

Medizinische Sektion am Goetheanum  
**Konferenz für Heilpädagogik  
und Sozialtherapie**

Internationaler Ausbildungskreis

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## Recognition in the network of training centres for anthroposophical curative education and social therapy

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### I Fundamental aspects

International collaboration creates a network of training centres in anthroposophical curative education and social therapy. On the one hand each centre thus keeps its own, unique profile, and on the other a context has been established for mutual awareness, learning and development. As a result, the training sphere presents as a cohesive whole with its own identity.

The members of the Curative Education and Social Therapy Council's International Training Group see recognition as a process which is mutual. In terms of quality development this involves equal rights and commitment to collaboration, which leads to a shared learning process and new opportunities.

The basis for the questions relating to recognition is given in the *Handbook* published by the Council which contains the fundamental principles for training quality and collaboration in the international network as a basis for further development.

The need for recognized training courses exists at different level for

- *students* or applicants considering the available options
- *centres* employing trained staff, with reference to the quality and competence of individuals
- *training centres* in their collaboration in a network with the same aims and interests
- *the Training Group* itself and the international network when it comes to representing the professional profile of anthroposophical curative teachers and social therapists internally and externally.

Recognition within the Curative Education and Social Therapy network does not take the place of recognition given to training centres under the legislation pertaining in their region. There they are subject to national regulations and conditions applying to training, which are the basis for training given in the region where government recognition and the professional legal status of graduates are concerned.

Recognition by the Medical Section / Curative Education and Social Therapy Council implies that the curriculum and methods of a training course are in accord with training in anthroposophical curative education and social therapy. It can be given for training courses of different length, levels (see EU training levels, for instance) and specialist areas within the professional spectrum.

## II Conditions

The basis for recognition given to a training centre in the International Training Group's network are

### Active collaboration in the Training Group

Recognition can be given to training centres which are regularly participating in the work as members of the international and national network of the Curative Education and Social Therapy Council's Training Group. This includes attending meetings and conferences and shared training events, and providing information about developments at one's own centre.

### Transparency / information concerning course design and the current situation at the training centre

Once the application is running, the centre produces a portfolio with detailed information on course design, training methods and the current situation. A self-evaluation report must also be included.

### Colleagues to follow developments

Centres have partners for the recognition process. These visit, sit in and have talks for the purpose of peer-evaluation.

## III Processes

Responsibility for the recognition process lies with the Recognition Group as owner of the process. It is assisted by Recognition Mentors who visit the centres.

### 1 Application

The centre wishing to gain recognition informs the Recognition Group, submitting a portfolio containing full details of the training work (see Self-Evaluation Report and Portfolio questionnaire).

### 2 Method

The Recognition Group initiate the process, coming to an agreement with the centre on the choice of mentors.

### 3 Implementation

The basic elements for recognition criteria are given in the Training Manual, the centre's self-evaluation and the perceptions of the Recognition Mentors.

The mentors visit the centre and send a report to the Recognition Group in which they state if they support the application.

The Group makes the decision concerning recognition.

Recognition is granted for five years, after which it may be renewed. Renewal will also be necessary if there have been fundamental changes.

Other possible decisions are:

Specific recommendations are sent to the centre, with recognition dependent on their implementation.

Recognition is not granted.

In the latter case, the centre will be able to appeal to the Arbitration Group.

Recognition may be withdrawn when the conditions for it no longer apply. The decision will be in the hands of the Recognition Group.

### 4 Certificate

A certificate of recognition will be issued by the Medical Section / Curative Education and Social Therapy Council. Centres may refer to this in their documents and in certificates/diplomas (e.g. using the formula: 'Recognized by the Medical Section at the Goetheanum, Curative Education and Social Therapy Council').

### 5 Costs

The Recognition Group and its mentors charge no fees. Their expenses are reimbursed as required. The centre which has applied for recognition pays the necessary expenses of the mentors involved in the process.

## IV Structure

Structural preconditions for recognition processes are met by the

### 1 establishment of a Recognition Group

This consists of 3 persons from centres which are members of the International Training Group. These may be proposed by the Training Council and need to be adopted by the Training Group.

### 2 appointment of mentors by the Recognition Group

Mentors normally have the following qualifications:

Practical experience in training in the field of curative education and social therapy

Several years' experience in training

Responsible position in a training centre

Completion of qualification course

### 3 qualification courses

Qualification courses established for mentors in recognition processes will as a rule be run before or after the International Training Conferences in Kassel.

Adopted by the Internatinal Training Group  
of the Curative Education and Social Therapy Council  
Kassel, April 2005

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# Portfolio questionnaire

Medical Section at the Goetheanum  
Curative Education and Social Therapy Council  
International Training Group

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## 1 Training centre

Name in the vernacular: .....

Name translated into English: .....

Legally responsible body: .....

Year when established: .....

Street: .....

Country/post or zip code/town: .....

Telephone: .....

Fax: .....

e-mail: .....

www: .....

Contact person: .....

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## 2 Aims and goals of training

We train staff for the following areas in curative education and social therapy:  
(If you offer several training courses, please fill in a questionnaire for each type and form of training)

.....  
.....  
.....  
.....

(e.g. staff in the educational sphere, teachers, therapists)

Training outline/ guiding principles enclosed<sup>1</sup>

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## 3 Who is accepted for training?

What are the minimum educational qualifications?

.....  
.....

Is completed vocational training required? Yes/ No<sup>2</sup>

Admission contingent on personal interview? Yes / No

Required minimum age on admission? ..... years

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Is admission contingent on a completed period of practical work?  
Yes / No Minimum length of practical work period.....

.....  
Any other preconditions?  
.....

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#### 4 Method of training

What form does the training take?<sup>3</sup>

- a. practice-integrated  or tertiary / secondary education   
b. full-time  or part-time

How long does the training take? ..... years

How many different years of the course run concurrently? .....

How many places do you have available? .....

How much time does the training take (no. of hours)?<sup>4</sup>

theoretical teaching: ..... 45-min / 60-min sessions<sup>5</sup>

teaching the arts: ..... 45-min / 60-min sessions

specialist practical, with instruction: ..... 45-min / 60-min sessions

practical work: ..... 45-min / 60-min sessions

other subjects ..... 45-min / 60-min sessions

Which curriculum do you use? (Please append curriculum or a summary)

Describe your methodology and special features<sup>6</sup>

.....  
.....  
.....  
.....

How do you mentor students?

.....  
.....  
.....  
.....

How can students be involved in course design?

.....  
.....

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## 5 Conclusion of training course(s)

a) Do you have internal or government-prescribed examinations?

- No examinations  
 Internal examinations  
 Government or academic examinations

Please append a description of the contents of your examination system.

b) People who complete the training have government recognition as members of the following professions (original term)

.....  
.....  
.....

c) People who complete the training are qualified to work in the following areas:

.....  
.....  
.....

d) How many students have successfully completed their training in the last three years?

year : ..... year: ..... year: .....

Please include a copy of your certificate.

Completed professional training provides entitlement for the following higher qualifications

.....  
.....

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## 6 Faculty

Who is in charge of your training centre?<sup>7</sup>

.....  
.....

Please include a list of your teaching staff, using the pattern given below:

	Name	profession / acad. qualification	Area of responsibility
Permanent staff <sup>8</sup>			

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Regular visiting lecturers <sup>9</sup>			
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**7) Quality development**

Are you using an instrument for quality development? Is your centre certified by a specific method?

.....  
.....  
.....

**8) Collaboration / networking**

Name the centres with which you collaborate. What form does this take?

.....  
.....  
.....

Please list bodies connected with training (e.g. national associations) of which you are a member.

.....  
.....  
.....

Give details of training bodies or contexts where staff members play an active role (e.g. on the board)

.....  
.....  
.....

**9) Prospects**

What necessary steps, changes, and opportunities for development do you see in the short and in the long run?

.....  
.....  
.....  
.....  
.....  
.....

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## 10) List of enclosures

- Guiding principles / course design
  - Curriculum
  - Documents to demonstrate financial situation (e.g. annual finance report)
  - History of the training centre
  - Information published on the training
  - Government/ academic recognition documents
  - Details of examination procedures
  - Certificate
  - List of staff
  - Annual reports
  - .....
  - .....
  - .....
- 

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## Notes for the questionnaire

<sup>1</sup> Please include the guiding principles or design for your training (or other suitable documents which describe your aims.

<sup>2</sup> Please delete as appropriate

<sup>3</sup> Definition of forms of training

Practive-integrated training: Students do practical work at the training centre or in practical experience positions at centres connected with it.

Tertiary / secondary education: Training in the centre without practical work except for occasional work-experience periods in different spheres of work

Full-time training: Students are not able to do other gainful work during their training

Part-time training: Students are able to do other gainful work during their training

<sup>4</sup> Relating to the whole period of training

<sup>5</sup> Please delete as appropriate

<sup>6</sup> Key words, please, or a separate page

<sup>7</sup> Please give details of leadership structure and personnel

<sup>8</sup> Permanent staff

<sup>9</sup> Regular visiting lecturers teach regularly at the training centre but are not on the staff. Visiting lecturers who do not attend regularly are not included in this questionnaire.

## Self-evaluation

A self-evaluation report is an integral part of the enclosures with a centre's application for recognition.

Although it is primarily a matter of giving recognition to the centre in the context of the training impulse for anthroposophical curative education and social therapy, the whole process also serves to support the centre's self-evaluation.

In the long run, any aspect of the aims and work can only be adequately perceived if everyone involved regularly reviews and evaluates it.

For the process does not end with recognition. The appointed mentors and the Recognition Group are required to do their work again at five-year intervals. This means that forms of self-evaluation would be necessary and must be applied in the intervening time so that quality can be cultivated at the centre.

Self-evaluation report includes

- Brief status review (e.g. on the issues raised in guidelines and notes)
- How does the training centre deal with the issue of quality development and assurance?
- Which three issues occupy people at the centre most at the moment? (Brief characterization of these)
- What are the centre's visions of the future?

The self-evaluation report is the starting and reference point for the talk with the evaluators. This ensures that the talk strengthens the trainers' self-reflection.

It is important to note that mentors do not have advisory function (we do it like this: ...). Solutions for outstanding questions must be found by those concerned, with the evaluation talk at best supporting the process of finding a solution.

(Written by Andreas Fischer)

## Evaluation guide I for the talk with training centres

Every training centre has an impulse which it wants to nurture and develop inwardly and bring to realization in outer terms. As a result, evaluation may essentially go in two directions,

- inward-directed, concerning the basis, the guiding principles, internal commitments and regulations, the instruments for reflection, cultivation of the fundamental insights and the responsibilities connected with these
- coming from outside, concerning acceptance of the basis and the chosen approach, collaboration, financial resources, the qualifications of those involved, recognition of diplomas or certificates, and further development.

With both, the focus is always on the way one sees one's own task, as formulated in the guiding principles. The guiding principles of the centre thus become the reference point for evaluation, being on the one hand the standard chosen by those who work at the centre and on the other also the basis for public recognition.

A set of guiding principles has three aspects.

- First there is perception of a need, in this case that it needs people who are professionally and humanly qualified to support, care for and educate people with disabilities..
- In response to this need, the training centre formulates a range of training courses.
- The source for fruitful ideas to take the work forward is also part of the guiding principles, so that in this case anthroposophy is the basis to be acknowledged by everyone concerned, both internally and externally.

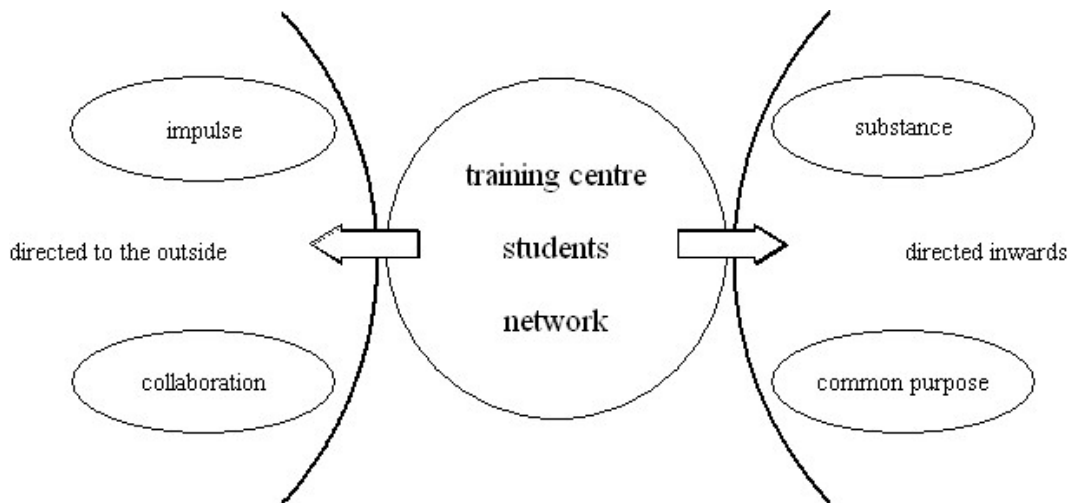
Three main areas can be distinguished, though they interpenetrate and often cannot be clearly differentiated.

- The first area is the training centre itself and the way it sees its functions (methodology, curricula and organization).
- The second area is that of the students (impulses, mentoring, regulations).
- The third area casts light on the centre's position in relation to inner and outer aspects (services, research field, life of rights).

The guideline below considers four main themes. Questions on these themes are intended to encourage more.

The main points are

- responsibility towards the training impulse
- collaboration of all involved
- question of inner substance
- perception of the training centre as a community with common purpose



## Impulse

This concerns the relationship of everyone involved—students, teaching staff, institutions and authorities—to the training centre's aims. The focal question is how the centre's impulse is perceived and given recognition in the outside world. It is, however, also a question of cultivating one's own understanding of the purpose and developing it further, acceptance, pastoral approach, support and responsibility of teaching staff within their remit.

### *Training centre*

Do concepts relate to the guiding principles?

What is the ethos concerning the qualification and further training of teaching staff?

### *Students*

Have criteria been established for the admission and exclusion of students?

How is the level of training assessed?

### *Network*

Have the centre's guiding principles been recognized by the authorities ?

Has collaboration been established with other training centres?

## Collaboration

This area concerns collaboration among those involved on the one hand and the issue of transparency on the other. Responsibilities and mandates are clearly established, and organs established with spheres of function and responsibility. At the rights level, questions concerning recognition of the training and certificates or diplomas are also important.

### *Training centre*

How does the centre perceive the needs that exist in practice?

Do teaching staff have the opportunity to share in developments and the administration of the centre?

Are responsibilities and mandates transparent and known?

Is there reflection on the effect of the training in practice?

### *Students*

Do the students have a say in their training, are there organs for feedback?

How does the centre deal with conflict situations?

### *Network*

Is the centre in touch with the stream of experience and research in the field of its training competency?

Is dialogue maintained with other centres and with the institutions?

### **Substance**

Here it is a question of how anthroposophy is cultivated, lived and brought to realization as the basis of the impulse. On the one hand this concerns work on the basics at all levels, on the other also the sphere of training concepts and their implementation in practice.

#### *Training centre*

Is work being done on the basics in connection with the guiding principles?

Are there forms of self-evaluation?

#### *Students*

How do you take account of student's personal development?

How are students mentored?

#### *Network*

Are there opportunities for contact with the anthroposophical movement?

Do teaching staff make use of opportunities for further training?

### **Common aim**

Here the emphasis is on everything connected with collaboration, but also the sphere of individual competencies. How are teaching staff prepared for their work and qualified, what ranking value is given to collegial intervision and advice, and are there forms and instruments for quality development and assurance?

#### *Training centre*

How are social relations cultivated within the training centre?

How does the training centre cope with the tension between professional competence and competence in adult education?

#### *Students*

What is done to make the individual feel understood and also part of a community?

Is there room for individual peculiarities?

How would you characterize the culture of collaboration with teaching staff?

#### *Network*

Are there instruments for evaluation of the teaching, e.g. intervision, sitting in?

Do you take note of new scientific discoveries relating to professional matters in curative education and social therapy and also in adult education ?

The above questions are merely suggestions and may be extended, added to and deepened.

(Written by *Andreas Fischer*)

## Evaluation guide II for the talk with training centres

According to F. Glasl's holistic system concept, organizations and institutions fall into three sub-systems (cultural, social, technical/instrumental) with seven essential elements.

This is the basis for diagnosing current status concerning inner relationship and relationship to the environment. The concept is helpful with self-evaluation as it permits the identification of strengths and weaknesses, determination of the current developmental state, and the definition of fields for future development.

The cultural sub-system is made up of

1) identity

2) concepts, strategy, policies

This concerns value concepts, guiding ideas and fundamental ways of thinking.

The social sub-system is made up of

3) structure

4) people, groups, climate

5) individual functions, organs

This concerns forms and laws pertaining to common endeavour.

The technical/instrumental sub-system is made up of

6) processes, procedures

7) physical means, equipment

This concerns structures and equipment.

### Possible questions to serve evaluation

#### 1) Identity

- Do we have guiding principles? Do they come alive for us? How?
- What do we mean by 'learning'?
- Is the training centre also a place of learning for teachers?
- Do the teaching staff have common awareness of the central purpose of our training centre and the educational approach?
- Have the unique characteristics of our centre been established?
- How do people see our centre? (Differently to the way we see it?) What is your image in the more immediate public domain?
- How far do economic aspects determine our decisions?

#### 2) Concepts, strategy, policies

- Do we have a basic training concept?
- What are the future challenges we see for our centre?
- What fundamental changes have we made at our centre over the last 5 years?
- Do we have long-term goals in the training structure?
- Have specific learning goals been identified (relating to stages, years or projects)?
- How do we develop new strategies?
- Are we developing our educational approach further? Is the matter being actively considered?
- How far are we ready for things that are new? How experimental are we?
- What can 'product development' mean for us?

- Who are my clients (what expectations, how do we fulfil ...)?
- How high does public relations work rank with us?
- Do we have a school magazine?
- How is our political/communal/regional contact organized?
- Is there a concept for canvassing to obtain third-party funding?

### 3) Structure

- Is the structure of our training centre transparent to everyone concerned?
- Do we have a business plan (for the board, the headship)?
- How is the centre organized (organs, bodies, hierarchy), do we have an organigram?
- Are the points of intersection clear?
- Do we have regular conferences? How are they structured?
- Does our structure permit mirroring from outside?
- What do the annual plans of the teaching look like and the timetable (lessons, examinations, projects ...)?
- Do teaching staff sit in on each another?
- In what form can students have an input?
- Do we have a mentor concept for students?
- What internal agreements exist (concerning absences, marking, etc.)?
- What kinds of collaboration with others do we have (other training centres, institutions, authorities, etc.)?
- Which structure are felt to be counterproductive?

### 4) People, groups, climate

- Are there enough of us to carry our centre from inner conviction?
- What is the age structure of teaching staff at our centre?
- Do we have a 'dispute and conflict culture'?
- Do people have different value systems and does this lead to power struggles?
- How do remits and mandates live among us? How are burdens spread?
- Are we always able to find the teaching staff we need? How well qualified are our trainers?
- How much fluctuation is there at our centre?
- How do we rate the climate/motivation for work among the teaching staff?
- How do our students feel about being with us?

### 5) Individual functions, organs

- Are the areas of responsibility for faculty meetings, business management and organs clearly established?
- Do our organs function on the basis of a uniform awareness of the culture at our centre?
- How do the directors of the school/college take up their leadership functions?
- How far does the educational autonomy of trainers go?
- Who is responsible for, sustains and does the publicity work?

### 6) Procedures, processes

- Do we reflect on the process of our development? Is educational work reviewed and considered in prospect?
- How are decisions made?
- How does information flow between organs?
- Are changes evaluated?
- What is the admissions procedure for those who apply to do the training?
- What is the admissions procedure for teaching staff?
- How are new colleagues introduced and supported?
- Are the necessary framework elements (timetable, festivals, events, etc.) organized in a way satisfactory to all concerned?
- How does further training run? (plan, who, how often, budget, report, evaluation, ...)
- How do teaching staff work together?

- How do we deal with deficiencies of teaching colleagues?
- What do we do about new ideas brought forward?
- How do we deal with conflict?
- How do we budget?
- Which processes/procedures are detrimental to the centre itself?

#### 7) Equipment, physical means

- What is the state of our buildings (condition, capacity)
- How are classrooms equipped?
- Do we have adequate financial means to run the school?
- Do we have an adequate library of teaching/learning aids/for teachers/students?
- What equipment would we wish to have?
- What resources are allowed for publicity work in the budget?
- What documentation does the centre have (prospectus, magazine, orders, reports, etc.)

(Written by *Angela Hemmerle*)