

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

# Recognition Procedure in the Network of Training Centres

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# Guide to recognition procedure

**The Guide is based on the statements formulated in the organization papers of the Training Group on Basis and mode of operation.**

## 1. General aspects

The Recognition Group and recognition mentors have formulated qualitative core skills relating to the main fields in training.

Recognition of training quality is based on the following points:

Students: How does the training enable students to progress in personal development?

Faculty: How far is a faculty capable of learning, processing and being a team, and how is this apparent?

Subject matter/concept: How does the training programme combine a general scientific approach and anthroposophical spiritual science?

Methodology: How is the trinal method applied in the training (combining theoretical study, the arts and practical work)?

Organization: How are organizational processes established (dealing with quality development)?

Network: How does the training centre keep in touch with other establishments, training centres and organizations (anthroposophical and other)?

Recognition mentors allowed themselves to be guided by the following aspects in defining the six areas of competence:

- a. that they are applicable to all training centres if at all possible, though different profiles exist even within national sectors;
- b. that they are applicable in different countries with their existing structures and frame conditions;
- c. that they provide meaningful orientation also for training courses in the process of development.

Preparation for peer evaluation and recognition mentors' visits primarily support the training centre's self-evaluation. The mentors will, however, also write an evaluation at the end of their visit in which they present their impressions and perceptions and make recommendations.

The evaluation reports are subject to data protection; their possible use in training recognition mentors or to make them available to third parties requires the permission of the training centre.

Fundamental changes which may prove necessary during the certificate's period of validity and must be reported without fail to the Recognition Group include, for example:

- change of legal or financial backing or leadership
- changes in training concept or aims
- serious incidents that will have legal consequences
- ending collaboration in the Training Group

The Recognition Group considers the changes in consultation with the Training Council and makes its decision on how to proceed. Considering the geographical distances between training centres, it is considered important to communicate electronically when possible.

## 2. Procedure

### Preparing for first certification

The training centre contacts a member of the Recognition Group; this person in the Recognition Group will then be the owner of the process. If early discussions lead to a positive view, the training centre will be asked to submit its application and is sent the currently valid Guide to Recognition Procedure.

An application for recognition can only be made when one training course has been successfully completed. Exceptions need application from the Recognition Group and the agreement of the Training Council.

In submitting its application the training centre confirms that it accepts the basic principles laid down in the Organization Papers and Guide to Recognition Procedure.

### The application includes

- The filled-in Portfolio Questionnaire and attachments
- Report on self-evaluation

In the Portfolio Questionnaire, the training centre states at which level of conditions listed below recognition is applied for.

There are three types of training: basic training, further or additional training and foundation courses. The criteria given below are the standard, exceptions need the agreement of the Recognition Group. The legal basis of the given national education system us as far as possible taken into account.

- **Basic training.** This qualifies people to follow their profession without prior specialist training. It takes a minimum of two years full time and covers theory and tutored practical work for a minimum of 1,200 hours in all.
- **Further and additional training.** This is for people who have a professional qualification and deepens specialist subject knowledge in the field. Courses consist of a minimum of 400 hours with a lecturer in charge at the training school and 400 hours mentored specialist practice with the school or training centre sharing the responsibility.
- **Foundation courses.** These require a minimum of 400 hours with a lecturer at the school or centre.

In the written self-evaluation and on a separate sheet, the training centre declares its position on the following guiding principles:

- How are the six core skills applied, evaluated and developed in everyday practice?
- Which questions are given most intensive consideration at the centre at the moment (brief characterization)?
- Prospects and visions for the training centre

Self-evaluation is the starting and reference point for the recognition mentor's dialogue with the training centre. This is to ensure that the recognition procedure of self-evaluation serves the needs of the training centre.

Following consultation with the Recognition Group, the owner of the process asks the mentor, accepted by both parties, if she is able and willing to accept the request.

If she does, the training centre making the application is informed; they are then able to arrange dates directly with the mentor. The financial aspects are clarified by the training centre making the application.

Documents must reach the recognition mentor at least two weeks before the planned date for implementation.

The recognition mentor informs the owner of the process on agreed dates and contacts them if difficulties arise.

### Implementation:

Interpretation that may be necessary for the recognition mentor's visits must be provided for by the training centre.

Implementation involves - apart from on-site inspection - talks with at least staff, students and lecturers, as well as attendance at teaching sessions. Mentor and centre review the visit together at the end.

### **Follow-up:**

The recognition mentor writes a report within a period of two months of the visit.

The evaluation report includes the following:

- Initial situation
- Preparation and implementation
- Evaluation talks
- Summary
- Application
- Attachments

As a rule the character count for the report is 20,000 - 25,000 (incl. spaces).

The basis of the application are completeness and consistency of the documents submitted, the written self-evaluation, the impressions gained during the visit, and the evaluation talks and attendance at teaching sessions.

The recognition mentor's evaluation report is first sent to the centre to check factual accuracy, which is done within two weeks. The centre's response to the report is also sent to the owner of the process.

The mentor takes account of responses in composing the definitive evaluation report and sends this to the owner of the process who on his part sends it on to the members of the Recognition Group.

The owner of the process informs the recognition mentor within fourteen days whether the report has been accepted by the Recognition Group and her application is supported by them. The mentor sends the definitive report to the training centre as a pdf file.

If the training centre does not agree with the applications in the report and the Recognition Group's decision, objections may be made in writing to the Curative Education and Social Therapy Council's secretariat. The Secretariat sends this appeal on to the Training Council who decides whether to submit it to the Arbitration Group.

Having informed the recognition mentor, the owner of the process sends the agreed decision to the Curative Education and Social Therapy Council's secretariat, also sending them the documents.

The certificate is produced by the Curative Education and Social Therapy Council's secretariat, and signed by the Secretary and the member of the Group who is on the Training Council.

The date of recognition is the date when the Recognition Group has sent its recommendation to the Curative Education and Social Therapy Council's secretariat.

A copy of the report is deposited with a member of the Recognition Group so that it will be to hand for evaluation five years later.

### **Recertification:**

#### **The same conditions and stages apply as with first certification, with the following modifications:**

The training centre itself applies for recertification after five years, with the Recognition Group drawing their attention to the date. Recertification has to be completed within twelve months of the date when the certificate ceased to be valid.

The recognition mentor will be appointed anew in consultations between training centre and Recognition Group. It is possible that the same recognition mentor as before does the recertification audit.

The application for recertification includes the filled-in Portfolio Questionnaire with attachments, the self-evaluation report, and in addition a statement as to their response to the recommendations made in the first evaluation report.

The scope of the recertification process is established by the Recognition Group together with the recognition mentor and the training centre concerned. If agreement cannot be reached, the Recognition Group will decide on the method of implementation.

Recertification typically takes place within the context of the international training conference in Kassel.

The recertification report is shorter, covering:

Response to earlier recommendations

Details of the individual implementation of recertification

- Application
- Attachments

If there have been major changes during the five years, or there has been a change of recognition mentor, recertification has the same compass and the same method of reporting as for the first certification.

Recertification after ten years absolutely required a personal visit of the centre by the recognition mentor; the report is analogous in structure to the first report.

### **Recognition of training courses which are held only once**

The procedure for the recognition of a training course which is held only once is similar to the process for the recognition of training centres. The same terms apply with regard to recognition as a training, advanced training and introductory course.

Differences:

It is not a training centre which is recognised, but a training course which is held once

The local visit of a recognition mentor is not mandatory

There is no recertification

### **The following conditions must be met for the recognition of a training course which is only held once:**

- A person instructed by the initiators and endorsed by the Training Council shall mentor the training course. This person shall be or have been a member of the Training Group and have many years of experience in the training field.
- Local responsibility for the training course shall be held by a collegium; there must also be a sponsoring organisation; the finances shall be organised transparently.
- There must be a written curriculum; training shall comprise both supported practice relating to the field, a practice project as well as written evidence of performance and/or competence.
- The commitments involved in the training and the terms for obtaining the certificate shall be laid down in writing and be known to the participants (rules governing absence, assessment of practice project and evidence of performance).

### **The process shall take the following form:**

- Before the start of the training course, the initiators shall notify the Secretariat in Dornach. Such notification shall include information about the most important data relating to the planned training, a provisional curriculum as well as the name of the instructed mentor.
- The Secretariat shall notify the Training Council and the Recognition Group. The Training Council shall issue an opinion on the planned initiative.
- Six months before conclusion, the persons responsible for the training course shall submit the required documentation for the recognition process (portfolio questionnaire with appendices, report on self-evaluation).
- There shall be a meeting between a person responsible and a member of the Recognition Group. As a rule this shall take place as part of the international conference in Kassel.
- The application for recognition shall be passed to the Secretariat in Dornach which shall issue the certificate made out for this training course.
- If the initiators so wish, the certificate may be signed by the Secretariat in Dornach on behalf of the Council.

These guidelines were passed and adopted by the international Training Group on 13th May 2011. It was amended and readopted in April 2015 and on 4th May 2017.

## Evaluation guide 1

*This guide is organized according to aspects in the 'Wege zur Qualität' (ways to gain quality) method. The texts on individual areas are provisional and were produced using documents formulated in developing a handbook for training centres. The guide offers no basic aspects connected with the structure of the quality method; instead, short passages refer to the relevant theme. Questions then follow which may be added to at will.*

*The first seven areas are more about external aspects connected with training work, the last five about inner concerns.*

### Aims

The starting point here is the centre's own view of its aims, as normally presented in the profile of a centre. A profile is in three parts - perception of a need (e.g. care for people with disabilities), the general response to this perception (training courses on offer), and the source on which the work is to draw (anthroposophy).

There has to be consensus in principle on these basics if the impulse is to grow strong. It has been evident in practice that this is definitely not always the case. Re-establishing such consensus, i.e. work on the guiding principles, thus is the first step in any endeavour to gain quality.

The answers must, however, also be communicated to the outside world, for they are the decision basis for anyone wishing to be connected with the training centre. The guiding principles are also the chosen standard by which it is possible to establish the actual status of a training centre.

### Questions:

- Do guiding principles exist, and how are they evident in practice?
- Do the training concepts relate to the guiding principles?
- What needs have been identified as the basis for the guiding principles?
- What form does contact with related centres take?
- What aims were chosen and how are they to be achieved?
- Is work being done on the basic principles?
- What is the source of this way of arriving at the aims?

### Personal responsibility

The more staff members feel that they share responsibility for meeting the aims the more will it be possible to take up and strongly sustain those aims. The structures of the training centre must be such as to permit individuals actively taking responsibility. Structures that do not only permit but encourage that aim in the spheres of activity of staff members may in general terms be referred to as 'individual responsibility'.

On the one hand, personal responsibility is a matter of substance relating to the development of personal responsibility on the part of students; on the other hand it also has a formal aspect in connection with collaboration of those involved within the training centre. The greatest responsibility is towards the impulse formulated in the guiding principles. Responsibility for the impulse lies in two areas - form and content.

Form involves responsibility for implementation, responsibility for organization and for coordination.

With regard to content, responsibility for the impulse authorizes responsibility for the subject (e.g. mentoring of students), responsibility for abilities (e.g. assessing theses for the diploma) and responsibility for implementation (appointing teaching staff).

### Questions:

- Are responsibilities defined and known?
- What form do decision processes take?
- • Are function and competencies clearly regulated - also in connection with supporting organizations? • How is mentoring of the students organized?
- • Where is subject responsibility reflected on and evaluated?
- • Where is responsibility for organization reflected on and evaluated?
- • Is there a body for audit, are regular reviews held?
- • What form does inner collaboration take, how is work delegated?

## Skills

The skills of the teaching staff are at the centre. It is immediately apparent that functions can only be taken up on personal responsibility and freely by individuals who have the relevant skills. Skills, ability, are the precondition for freedom, in this case meaning both subject competence and the knowledge and implementation in practice of the methodology and didactics relevant to the student's age. The focus is on the students' qualifying and achieving qualification. This above all indicates the need to make practical experience the field for learning, e.g. with regular weekly study of the basics. Questions of assessment, regular sitting in one sessions, and discussing the work in retrospect and prospect are also of central significance.

### Questions:

- does one cope with the field of tension between subject competence and adult education skills?
- How Working with the three steps of developing, exercising and maintaining competence?
- Are there opportunities for further training?
- How are things learned integrated?
- How are lecturers chosen, received and supported, how do they gain their competencies? (questions from inward direction)
- What is the subject matter for training, what is asked of students (question from outside)?
- How is the basis established on which every student can develop his or her abilities, how do we convey the necessary skills?
- Are mutual auditor attendances possible and how are they evaluated?

## Freedom

This concerns defining the functions of individual staff members. It involves describing their functions, competences, and also collegial collaboration. What can the community do to make it possible for each individual to perform his functions independently? It is also a question of defining and delimiting activities that are not in agreement with the chosen aims. It concerns the principle of competence in situ.

Freedom to act is demanded not because individuals have a need for freedom; it is the precondition if one is also to be able to respond individually to the individual needs of students. Freedom must be measured by considering the action; it must become real through the action. A degree of uncertainty remains in doing full justice to my intentions. There are the levels of measurability (subject specific), describability and openness for discussion (collegial collaboration), ability to enter into the experience and communication (those who have the responsibility).

The counterpart to the freedom of qualified staff is the students' freedom to choose a training centre.

### Questions:

- Does the possibility of feedback exist for the students?
- Have functions been defined in writing?
- Are staff in dialogue on issues of development?
- How are bias and deviations in performing functions corrected?
- Are mentoring, support among colleagues and attendances as auditors in place?
- How do external rules, internal regulations and free space for individual creativeness relate to one another?

## Trust and confidence

The work done at a training centre cannot have real quality unless supported by the trust and confidence of all concerned. Trust in the as yet unknown is needed if the training on offer is to benefit students. This is a major challenge at a time when distrust is rife, when people want to know in advance about things not yet done.

In this chapter we ask about attitudes and measures that promote trust. Transparency and readiness to discuss matters and to accept criticism are clearly part of this, but so are structures that permit it. The training is designed to make people able to trust. Subject knowledge, collegial approach and reliability are basic elements for independent action. The individual must be able to act as such, and attendance as an auditor is not a sign of distrust. Openness is the precondition for trust, ability provides the conditions for this.

How do I get to be someone who can be trusted

- Socially
- in the sphere of mind and spirit
- by the other person

How do we become people who can be trusted

- as lecturers
- as students

#### Questions:

- How does the centre collaborate with other bodies (authorities, institutions, other training centres)?
- Is collaboration such as to encourage trust?
- Which elements support openness internally and to the outside?
- Dealing with conflicts and complaints?
- What form does provision of information internally and to the outside take?
- Is there accountability and to whom?

### Protection

We are today, rightly, reminded that the people to whom our actions apply are not without conscious awareness, sentience or speech but can also participate in the process, depending on the nature of the work. It needs genuine collaboration to prevent relationships becoming confrontation between agent (teacher/trainer) and victim (students). Protection becomes a defensive gesture where people have no real connection, making it impossible for the effects of the service provided to develop.

This chapter therefore deals with questions of including those who receive our services. The central idea is the relationship based on the contract. This is a unique legal basis, as contracts depend on those involved making a personal commitment. Contracts should, however, open up space for trust, setting limits and also free-room.

Every contract bases on a gesture of personal commitment; reflection is needed if the commitment does not exist. Contracts make it possible for free individuals to work together in a committed way without injury to competencies on either side.

The question of increasing demand for feedback also belongs into this chapter, e.g. polls of the kind widely used in firms with customer orientation.

#### Questions:

- What is the situation regarding contracts?
- Does opportunity for feedback from and active involvement of students exist?
- What forms of resonance exist for partners in the collaboration?
- • As subject matter, procedures and aims of the training centre transparent to prospective students before they start their training?

### Finances

The greatest aims cannot be taken up, however, if finances do not permit it. Financial means do not pay for labour but make it possible to achieve aims. The situation at a training centre is that the students who receive services cannot at the same time also provide the necessary financial means but have to depend on payments made by all, in solidarity. There is a real danger that 'public funds' provided by the government or institutional associations lead to the right for massive intervention even in the actual work done at the training centre, rights that are also implemented. We endeavour to find a balance between the justifiable concerns of students, the bodies providing financial support for them and the training centre, the staff of which actually create the services that are needed.

On the other hand it is also necessary for staff to develop greater awareness of the moneys provided in their particular sphere of activity. Again a balance has to be found between false generosity and a differentiation of costs that breaks down individual tasks.

**Questions:**

- How are finances regulated?
- How are the financial means apportioned?
- Is there transparency about the movement of financial means?
- Does lack of finance make it difficult to achieve aims?
- How is the budgeting process handled?
- Is there a review of the use of financial means at the end of a period?

**Responsibility based on insight**

An impulse will lose power unless regularly cultivated. The many responsibilities in everyday work often leave no time for shared study of the spiritual sources, and there is a real need to find the balance between the demands of daily life and spiritual renewal and deepening.

The more I deepen the impulse as I gain insight, the greater will be the need for change. The more an impulse is outwardly evident, the more must powers be developed that go in an inward direction.

Advances made overt call for inner deepening, and this calls for changes in the image presented to the world.

**Questions:**

- Is work on the basic sources cultivated in the faculty?
- Are things learned integrated in study to gain insight?
- How is the field of tension between renewal and deepening treated?
- Is there collaboration and sharing with other training centres?

**Personal development**

The training should encourage personal development for students and at the same time respect the fact that there is a space which it must not enter.

Until recently, forms were given and were also accepted by students; now they want to be involved in creating the form; this does not prevent progress.

Personal development is a precondition for progress; social conditions must be clear; independence must be made to serve.

Personal development comes in the context of the community serving the aims. Individuals must not lay claim to the fruits of their own labour, which calls for the development of a particular attitude. Attitude also needs appropriate structures. Structural quality must permit processes. Structures should exist to facilitate and at the same time set limits; it is common to consider facilitation only.

The potential for personal development must lie in the nature of the social setting.

Virtues will only develop in and through life, community must respect the personal nature of the individual. Training should provide the tools for development; the community must work in such a way that development continues.

**Questions:**

- Is external further training integrated into your own work?
- Are there provisions and possibilities for personal development?
- What measures are taken so that staff don't suffer burnout in their work and are able to develop further?

**Acting in the right way for the moment**

Here we come to the field of tension between past and future. The work to be done in practice and also in training changes, new challenges arise. The past must be the foundation for the future but must not inhibit it. The future must base itself on the past, for this alone will give it power to sustain. The new must enter into the old, build on it; the old must develop a feeling for the new and develop openness towards it. There must be no dualism, for that leads to strife.

**Questions:**

- How are the student's needs perceived?
- How does the training centre deal with opposition?
- How are future needs and challenges in the professional work of graduates perceived and integrated into the training?

**Individual and community**

The collaboration of individual and community is evident not only in the care centres but also in training centres. How can the individual find his place, be creative, without losing reference to the stated aims? The individual should also take up the impulse; the community must be sufficiently discreet to make this possible. The motto of social ethics is both starting point and goal.

**Questions:**

- How would you characterize the cultivation of collaboration?
- What makes it possible for the individual to gain an image of the whole?
- Which areas are the domain for personal responsibility, larger groups or the faculty?

**Community as destiny**

The circle closes on the conclusion of training, and we are with the setting of aims again. Has there been a change, has living in a community made it possible for the individual to change, what impulses, skills, attitudes and motives does the individual take with him as he now takes up a new set of aims?

**Questions:**

- How are admission and leaving procedures regulated?
- Are reviews and audits done of the training period?

(Written by Andreas Fischer)

## Evaluation guide 2

### for talks with training centres

According to F. Glasl's holistic system concept, organisations 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 further development.

#### The cultural sub-system is made up of

- 1) identity
- 2) concepts, strategy, policies

This concerns value concepts, guiding principles 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 meet ...)?
- 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)?
- 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 other?
- 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 structures are felt to be counter-productive?

### **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 in 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)