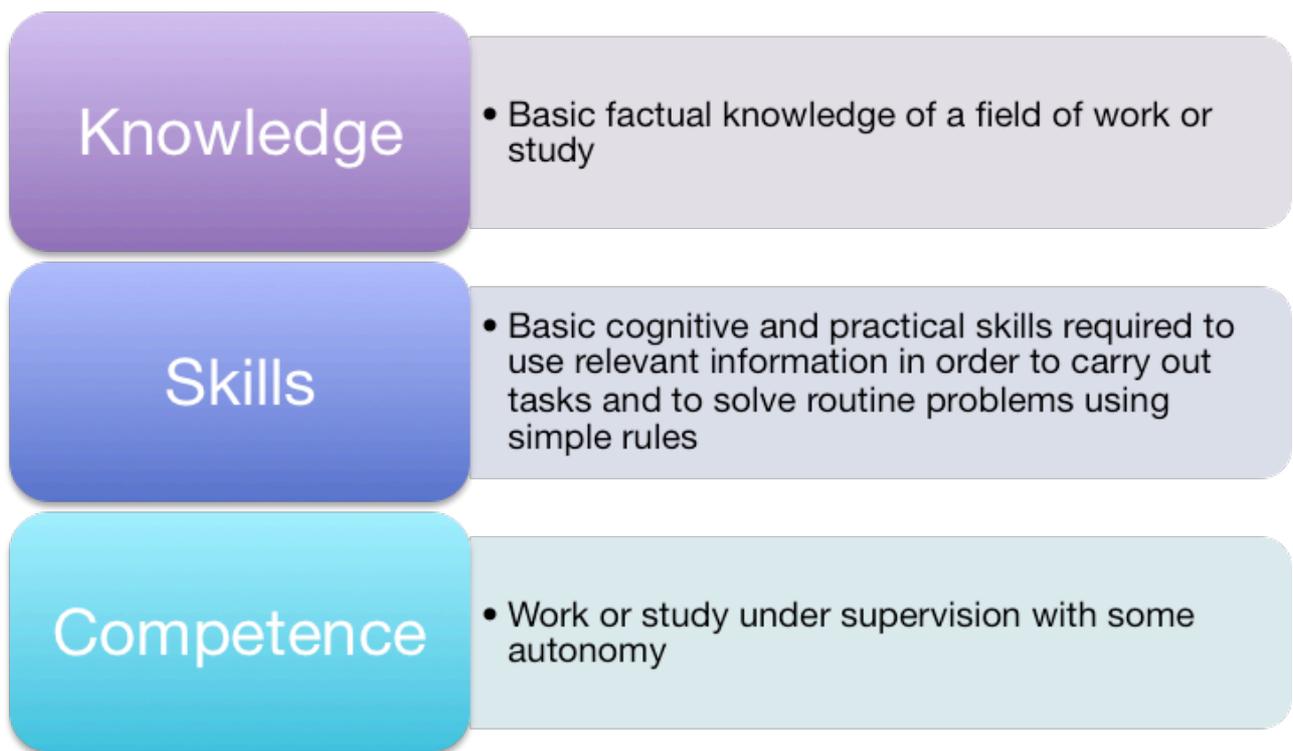
Learning outcomes:

The goal of the basic course is to extend the knowledge, skills and competences of the student up to EQF level 1 or 2. At this level, the learner should have received a basic introduction to the main theorists and their link with methodological tools.

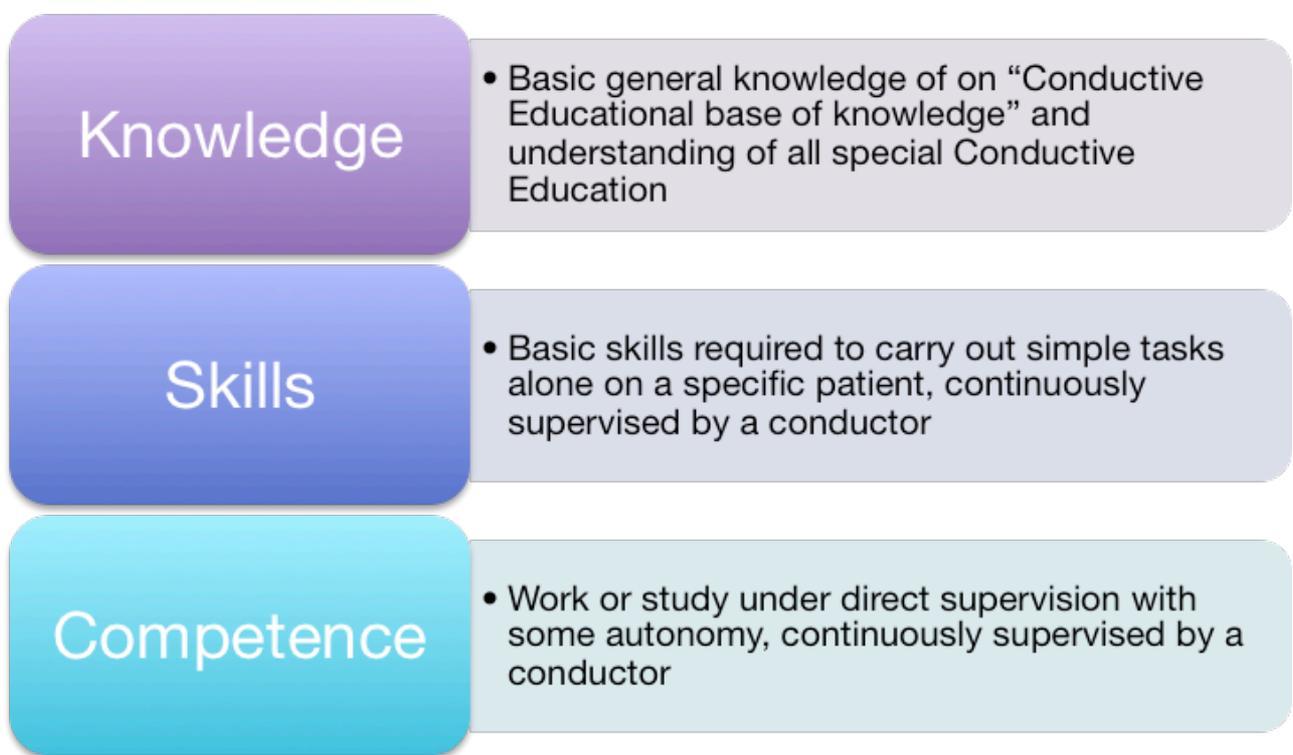
With description from EQF level 1, the student should get:



With description from EQF level 2, the student should get:



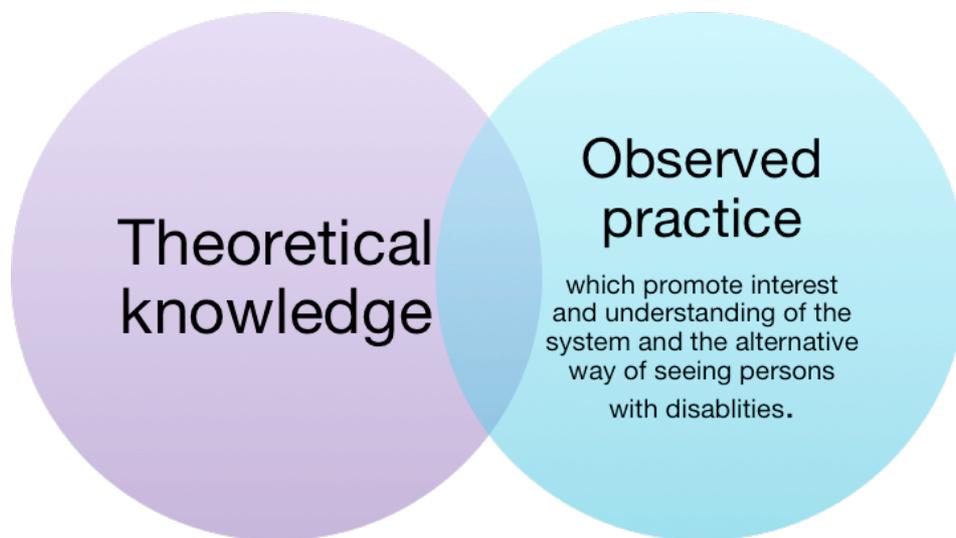
In context of Conductive Education this should mean:



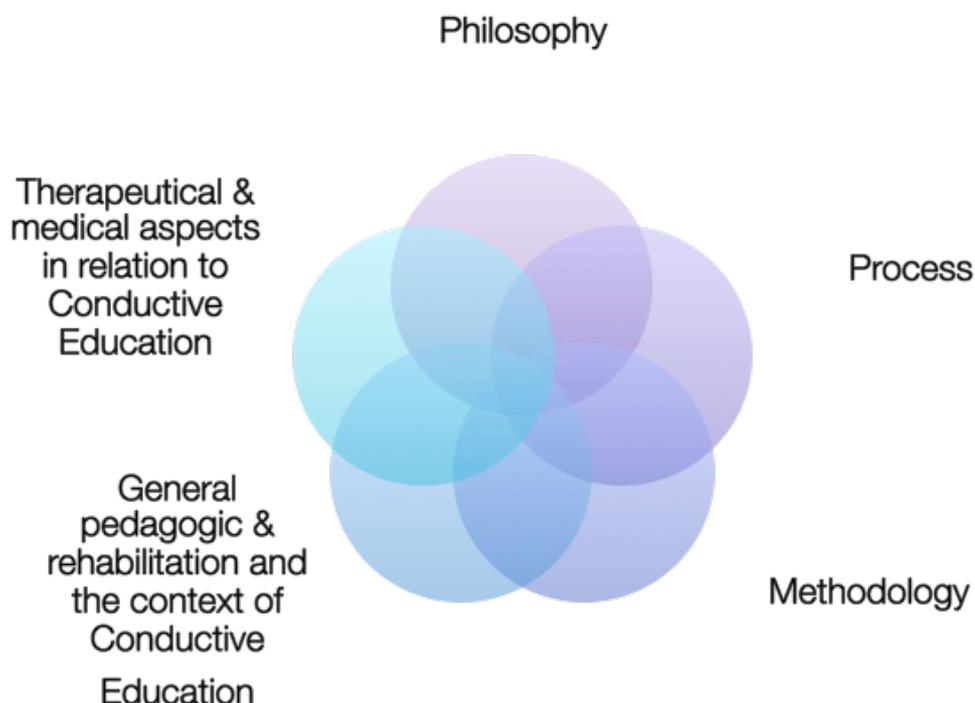
Completing a basic course, the student receives a certificate after the final assessment. The certificate should value the knowledge, skills and competences of the individual student. In particular, the student's ability to transfer theory into practice should be evaluated and recorded in the certificate.

Elements of content of the basic course

The Basic courses' goal at both levels is to deliver theoretical knowledge, skills and competences resulting in the student's ability to transfer theory into practice. The basic course should not give a 'licence' to practice. It should only provide an understanding of Conductive Education and a way of approaching people with disabilities, which is based on a potential model, rather than on a deficit model. The courses offering practice training should lead to a specific qualification, i.e. assistant or conductor. Otherwise, students will be 'practising' with too little expertise. Basic courses, therefore, are not offering practise in regard to vocational training. Basic courses should be available for people who are not working in Conductive Education and, thus, promote their interest and understanding. The basic course should consist of:

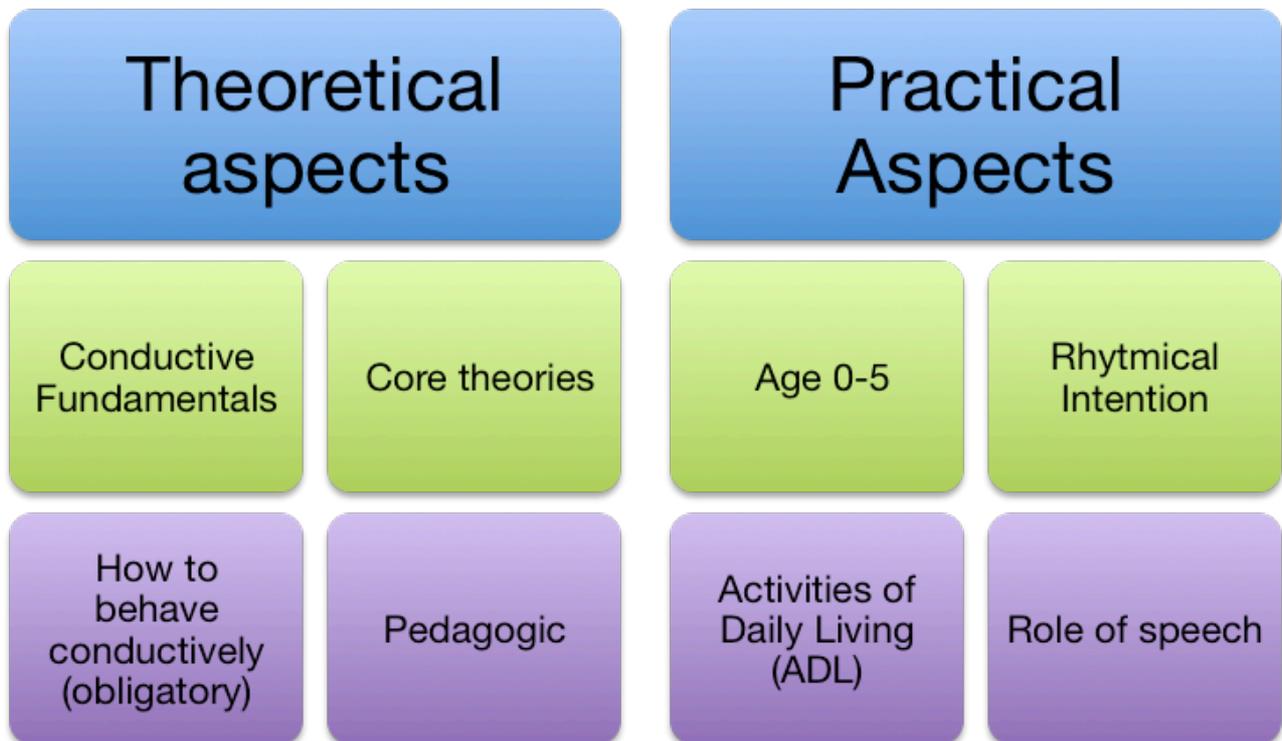


On a theoretical level, the course should be based on “CE base of knowledge”:



The theoretical part should also include a historical overview and a summary of CE in current and local context.

Examples for modules:



C. Assistant courses¹¹

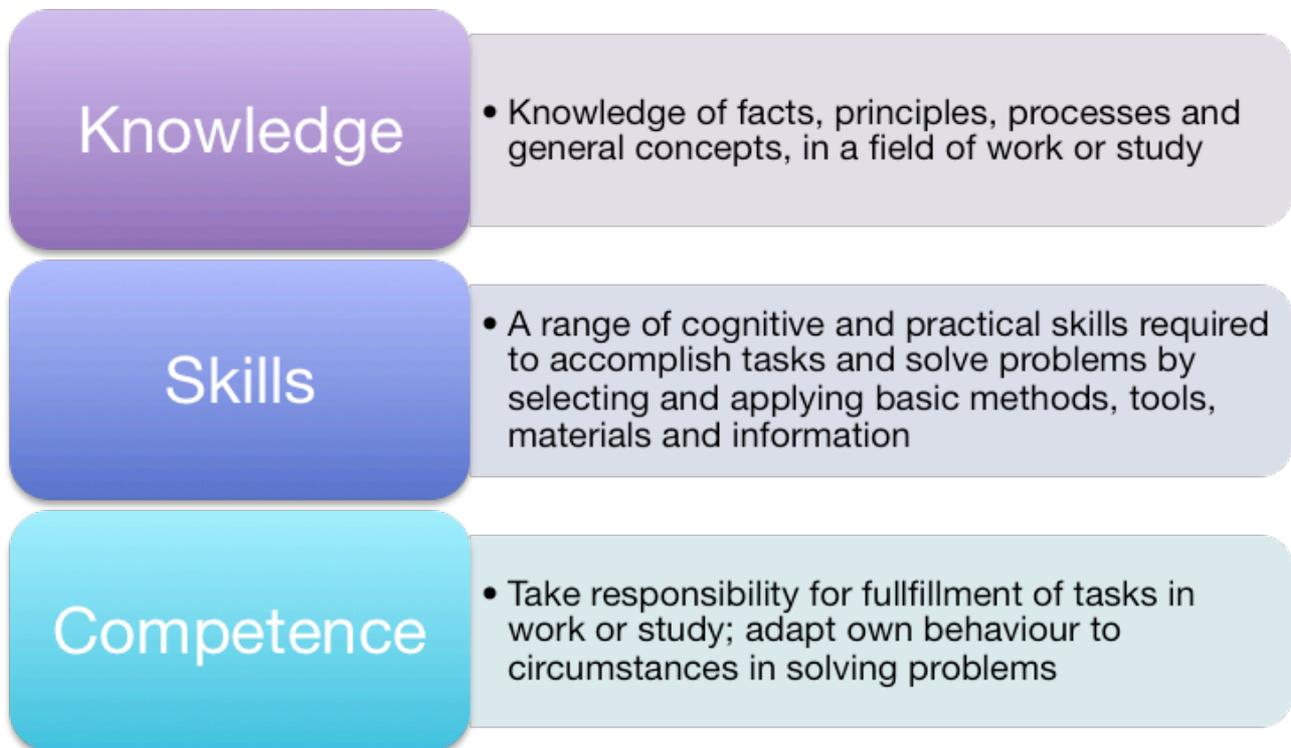
The assistant courses are designed for persons who want to work as assistants in the field of Conductive Education.

The assistant courses are vocational training to become assistant as a profession. Conductive Education is the philosophical superstructure, but the assistant courses also include other fields of knowledge, respectively depending on the type the assistant education is designed for. This guideline will not describe the various assistant program, except for the parts of the course which concern Conductive Education.

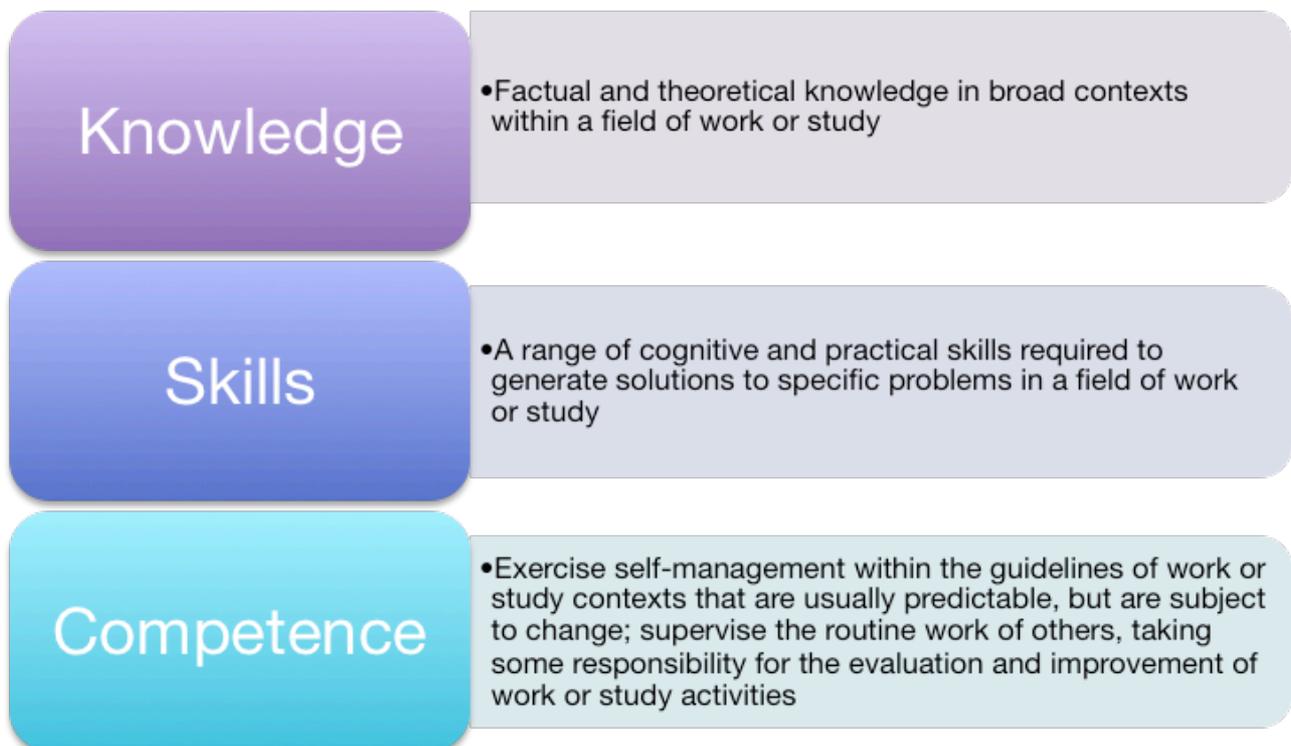
The goal of the assistant course is to extend the knowledge, skills and competences of the student up to EQF level 3 or 4.

¹¹ Note: Only the conductor assistant education can be seen as preparation for university studies to conductor. But the assistant conductor training is not mandatory to enter the conductor training.

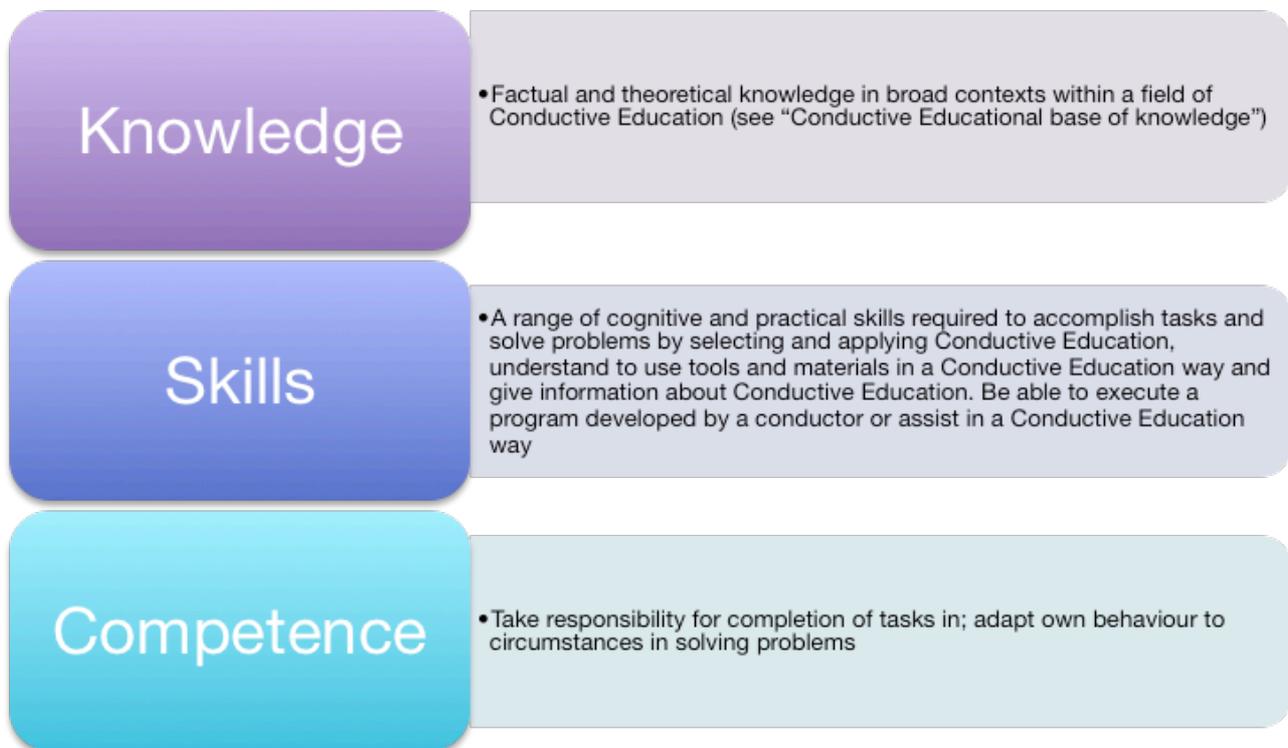
With description from EQF level 3, the student should get:



With description from EQF level 4, the student should get:

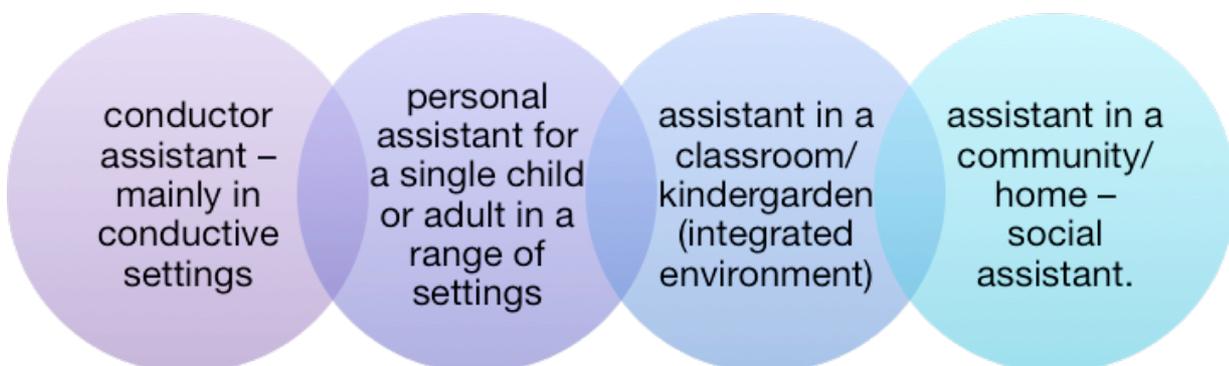


In context of Conductive Education this should mean:



Assistant courses may vary in many ways, depending on the need for different types of assistants in conductive or other educational or rehabilitational settings.

Therefore, a distinction is made between different types of assistants:¹²



¹² Note: In some countries, the Conductor assistants are certified teachers, in this case the school assistant is more similar to a Conductor assistant

To attend an assistant course at level 3, the student must have graduated high school or secondary school. Dependent on which type of assistant course, additional qualifying requirements may have to be met.

Conductive Education traineeship ought to give some priority, as well as information and basic courses.

To attend an assistant course at level 4, the student needs qualification documents from assistant course level 3. If the same assistant course includes both level 3 and 4, the qualification for level 3 is relevant.

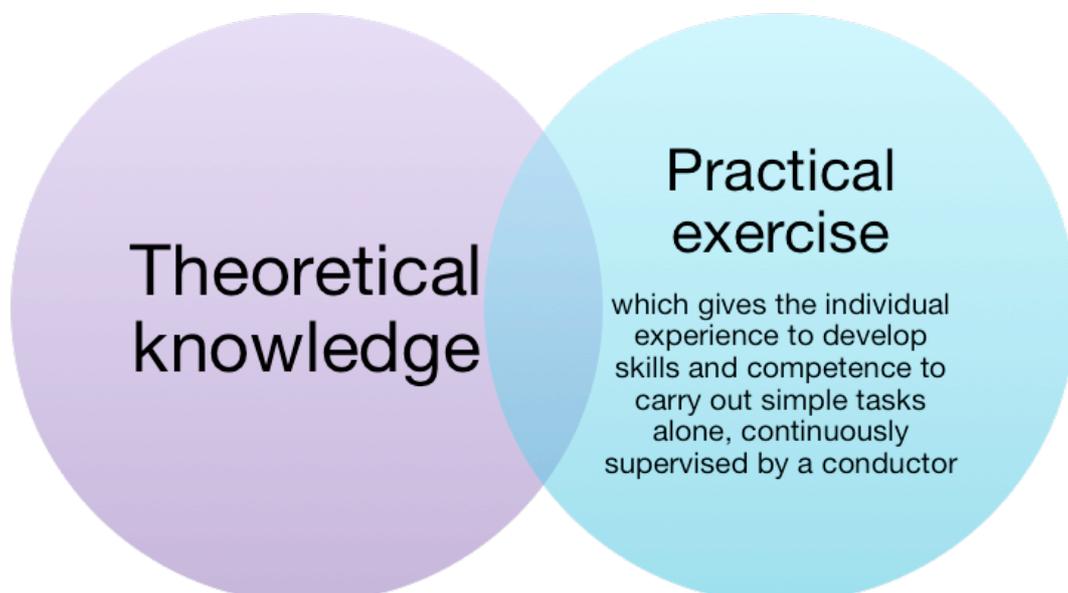
Completing an assistant course, the student receives a certificate after the final assessment.

This certificate should value the knowledge, skills and competes of the individual student. In particular, the student's ability to transfer theory into practice as an assistant should be evaluated and recorded in the certificate.

Elements of content of the assistant course

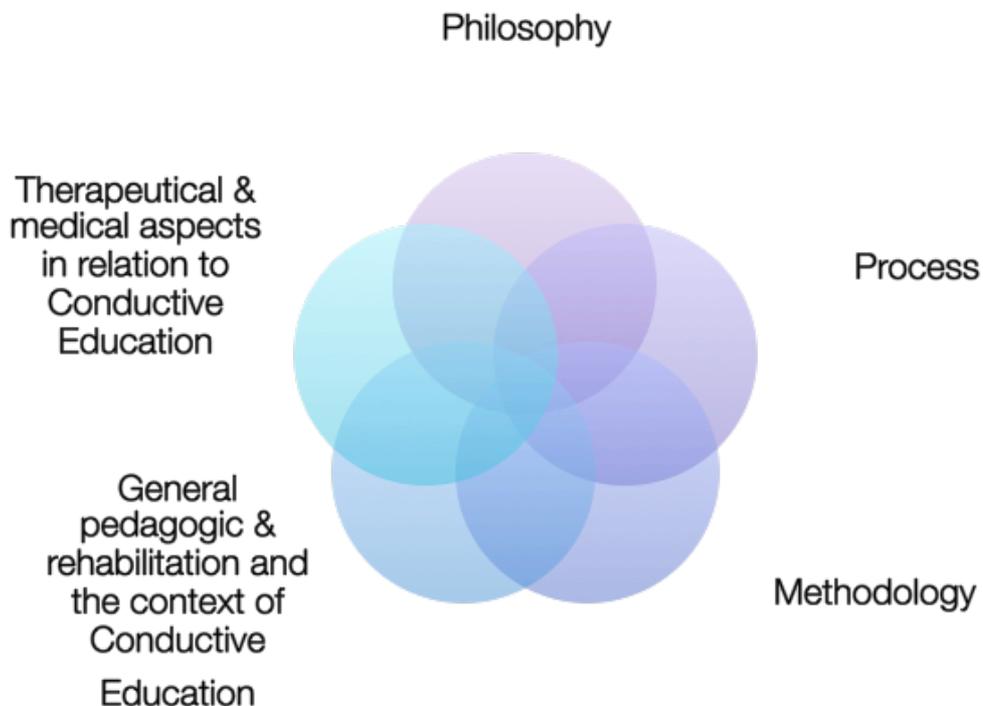
The assistant courses' goal at both levels is to give theoretical knowledge and skills, resulting in the student's ability to accomplish tasks and solve problems by selecting and applying Conductive Education. It is essential to understand how to use tools and materials according to Conductive Education and give information about Conductive Education. An assistant should be able to execute a program developed by a conductor or assist according to Conductive Education.

The information course should consists of:



A comparison between theory and practice, presented at the course, should lead to skills and competences in order to transfer theory into practice.

On a theoretical level, the course should be based on “Conductive Educational base of knowledge”:



The theoretical part should also include a historical overview and a summary of Conductive Education in current and local contexts. Depending on the type of assistant training, the following topics are of special significance. In particular, conductive assistants not only work with individuals i.e. in inclusive settings, but indeed work within the context of the conductive group. This distinguishes them from other assistants.

| Conductive assistant | Social/ personal assistant | Integrated setting |
|--|---|--|
| <ul style="list-style-type: none"> • facilitation • motivation • individual tasks • seeing individual needs of children • observation • documentation e.g. equipment, planning • Conductor assistant should be able to lead a specific part of the conductive programme | <ul style="list-style-type: none"> • Social/ personal assistant should be focusing on applying skills into daily living. • They may lead an individual for a specific part of the programme. • They could also lead meal times and other parts of the day but not do task series or complex programs | <ul style="list-style-type: none"> • to influence the teacher • to influence the social situation • create opportunities for changing the environment • increasing level of activity • finding solutions for the teachers • use of equipment |

D. University courses

University courses are designed for persons who want to become professional conductors. University courses comprise higher vocational training and include different specialisations or types of conductors. The goal of a university course is to extend the knowledge, skills and competences of the student up to EQF level 5 or 6.

With description from EQF level 5, the student should get:

Knowledge

- Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge

Skills

- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems

Competence

- Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

With description from EQF level 6, the student should get:

Knowledge

- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

Skills

- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

Competence

- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

Example of EQF level 5 is HND, example of EQF level 6 is Honours Bachelor Degree, vocational university. In context of Conductive Education this should mean:



A masters programme was seen as essential to help conductors to become increasingly competent beyond their profession. Distinguishing between a research qualification and a practitioner based post-graduate qualification was unanimously rendered necessary to ‘protect’ the conductor qualification.

Requirements for a masters programme were discussed in detail (one of the following):

- a. A B.A. Hons. (equivalent) with professional status or
- b. A post-graduate certificate/diploma in an age-specific area of CE (including practitioner status), which could require ECTS.
- c. A research only course – no practitioner qualification, but a way to get into the programme for those only interested in research.

A potential structure was suggested (draft ideas only)

- a. 45 credits – core modules – theory of CE; new research in CE.
- b. 45 credits – optional modules
- c. 30 credits – international placement modules
- d. 30 credits – specialist modules
- e. Research methods and thesis.

Master in Conductive Education (CE)

BA Hons in CE

Postgraduate certificate or diploma - age specific conductor qualification

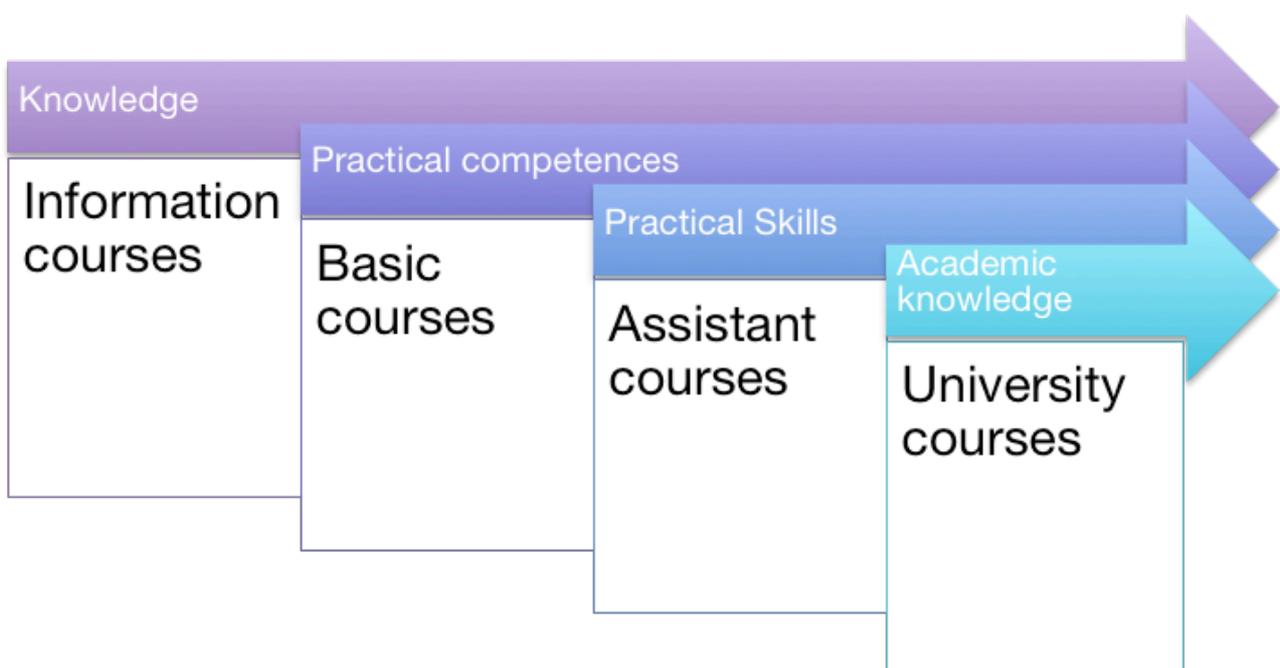
BA Hons in associated field (therapy, education, psychology etc.)

BA Hons in research or relevant profession

An intensive discussion took place concerning the extent of research grounding a masters programme would require. Post-graduate courses could concentrate on developing practice, while a masters programme should rather focus on research. It was agreed that not only conductors can or should carry out research, resulting in the addition of another entry point for professionals interested in research.

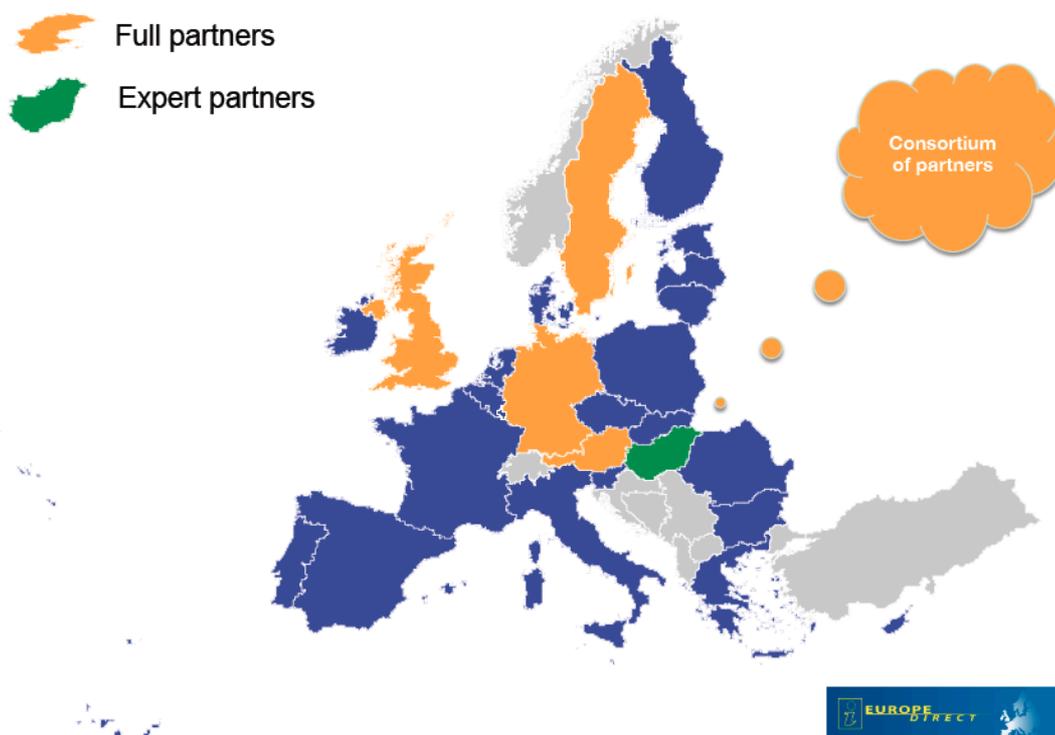
V. General characteristics of the training:

The primary objectives of the training: To establish complex educational attitudes and skills (from basic course level) enabling the learners and students to understand and – under certain conditions – carry out integrated work with motor disordered people by applying CE.



Aside from developing interpersonal competences and skills, the training also teaches knowledge, practice and skills necessary to recognise dysfunctions, multifarious problems of disabled people and their interrelation. Furthermore, the training tries to convey the necessary theoretical, methodological and practical skills joined with innovative abilities to get to know and affirm the respective individual and to cooperate with his/her personal environment.

VI. Overview of Courses



The consortium of partners agreed on publishing the collected information of all partners (including expert partner).

A. General Info

Hopefully it has become apparent, that there is diversity in the structure and length of courses provided by member organisations.

Therefore, it will be essential that the Grundtvig work, as a part of the process ensures a constantly updated provision of common core information, irrespective of the type of course provided. Each course should be delivered within the categories stated in this handbook and include the basic information provided. Consequently, a new, unified context to formal and non formal training across Europe will be ensured.

In order to gather relevant information, a standardised questionnaire was applied.



Questionnaire concerning courses in the field of CE

Name of course:
Provider:
Language:
Country / location:
Target group:

- | | |
|---|--|
| <input type="checkbox"/> persons with higher ed. entrance qualification | <input type="checkbox"/> professionals in the field of (re-)habilitation |
| <input type="checkbox"/> Parents, interested persons | <input type="checkbox"/> others _____ |

Procedure:

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> full time | <input type="checkbox"/> evenings |
| <input type="checkbox"/> part time | <input type="checkbox"/> weekends |
| | <input type="checkbox"/> blocks |

Duration:

Extent: _____ units _____ ECTS

accredited course:

- | |
|------------------------------|
| <input type="checkbox"/> yes |
| accredited by: _____ |
| <input type="checkbox"/> no |

preconditions, criteria of qualification for students:

max. number of participants:

Frequency of performance:

next beginning:

final qualification (diploma, confirmation of attendance, certificate, ...)

Title:

Contents:

- | | |
|---|-------|
| <input type="checkbox"/> lectures | |
| <input type="checkbox"/> practice | |
| <input type="checkbox"/> excursions | |
| <input type="checkbox"/> E-Learning | |
| <input type="checkbox"/> special major topics | |
| <input type="checkbox"/> other: | _____ |

Practice:

Duration / extent:

Contents:

Acknowledgement of prior studies:

Course leader / qualification:

Lecturers / qualification:

- | | |
|--|-------|
| <input type="checkbox"/> conductors | |
| <input type="checkbox"/> pedagogues | |
| <input type="checkbox"/> medical-therapeutic professionals | |
| <input type="checkbox"/> others: | _____ |

Contact person:

Link:

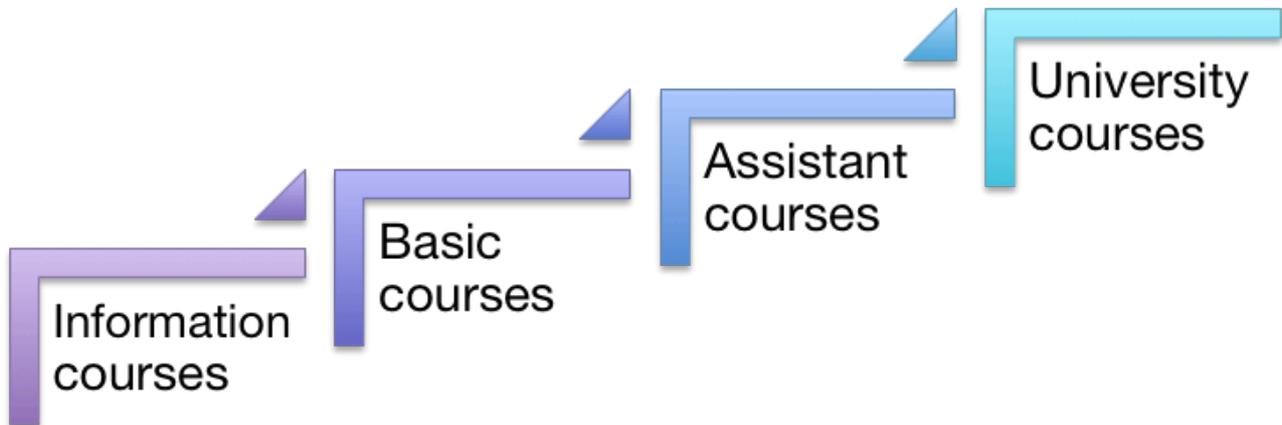
Costs:

If you have info material, please include it!

Many thanks for your effort!

B. Different Courses

As outlined above, the courses were first categorised as follows:



Second as if they are offered for professionals or non-professionals.

In order to keep the information up to date, please refer for course details to the project website or the website of the ECA (www.conductiveeducation.eu).

(1) University Courses



Hungary (www.peto.hu)



NATIONAL INSTITUTE
of CONDUCTIVE
EDUCATION

United Kingdom
(www.conductive-education.org.uk)

KFI

Austria (www.institutkeil.at)

(2) Courses for Professionals



Move & Walk[®]
TRÄNING SKOLA ASSISTANS

Hungary (www.peto.hu)

Sweden (www.movewalk.se)



Das Rehabilitationszentrum in München

Phoenix GmbH
Konduktives Förderzentrum

Germany (www.phoenix-kf.de)



NATIONAL INSTITUTE
of CONDUCTIVE
EDUCATION

United Kingdom
(www.conductive-education.org.uk)

KFI

Austria (www.institutkeil.at)

(3) Courses for Non-Professionals



Move & Walk[®]
TRÄNING SKOLA ASSISTANS

Hungary (www.peto.hu)

Sweden (www.movewalk.se)



Das Rehabilitationszentrum in München

Phoenix GmbH
Konduktives Förderzentrum

Germany (www.phoenix-kf.de)



Germany
(www.behinderte-nuernberg.de)



NATIONAL INSTITUTE
of CONDUCTIVE
EDUCATION

United Kingdom
(www.conductive-education.org.uk)

KFI

Austria (www.institutkeil.at)

communication system. Each member of a Learning Community provides their personal knowledge. In such a manner, the knowledge pool is expanded and adapted through a joint learning process.

III. E-Learning and Conductive Education

Currently, electronic learning methods find only occasional use in the field of Conductive Education. The training and education of Conductors proceeds in form of classroom based teaching, as practical exercises play an important role in the training and education of a conductor.

Institutions which have already integrated E-Learning methods in their course of study, usually offer a Blended Learning format. They provide registered users with course of study, educational and testing materials and other useful information on their intranet platforms. Moreover, calendar functions and reminder functions are used.

Teachers and students schedule Live Chat / classroom sessions via Skype. Achievement monitoring and testing can likewise occur in this manner.

Communication platforms, as for example chat rooms, simplify communications between students in regard to their exchange of knowledge as well as joint discussions. Furthermore, various types of documents can be transferred by these means.

In teaching sessions, the necessary practical skills are taught, practiced and strengthened.

This form of Blended Learning as part of the educational training of a conductor shows the benefit that theoretical knowledge can be acquired through flexible time scheduling. Important topics concerning practical training are, thus, discussed in face to face meetings.

The successful use of these new teaching and learning formats is conditioned upon a well formulated didactic carefully adapted for the different subject matters. The planning of learning sessions should, for example, consider target groups, contents, learning goals and learning methods while elaborating the conception of the course. Teaching mediums should be chosen based on their functionality, simplicity and consistence. The quality of the course of study should likewise be assured, monitored and evaluated.

In summary, it can be stated that the Blended Education format provides a suitable form of electronically supported study for Conductive Education. Theory can be taught by conductors, independent of time and place. Practical education, however, requires a direct contact between student and teacher.

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Lifelong Learning Programme

